



School Aim
To make learning irresistible

Long Term Plan 2017-2018 Cycle 1

Year Group: **Y2** Class Teachers: **Charlotte Withnall, Vanora Cooper, Naomi Lander**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Title	Wolves Goodies and Baddies in Stories	Goodies and Baddies (Including History)	Frozen Planet	Giants & Trolls	Down at the Bottom of the Garden	Seaside in the Past
English	Induction/ Cats (Wk 1/2) Reports/ information writing/ leaflets Wolves (Wk 3) Stories - Wolf themed Traditional tales and stories (Wk 4-6) Story Diwali story Rama and Sita (wk 7)	Poetry Bonfire Night (Wk 1) Report Guy Fawkes report (Wk 2) Story (Wk 3) – Witches (Y1) Crooks (Y2) Burglar Bill, Christmas story, letters and instructions	Poetry Winter poetry (WK 1) Non-chronological report – Inuits/ polar Bear, walrus animal facts (Wk 2-4) Recount (wk 5-6) Scott of the Antarctic/ letters	Story (Wk 1-3) Baccus and Ariadne by Titan painting/ Thesus and the Minotaur Giant themed: Smartest Giant/ 3 Billy Goats Reports/ Instructions (WK 4) Farms and animals (Y1) Sheep and pigs non-chronological report or making a farm animal instructions Story (WK 5) Easter	Story Bog Baby (Wk 1) Instructions (Wk 2) How to make a Bog Baby Minibeast poetry or story (Wk 3-4) Christopher Nibble, Bad Tempered Ladybird Van Gogh- sunflowers, Monet water lillies Explanations (Wk 5-6) Frogs/ Chicks/ Butterflies	Reports (Wk 1/2) The Bathers by Seurat History of the seaside Poetry Seaside, summer, food themed Stories of significant authors Or/ by the sea themed Mairi Hedderwick – Katie Morag Ronda Armitage – Lighthouse Keeper books Mrs Armitage – Sophie and the seawolf
Maths	Counting (Wk 1) The pupil can count in twos, fives and tens from 0 and use counting strategies to solve problems	Subtraction (Wk 1&2) Subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones a two-digit number and tens two two-digit number	Division (Wk 1& 2) Calculate mathematical statements for division and write them using the division (÷) and equals (=) signs. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	Money (Wk 1&2) Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value Find different combinations of coins to equal the same amounts of money Solve simple problems in a practical context involving addition and subtraction of money of the same unit including giving change	Review (Wk1&2)	Recap and Maths project
Oral & Mental-Direction	The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given Recognise odd and even numbers	Recognise and use the inverse relationship between addition and subtraction	Recognise and use the inverse relationship between multiplication and division in calculations	Choose and use appropriate standard units to estimate and (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, masses, volume/capacity and record the results using >, <	SATS Statistics Interpret and begin to construct simple pictograms, tally charts, block diagrams and simple tables Answer questions about totalling and comparing categorical data. hexagon, octagon, prisms and cones	
Data-Living Things	(Place value (Wk 2-4)) Recognise the place value of each digit in a two-digit number. Partition two-digit numbers into different combinations of tens and ones Read and write numbers to at least 100 in numerals and in words. Compare and order numbers from 0 up to 100 and use <, > and = signs. Use place value and number facts to solve problems.	Mixed Inverse (Wk3) Recognise and use the inverse relationship between addition and subtraction	Relate multiplication and division to grouping and sharing discrete Solve problems involving division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in	Capacity (Wk3) Choose and use appropriate standard units to estimate and (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, masses, volume/capacity and record the results using >, <	Position and Direction (Wk4) Order and arrange combinations of mathematical objects in patterns and sequences use mathematical vocabulary to describe position, direction and movement, including	

	<p>Identify, represent and estimate numbers using different representations.</p> <p>Addition (Wk 5&6) Add numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones a two-digit number and tens three one-digit numbers The pupil can add 2 two-digit numbers within 100 using concrete apparatus or pictorial representations. Recall and use addition and subtraction facts to 20, Recognise and use the inverse relationship between addition and subtraction 2D Shape (Wk 7) Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line</p>	<p>arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts Time (Wk 6) Compare and sequence intervals of time Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Length and weight (Wk 7&8) Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g) to the nearest appropriate unit, using rulers, scales Compare and order lengths, masses and record the results using >, < and =</p>	<p>contexts Fractions (Wk 3- halving &4) Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity Write simple fractions and recognise the equivalence of two quarters and one half. <i>Count in fractions</i> Time (Wk 5) Compare and sequence intervals of time Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. 3D Shape (Wk 6)</p>	<p>and = Measure-Mixed (Wk 4) Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g) to the nearest appropriate unit, using rulers, scales Compare and order lengths, masses and record the results using >, < and = 2D and 3D Shape (Wk 5) Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces Compare and sort common 2-D and 3-D shapes and everyday objects Recognise and name quadrilaterals, polygons e.g. pentagon</p>	<p>movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</p>	
<p>Science</p>	<p><u>Y2 Animals, including humans</u> Notice that animals, including humans have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.</p> <p><u>Ongoing seasonal changes</u> Observe changes across the four seasons</p>	<p><u>Y2 Living things and their habitats</u> Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different</p>	<p><u>Y2 Living things and their habitats</u> Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of plants, and how they depend on each other. <u>Ongoing seasonal changes</u></p>	<p><u>Y2 Plants</u> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <u>Ongoing seasonal changes</u></p>	<p><u>Uses of everyday materials</u> Identify and compare the suitability of a variety materials. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p><u>Ongoing seasonal changes</u></p>	

		sources of food. Ongoing seasonal changes	
History	<p>Autumn 1 Class timeline of events Begin world/ significant timeline of events Autumn 2</p> <p>Significant event Guy Fawkes Explain why Britain has a special history by naming an event. Explain what is meant by a parliament. Recount some interesting facts from an historical event and someone famous from Britain who lived in the past. Research from different sources and answer questions.</p>	<p>Spring 1 Significant person Scott Explain why Britain has a special history by naming a famous person. Explain what is meant by a parliament. Recount some interesting facts from an historical event and someone famous from Britain who lived in the past. Research from different sources and answer questions.</p>	<p>Summer 2 Chronological order – Queen past and present Sequence a set of events in chronological order and give reasons for their order. Use a range of appropriate words and phrases to describe the past. Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national</p>
Geog	<p>Autumn 1 <u>Locational knowledge</u> <u>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</u></p>	<p>Spring 1 Non-European Contrasting Locality Weather patterns <i>BQ: How is Arnold different to the Arctic or Antarctica?</i> Locational knowledge Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country. Human and physical geography Identify seasonal and daily weather patterns in hot and cold areas of the world in relation to the Equator and the North and South Poles Geographical Skills and Fieldwork: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	<p>Summer 1 Geographical Skills and Fieldwork: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. UK Contrasting Locality Human and physical geography Identify seasonal and daily weather patterns in the United Kingdom Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop seas Summer 1 Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (local walk, around school)</p>
Art	<p>Autumn 1 Drawing wolves and people Explore techniques to replicate firework images Archimboldo (faces made out of fruit) To use a range of materials creatively to design and make products To use drawing, painting to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour,</p>	<p>Spring 2 Comparing Bacchus and Ariadne painting Sculpture – look at a range of sculptures both new and old and creating own (Guy Routledge) To use a range of materials creatively to design and make products . To use sculpture to develop and share their ideas, experiences and imagination .</p>	<p>Summer 1 Artist study Compare and create artwork in the style of Monet and Van Gogh Focus on texture and painting: To use a range of materials creatively to design and make products To use drawing, painting to develop and share their ideas,</p>

	line, form and space		Find out about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space		experiences and imagination Find out about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	
DT	<p align="center">Autumn 1</p> <p align="center">Design and make a healthy snack (for the wolf?)</p> <p><u>Design</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><u>Make</u> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting] Select from and use a wide range of ingredients, according to their characteristics.</p> <p><u>Evaluate</u> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p> <p><u>Cooking and Nutrition:</u> Use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.</p>		<p align="center">Spring 2</p> <p align="center">Explore, design and make a giant pop-up card</p> <p><u>Design</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><u>Make</u> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including textiles, according to their characteristics</p> <p><u>Evaluate</u> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p> <p><u>Technical Knowledge</u> Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles, in their product.</p>		<p align="center">Summer 2</p> <p><u>Design</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><u>Make</u> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including textiles, according to their characteristics</p> <p><u>Evaluate</u> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p>	
PE	Basic Skills running and jumping	Basic Skills Balance, agility and coordination (gymnastics)	Dance Perform dances using simple movement patterns.	Team games Participate in team games Basic skills Throwing and catching	Team games Developing simple tactics for attacking and defending	Basic skills Running, jumping, throwing (athletics) <i>Sports Day</i>
RE Cycle 2	Jewish celebrations and stories	Celebrations Eid and Christmas	Jewish stories David and Jonah	Easter	Visiting a synagogue	Jesus and his stories
SMSC	It's our world To devise a class charter. Identify communities which we belong to. To know how to save energy around the school. To understand what recycling is. To understand what pollution is.	Say No! To recognise the uses of medicines. To recognise that some household substances are dangerous. To understand the dangers of smoking. To understand the dangers of alcohol. To appreciate a range of real and imaginary hazards.	Money Matters To know why we have money. To know how to keep money safe. To understand the meaning of affording something. To know the difference between wants and needs. To understand the different meanings of 'being rich'. To set a simple goal.	Who Likes Chocolate? To know where different foods come from. To understand the difference between a custom and a ritual. To appreciate why we Celebrate special events with different food. To appreciate how much chocolate we eat. To know where chocolate comes from. To explore why we need	People Around Us To find out about special people in our lives. To think about people who help us. To understand the feeling of loneliness. To understand there are different kinds of families. To talk about difficult choices . To find out about people and places around the world.	GROWING UP Differences; Growing up; Managing change Preparing for transition

				fair trade principles.		
Computing	Autumn 2 Algorithms Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs		Spring 1 Technology in the home and Internet Safety Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Recognise common uses of information technology beyond school.		Sumer 1 Multimedia – information page about seaside Use technology purposefully to create, organise, store, manipulate and retrieve digital content	
Music	The long and short of it Exploring duration Exploring pulse and rhythm	Christmas music	Listen to and compose a range of ‘adventure’ music (relate to Scott’s adventure) Music body percussion	Taking off Exploring pitch	What’s the score? Exploring instruments and symbols	Feel the pulse Exploring pulse and rhythm
British Values	British Values Pinewood will promote the fundamental British Values of democracy, the rule, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This will include celebrating and marking British occasions and festivals and children will also enjoy being part of a collective community through outings partnerships with local schools. Each class will have British Values folder.					

Planned Events and Visitors

- ☆ Macmillan fundraiser
- ☆ Puppet man
- ☆ Paul in for African workshops
- ☆ Bird watch week
- ☆ Chicks and butterflies
- ☆ Monthly Reading Track Assemblies
- ☆ World Book Day
- ☆ Fairtrade fortnight
- ☆ Red Nose Day

Visits : Initial Plan	
AUT 1	Life education bus 18 th October
AUT 2	Pantomime comes to school
SPR 1	Visitor Frozen location
SPR 2	Art gallery, library
SUMM 1	Synagogue
SUMM 2	Youth Hostelling, Mansfield museum