

| Subject | Autumn Term 1 | Autumn Term 2 | | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
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| Topic | Marvellous me! Stories and poems | Space | Autumn | Horrible histories | Hot and cold | Paddington's travels | Roald Dahl |
| Festivals | Harvest | Christmas Bonfire night | | | Easter Mother's Day | Father's Day | |
| English | Stories in familiar settings Poetry Colour monster The day the crayons quit | Poetry Imaginary worlds and Fantasy The man on the moon Bob's best friend Tattybogle | | Non Fiction: Information Texts Talk for writing The Egg | Non Fiction: Instructions Imaginary and fantasy worlds Stories from other cultures | Animals in traditional tales and fairy tales | Instructions Imaginary fantasy worlds |
| Talk for Writing Text | Amazing Grace | | | The Egg | The Enormous Crocodile | | |
| Science | <p>Humans</p> <ul style="list-style-type: none"> -Recognise the stages of a human's life cycle. -Know what humans need to survive, -Understand the need for exercise and hygiene. -Scientific enquiry- the effect of exercise on our heart rate. <p>Animals</p> <ul style="list-style-type: none"> -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 amounts of different types of food, and hygiene. | | | <p>Uses of everyday materials</p> <ul style="list-style-type: none"> -Identify and compare the suitability of a variety of everyday materials, including wood, metal ,plastic, glass, brick, rock, paper and cardboard for particular uses. -To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching, | <p>Plants</p> <ul style="list-style-type: none"> -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 | <p>Living things and their habitats</p> <ul style="list-style-type: none"> -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 to and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. -Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food. -Identify and name a variety of plants and animals in their habitats, including microhabitats. | |

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| <p>Geography</p> | <p>Deeper into the UK -Use world maps. Atlases and globes to identify the UK and locate and name the capital cities of the UK. Recognise and label the seas around the UK using atlases and globes. Know the saints, flags and emblems of each of each nation.</p> | <p>Seven Continents and five oceans Use world maps, atlases and globes to identify the continents and oceans and compare our continent to another.</p> | | <p>Place beyond UK Comparing our place where we live to another country. Africa + Antarctica Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.</p> | <p>Recognising key physical features Recognise and name features like beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, city, town, village, factory, farm, house, office, port, harbour. Compare our town with another place in the world.</p> | <p>Geographical skills and fieldwork Create simple maps and plans using basic keys and observations of Swathmoor hall and gardens. Describe the physical features of Swarthmoor Halls's ground.</p> |
| <p>History</p> | | <p>Bonfire Night Festival Gunpowder plot Remembrance Day Neil Armstrong Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements.</p> | <p>Florence Nightingale Grace Darling Mary Seacole The lives of significant individuals in the past who have contributed to national and international achievements. Events beyond living memory that are significant nationally or globally.</p> | | | <p>Local History Significant historical events, people and places in their own locality. Margaret Fell Laurel and Hardy Beatrix Potter</p> |
| <p>Art (Art is carried out throughout topic)</p> | <p>Drawing Picasso Autumn Art Harvest moon Art To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Learn about the work of a range of artists.</p> | <p>Painting – Remembrance day art Christmas crafts Christmas card design Textiles - owls To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To use a range of materials creatively to design and make products.</p> | <p>Sculpture – clay pots Collage – Grace Darling lighthouses Lady of the lamp Art Calendars To use a range of materials creatively to design and make products. Children will explore different paper cutting skills.</p> | <p>Collage – Henri Rosseau African artist – pattern/drawing /painting To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn 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,</p> | | <p>Sculpture Forest school art Andy Goldsworthy Learn about the work of a range of artists. To use a range of materials creatively to design and make products.</p> |

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| <p>DT</p> | <p>Mechanisms Fairground wheel</p> <p>Introduce and explore simple mechanisms, such as sliders, wheels and axels in their designs. Recognise where mechanisms such as these exist in toys and other familiar products.</p> | <p>Food Balanced diet</p> <p>Learn about the basic rules of a healthy and varied diet to create dishes. Understand where food comes from, for example plants and animals</p> | <p>Mechanisms Making a moving monster</p> <p>Introduce and explore simple mechanisms such as sliders, wheels and axels in their designs. Recognise where mechanisms such as these exist in toys and other familiar products.</p> | <p>Structures Baby bear's chair</p> <p>Build structures such as windmills and chairs, exploring how they can be made stronger. Recognise areas of weakness through trial and error.</p> | <p>Textiles Pouches</p> <p>Explore different methods of joining fabrics and experiment to determine the pros and cons of each technique.</p> | <p>Celebrate KS1 achievements of DT with a gallery of products.</p> <p>Set up an invention challenge with scrap materials.</p> |
| <p>Computing</p> | <p>'I' Compute</p> <p>Iprogram</p> <ul style="list-style-type: none"> -To understand what algorithms are: how they are implemented as programs on digital devices. -To create and debug simple programs. -To use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p>Isearch</p> <ul style="list-style-type: none"> -use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p>-use technology safely and respectfully, keeping personal information private. Identify where to go for help and support.</p> | | <p>'I' Compute</p> <p>IAnimate</p> <ul style="list-style-type: none"> -To use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p>IPub</p> <ul style="list-style-type: none"> -To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content tht accomplish a given goal. | | <p>'I' Compute</p> <p>IBlog</p> <ul style="list-style-type: none"> -select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of services, programs and content that accomplish given goals. <p>Isafe</p> <ul style="list-style-type: none"> - 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. | |
| <p>PE</p> | <p>Ball Skills Football with Barrow AFC</p> | <p>Gymnastics Yoga with YoKids</p> | <p>Sending and Receiving Dance with Louise Walton</p> | <p>Fitness Rugby with Barrow Raiders</p> | <p>Invasion Games Cricket</p> | <p>Athletics</p> |
| <p>PSHE</p> | <p>Keeping/Staying Safe Tying Shoelaces Keeping/Staying Healthy Healthy Eating Brushing Teeth Relationships Bullying & Body Language</p> | | <p>Being Responsible Practice Makes Perfect Being Responsible Helping Someone in Need Feelings and Emotions Worry Feelings and Emotions Anger</p> | | <p>Computer Safety Image Sharing Computer Safety Computer Safety Documentary Hazard Watch Is it safe to eat or drink? Is it safe to play with? Our World Living in Our World Our World Working in Our World Fire Safety (Special Module) Petty Arson Fire Safety (Special Module) Texting Whilst Driving</p> | |

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| <p>Music Charanga</p> | <p>Hands, Feet, Heart Ho,ho,ho A little bird told me nativity</p> | | <p>I wanna play in a band Zootime Ulverston Big sing – Jack and the bean stalk</p> | | <p>Friendship song Reflect, rewind and replay Leavers The bee musical</p> | |
| <p>RE</p> | <p>Harvest What is harvest and why do we celebrate it? Compare to a Hindu harvest festival Harvest prayers</p> | <p>Christian Worship. Christmas – Nativity Story. I know light is an important symbol for Christians and Hindus.</p> | <p>Key events in the life of Jesus The Good Samaritan Lazarus the man who rose from the dead</p> | <p>The Easter Story. Retell the Easter story and symbols to the meanings. Explore artefacts from artefacts from Christianity.</p> | | <p>How is Buddha special to Buddhists? Prince Siddhartha and the swan.</p> |