



Clarice Cliff Primary: Long-term Planning 2018-2019

Year: 2

Staff: M.Taylor, J Longstaff, K Woodward & S Wilbraham

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<i>Street Detectives</i>	<i>Land Ahoy</i>	<i>Towers, Tunnels & Turrets</i>		<i>The Scented Garden</i>	
English Text	<i>The Gingerbread Man</i>	<i>The Little Mermaid</i>	<i>Snow White</i>	<i>The Tunnel</i>	<i>Jack and the Beanstalk</i>	<i>Aladdin</i>
Cross Curricular Writing	<i>Instructions</i>	<i>Letter Writing</i>	<i>Letter writing, Fairy Tales, Information Posters</i>		<i>Instructions and Non-Chronological Reports</i>	
Entry Point	<i>Local area expedition</i>	<i>Pirate Attack Workshop</i>	<i>Archery Day</i>		<i>Gardening Expert</i>	
Educational Visit	<i>Local Area visit</i>	<i>Animal Man</i>	<i>Castle Visit</i>		<i>Trentham Gardens</i>	
Parental Engagement	<i>Parents to attend Pirate Attack Workshop</i>		<i>Castle Exhibition</i>		<i>Invite parents to have a picnic in the garden</i>	
Topic Objectives	<p>Ge SF 4 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.</p> <p>Ge SF 2 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.</p> <p>Ge SF 3 Use aerial photographs and plan perspectives to recognise landmarks and basic human and</p>	<p>AD1 Use a range of materials creatively to design and make products.</p> <p>AD3 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Hi 3 Learn about 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>DTTK2 Explore and use mechanisms (e.g. levers, Science sliders, wheels and axles), in their products.</p>	<p>AD 2 Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>DT M2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>DT TK1 Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>DT E1 Explore and evaluate a range of existing products.</p> <p>DT D1 Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>DT D2</p>	<p>AD 2 Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>AD1 Use a range of materials creatively to design and make products.</p> <p>AD3 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>AD4 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>DTM1 Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).</p> <p>DT M2</p>		



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	<p><i>physical features; devise a simple map; and use and construct basic symbols in a key.</i></p> <p>AD4 <i>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.</i></p> <p>AD4 <i>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</i></p> <p>AD1 <i>Use a range of materials creatively to design and make products.</i></p> <p>DT M2 <i>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</i></p> <p>DT M1 <i>Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).</i></p> <p>DT D1 <i>Design purposeful, functional, appealing products for</i></p>	<p>DTM1 <i>Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).</i></p> <p>DMTK1 <i>Build structures, exploring how they can be made stronger, stiffer and more stable.</i></p> <p>DTE2 <i>Evaluate their ideas and products against design criteria.</i></p> <p>Ge LK2 <i>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</i></p> <p>Ge SF1 <i>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</i></p> <p>Ge SF3 <i>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.</i></p> <p>Ge SF4</p>	<p><i>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</i></p> <p>DT M1 <i>Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).</i></p> <p>DT E2 <i>Evaluate their ideas and products against design criteria.</i></p> <p>Ge SF1 <i>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</i></p> <p>Ge SF4 <i>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.</i></p> <p>Ge HP 2b <i>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</i></p> <p>Hi 2 <i>Learn about events beyond living memory that are significant nationally or globally.</i></p> <p>Hi 3 <i>Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</i></p> <p>Sc EM1</p>	<p><i>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</i></p> <p>DT E2 <i>Evaluate their ideas and products against design criteria.</i></p> <p>DT D1 <i>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</i></p> <p>Ge SF1 <i>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</i></p> <p>Ge PK1 <i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</i></p> <p>Mu 1 <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i></p> <p>Sc P2 <i>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</i></p> <p>Sc P1 <i>Observe and describe how seeds and bulbs grow into mature plants.</i></p> <p>Sc WS2</p>
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	<p>themselves and other users based on design criteria.</p> <p>Hi 1 Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Hi 4 Learn about significant historical events, people and places in their own locality.</p> <p>Sc EM1 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>Sc WS 4 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>CO1 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>CO4</p>	<p>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.</p> <p>Ge SF2 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.</p> <p>Mu1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Sc EM1 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>Sc EM2 Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Co 3 Use logical reasoning to predict the behaviour of simple programs.</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>Sc LT2 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>Sc WS4 Identify and classify.</p> <p>Sc WS3 Perform simple tests.</p> <p>Co 4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>PE1 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.</p> <p>PE2 Participate in team games, developing simple tactics for attacking and defending.</p> <p>PSHE 5G Consider social and moral dilemmas that they come across in everyday life (e.g. aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues).</p>	<p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Sc WS3 Perform simple tests.</p> <p>Sc WS4 Identify and classify.</p> <p>Sc WS5 Use observations and ideas to suggest answers to questions.</p> <p>Sc WS6 Gather and record data to help in answering questions</p> <p>CO4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>PSHE 2e Realise that people and other living things have needs, and that they have responsibilities to meet them.</p>
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	<p><i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i></p> <p>PE1</p> <p><i>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.</i></p> <p>PSHE 2F</p> <p><i>Recognise that they belong to various groups and communities, such as family and school.</i></p> <p>PSHE 2G</p> <p><i>Know what improves and harms their local, natural and built environments and about some of the ways people look after them.</i></p>	<p>Co 4</p> <p><i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i></p> <p>PSHE 5B</p> <p><i>Feel positive about themselves.</i></p>				
Science	Materials and Forces	Animals including Humans/ Habitats	Sound	Food Chains	Plants.	Living and Non Living
Languages	Greetings		Numbers to Ten		Days of the Week /Colours	
Computing	Coding	Online Safety	Questioning and effective research	Creating pictures	Music Making	Presenting Ideas



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PE	<i>Indoor Athletics Dance</i>	<i>Multi-skills Fitness for Children</i>	<i>Gymnastics Multi-skills</i>	<i>Hockey Fitness for Children</i>	<i>Multi-skills Rounders</i>	<i>Hockey Dance</i>
RE	<i>How should we care for others and the world & why does it matter?</i>	<i>How and why do we celebrate special times? (Harvest , Diwali & Eid)</i>	<i>Who is a Muslim and what do they believe?</i>	<i>How do religious people celebrate special festivals? (Easter)</i>	<i>How can we learn from sacred texts?</i>	
PSHE	<i>Our Happy School (New Beginnings)</i>	<i>Out and About (Getting On & Falling Out / Say No to Bullying)</i>	<i>Looking Forward (Going for Goals)</i>	<i>My Friends and Family (Relationships)</i>	<i>Healthy Bodies, Healthy Minds (Good to be Me)</i>	<i>Ready, Steady, Go (Changes)</i>
Exit Point	<i>Community Tidy Up</i>	<i>Sea Shanty Performance</i>	<i>Building Bridges</i>		<i>Garden Party</i>	