

Cadishead Primary School Year 2 Long term planner 2016 - 2017

SAT Timetable	
Monday 8 May 2017	English reading
Wednesday 10 May 2017	Mathematics Paper 1: arithmetic Mathematics Paper 2: reasoning
Thursday 11 May 2017	Mathematics Paper 3: reasoning

	Autumn 1 weeks	Autumn 2 weeks	Spring 1 weeks	Spring 2 weeks	Summer 1 weeks	Summer 2 weeks
Topic title	Finding Dory (under the sea, non chron.)	Fairy Tales	Great Fire of London	Animal Magic (Nocturnal animals, polar animals - habitats) Farm visit	A long time ago..... in Cadishead	Author Study (Anthony Browne/Roald Dahl)
Literacy	Non-Chronological Report:	Fiction: The Elves and the Shoemaker	Non-Fiction Recount: Great Fire of London	Non-Chronological Report:		
Numeracy	Following Lancashire planning					
Science	<p>Working scientifically Pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. 					

History	<p>Living Things and Their Habitats</p> <p>* Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>* 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</p> <p>* 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.</p> <p>Animals inc. humans</p> <p>* 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)</p>	<p>Materials</p> <p>* Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>* Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Plants</p> <p>*Observe and describe how seeds and bulbs grow into mature plants</p> <p>*Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>*Plant fruit and veg this half term*</p> <p>Materials (inc. waterproofing)</p> <p>* Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>* Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Animals inc. Humans</p> <p>* Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>		
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	<p>KS1 Pupils should be taught about:</p> <ul style="list-style-type: none"> □ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life □ events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries) □ 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 (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell) □ significant historical events, people and places in their own locality. 					
	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <ul style="list-style-type: none"> - Animal rights campaigners -Walt Disney 		<p>Events beyond living memory that are significant nationally or globally</p> <ul style="list-style-type: none"> - Great Fire of London - The Plague <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <ul style="list-style-type: none"> - Samuel Pepys: compare to modern-day commentators Eg. Bloggers. 		<p>Changes within living memory.</p> <ul style="list-style-type: none"> - L.S. Lowry - Irlam Train Station building - Train journey (on the bypass) <p>Significant historical events, people and places in their own locality</p> <ul style="list-style-type: none"> - Comparing pictures of the high street - Changes in the way people shop - Compare the things and the way people ate and eat. 	

Geography	Pupils should be taught to: Location 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 the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography □ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles □ 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 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 (e.g. 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 □ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.					
	7 Continents and Oceans of the World Mapwork - Compass directions - Human and physical features	Mapwork - making maps of imaginary places using geographical vocabulary- human and physical i.e. beach, sea, harbour, city, factory, farm	London now and then - Aerial photos - River Thames	7 Continents and Oceans of the World Mapwork - Compass directions - Human and physical features	Local Geography, mapwork	

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R.E.	1.8 How should we care for others and the world, and why does it matter?	1.6 How and why do we celebrate special and sacred times? Judaism/Islam.	1.2 Who is a Muslim and what do they believe?	1.3 Who is Jewish and what do they believe?	1.4 How can we learn from sacred books?	1.4 How can we learn from sacred books?
P.H.S.E.	Unit 1: Core Skills Unit 9: Taking Part	Unit 11: Being Different Unit 12: Anti Bullying	Unit 3: Economic Well Being and Financial Capability	Unit 4: Emotional Health and Well Being.	Unit 2: Sex and Relationships Unit 5: Keeping Safe.	
Computing	KS1 Pupils should be taught to: <ul style="list-style-type: none"> 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 use technology purposefully to create, organise, store, manipulate and retrieve digital content use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet recognise common uses of information technology beyond school. 					
Follow computing scheme						

Art & Design	KS1 Pupils should be taught: <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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. 					
	Drawing Sculpture Making fish	Textiles Christmas decorations	Portraits Charles 1/Samuel Pepys cf other crafts people/ artists	Drawing /painting/ collage		Printmaking
Design & Technology	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home and school, gardens and playgrounds, the local community, industry and the wider environment. When designing and making, KS1 pupils should be taught to:					
	Design <ul style="list-style-type: none"> 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 Make <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria Technical knowledge <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms, such as levers, sliders, wheels and axles, in their products. 					
	Moving Pictures - Animal pop-ups and pull-outs			Moving Vehicles - Fire engines		Healthy food - fruit kebabs, smoothies Etc
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Music	Pupils should be taught to: <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and un-tuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 					
	Following online scheme					
P.E.	Pupils should be taught to: <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns. 					
P.E.	Golden Mile Physical Literacy (Gymnastics)	Dance	Golden Mile Dance	Evasion Games	Golden Mile Physical Literacy	Athletics Evasion Games 19th June Sports week

Enterprise activity	Ice pops Cake sale	Cauliflower Cards Calendars Sell Xmas play programmes and baubles			Ice Pops	Ice Pops
Trips and/or visitors			Smithills Farm trip			Sports week
Parent events	Curriculum Eve	Parent's Eve Christmas Play				Sports Day