

Long Term Planning

Key Stage 1 Year 2 2021-2022



Term	Autumn		Spring		Summer	
Science	<p>All Living Things</p> <p>To identify parts of the human body and their uses.</p> <p>To find and compare differences between humans.</p> <p>To understand what it means to be living, dead and never been alive.</p> <p>To sort living things into groups.</p> <p>To understand the characteristics of mammals.</p> <p>To understand what makes us human different from other living things.</p>	<p>Animals Including Humans</p> <p>To notice that animals, including humans, have offspring which grow into adults, by describing the changes to animals and humans as they grow and change.</p> <p>To find out about and describe the basic needs of animals, including humans, for survival (water, food and air), by identifying the ways that different animals meet their basic needs.</p> <p>To describe the importance for humans of eating the right amounts of different types of food, by exploring food groups</p> <p>To describe the importance for humans of exercise, by finding out why humans need to exercise</p> <p>To describe the importance for humans of hygiene, by learning about good hygiene habits.</p>	<p>Animals Habitats</p> <p>To understand there are many different habitats around the world.</p> <p>To compare two very different habitats: rainforests and deserts.</p> <p>describe the features of these habitats.</p> <p>identify some animals and plants that live in these habitats.</p> <p>To write how animals and plants have adapted to live in harsh desert habitats</p> <p>To understand how food chains show feeding relationships in habitats.</p> <p>To investigate which habitat woodlice prefer to live in.</p> <p>To visit to the Ecology Centre</p>	<p>Plants</p> <p>To observe closely using simple equipment by recording observations of a variety of plants in the local environment.</p> <p>To observe and describe how seeds and bulbs grow into mature plants by planting seeds and bulbs.</p> <p>To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy by comparing the growth of seedlings under different conditions.</p>	<p>Everyday Materials</p> <p>To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses, by identifying the uses of different materials.</p> <p>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching, by changing the shape of objects.</p> <p>To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses, by exploring the purposes of different objects.</p>	<p>Properties and Changes of Materials</p> <p>To name and label different materials.</p> <p>To describe properties of everyday materials and note different uses.</p> <p>To understand different materials can be used to make the same things.</p> <p>To recognise the wide range of different materials we need at school.</p> <p>To understand that some materials are natural and that others have to be manufactured.</p> <p>To know that some different materials are used to keep us warm</p> <p>To investigate which materials are good insulators</p>

Computing	<p>CS Algorithms Instructions and recipes (3 lessons)</p> <p>DL inappropriate video Internet Scenario Card (1 lesson)</p>	<p>CS Simulations What's wrong with this game? (2 lessons)</p> <p>CS Devices How does that work 4 lessons)</p>	<p>CS Algorithms Demolition Robot (4 lessons)</p> <p>IT Images Say no to graffiti (3 lessons)</p>	<p>DL Blogging Do you like my blog? (In the forest focus) (2 lessons)</p> <p>IT Data Handling Minibeasties (4 lessons)</p> <p>DL emailing Emailing Granma (2 lessons) if have 2email OR Let's send a message (2 lessons)</p>	<p>CS Debugging I can debug (5 lessons)</p> <p>DL Finding out about... (Mary Seacole) (2 lessons)</p>	<p>IT Databases Finding out about us (3 lessons)</p> <p>DL Making mistakes online Digiducks dilemma (2 lessons)</p>
History		<p>The Gunpowder Plot To use historical clues to find out about the Gunpowder Plot. To understand the order of events in the Gunpowder Plot To research the life of Guy Fawkes. To understand the life of Guy Fawkes</p> <p>To understand why the Gunpowder Plot was planned. To use role play to understand how and why the plot was planned To understand why the Gunpowder Plot was unsuccessful. To recall the events of the Gunpowder Plot in order.</p>		<p>Women who make a difference To understand events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Significant historical events, people and places in their own locality.</p>		<p>Customs, festivals and fairs in the UK They show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events they have studied</p>
Geography	<p>What is there around me To name and locate the world's seven continents and five oceans; To use world maps, atlas and globes to</p>		<p>Is it really round? To name and locate the world's seven continents and oceans.</p>		<p>Where is China? To understand geographical similarities and differences through studying the human</p>	.

	<p>identify the UK and its countries, as well as the countries, continents and oceans.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</p> <p>To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage.</p> <p>To locate the continent we live in and describe some of the key features.</p> <p>To use aerial photographs to recognise landmarks and basic human and physical features.</p> <p>To use basic geographical vocabulary to refer to key physical and human features.</p>		<p>To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage.</p> <p>To plot journey lines on a world map.</p>		<p>and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country in the context of China.</p> <p>To devise simple maps in the context of China.</p> <p>To ask geographical questions in the context of China</p> <p>To use world maps, atlases and globes to identify the countries studied at this key stage in the context of China.</p>	
Physical Education Indoor Y2		Dance	Gymnastics			
Physical Education Outdoor Y2	Invasion Games			Games-Net and Wall	Games – striking and fielding	Athletics
MUSIC	Skills: Jolly Music L1 Lessons 1-10 Nativity		Skills: Jolly Music L1 Lessons 11-20		Skills: Jolly Music L1 Lessons 21-30	
Art and Design		Colour Chaos To choose, use and mix their own colours	Mother Nature To record from first hand observations and explore ideas for a design	Mother Nature Use materials and techniques to communicate ideas and experiences;	Portraying relationships To explore ideas about double portraits – Van Dyck, David Hockney	

		To create their own piece of abstract art using paper, paint, crayons, pencil. To explore the work of abstract artists – Pollock, Kadinsky etc.	To collect visual and other information for their work; Investigate shape, pattern and texture;	Comment on similarities and difference between their own work and other' work; adapt and improve their own work.	To explore background, composition, figures, pose, expression and character To compose a larger picture of tow figures To paint light colours providing opportunity for overpainting in darker tones	
DT	Joseph and his technicoloured scarf– To recognise and complete patterns. To create a repeating pattern. To design a repeating pattern. To practise different techniques to create a pattern. To sew materials on to other materials. To cut and glue on materials. To say what they like about their scarf. To can say what they could improve.					Puppets To understand that there are different types of puppets. To make simple drawings of different kinds of puppets. To label drawings to identify what types of puppets they are. To make a design for my puppet. To sketch out a design for the puppet. To label the different parts and what they will be made of. To carefully use the equipment and tools provided. To follow the design to make the puppet, making changes where needed. To say what they like about their puppet. To can say what they could improve.
RE	Why did Jesus teach the Lord's prayer as the way to pray?	The Ten Commandments To understand and reflect on the meaning of the 10 Commandments and what they tell us about God.	What does it mean to be a Hindu? To understand and reflect on key Hindu beliefs and how they underpin behaviour and attitudes.	The School's own Saints days To understand and reflect on why saints are important in Christianity.	Why are they having a Jewish party? To understand and reflect on Jewish festivals, how they are celebrated and the reasons behind them.	What does the Lord's prayer mean? To understand and reflect on the meaning of the Lord's prayer and what we can learn from it.

		<p>Where is the light of Christmas? To understand and reflect on the importance of light at Christmas and why Jesus is considered the light of the world.</p>		<p>How do Easter symbols help us to understand the true meaning of Easter? To understand and reflect on the meaning of Easter symbols.</p>		
PSHE	<p>Setting targets Your special qualities Growing and changing Exercise Medicines</p>	<p>The School Environment The local environment Rules Your communities Setting Targets</p>	<p>Getting on with others Doing the right thing Right and wrong Being responsible for yourself</p>	<p>Counting the cost The things you do Different view</p>	<p>Discussion and debate Different views Safety at home/school</p>	<p>Is it fair? Learning from experience Safety</p>