




 2H Long Term Plan	Autumn 1 (Geography)	Autumn 2 (History)	Spring 1 (Science)	Spring 2	Summer 1 (Environmental study)	Summer 2 (Science)
Cornerstones	Land Ahoy! 	Memory Box 	Moon Zoom 	Rio De Vida 	Beachcombers 	Wiggle and Crawl 
Memorable Experience	Rainbow Factory Pirate Workshop	Leeds Museum	Star Centre	Carnival Day	Filey	Tropical World
Innovate/Challenge	Giving routes to different places	Improve the local area	Design your perfect pet	Create a superhero movie trailer- Lit Film Fest	A Woodland Party for Mr Fox	Design and make a kite.
English	The Pirate Cruncher Imagine you're a Pirate!	Toy Story The Nutcracker	Bob: The man on the moon NF texts	Rio the Movie NF texts	The lighthouse Keeper's Lunch The Magic Beach	James and the Giant Peach The Snail and the whale
Maths Maths Hub	Place Value Addition and Subtraction	Money Multiplication and Division	Multiplication and Division Statistics	Properties of Shape Fractions	Length and Height Position and Direction Consolidation and Problem Solving	Time Mass, Capacity and Temperature Consolidation
Science	<p>Uses of Everyday Materials</p> <p>I can 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>I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Working Scientifically: I can gather and record data to help in answering questions.</p> <p>I can identify and classify different groups.</p> <p>I can perform simple tests.</p>	<p>Animals, including humans part 1</p> <p>I can notice that animals, including humans, have offspring which grow into adults</p> <p>Working Scientifically: I can gather and record data to help in answering questions.</p> <p>I can use observations and ideas to suggest answers to questions.</p> <p>I can ask simple questions and recognise that they can be answered in different ways.</p>	<p>Year 2- Astronomy</p> <p>No curriculum links but ties in with seasonal change Year 2 & lead onto more understanding in Year 5.</p> <p>I can describe why the changes on earth happen in relation to the moon and the sun (links to seasonal change).</p> <p>Animals Including Humans</p> <p>I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Working Scientifically: I can gather and record data to help in answering questions.</p>	<p>Year 2-Plants</p> <p>I can identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>I can observe and describe how seeds and bulbs grow into mature plants</p> <p>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Animals Including Humans:</p> <p>I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Working Scientifically: I can gather and record data to help in answering questions.</p>	<p>Year 2 Animals, including humans part 2</p> <p>I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Living Things and their Habitats I can 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>Working Scientifically: I can gather and record data to help in answering questions.</p> <p>I can identify and classify different groups.</p>	<p>Year 2-Living things in their habitats</p> <p>I can explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>I can 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>I can identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>Working Scientifically:</p>

			<p>I can use observations and ideas to suggest answers to questions.</p> <p>I can ask simple questions and recognise that they can be answered in different ways.</p>	<p>I can observe closely, using simple equipment.</p> <p>I can perform simple tests.</p>		<p>I can gather and record data to help in answering questions.</p> <p>I can observe closely, using simple equipment.</p> <ul style="list-style-type: none"> I can identify and classify different groups.
Art & Design	<p>I can use painting to develop and share my ideas, experiences and imagination.</p> <p>I can try out making different tones using chalk.</p> <p>I can use a range of materials creatively to design and make products.</p> <p>I can learn about different craftspeople and describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Basket weaving linked to maritime</p> <p>Shell necklaces</p>	<p>I can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>I can learn about different artists, craftspeople and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Pieter Bruegel the Elder and LS Lowry</p>	<p>I can try out making different tones using chalk.</p> <p>Chalk drawings of the universe.</p>	<p>I can use painting to develop and share my ideas, experiences and imagination.</p> <p>Painting tropical birds.</p>	<p>I can try out making different tones using charcoal.</p> <p>Beach landscape pictures.</p>	<p>I can use a range of materials creatively to design and make products.</p> <p>I can use drawing and sculpture to develop and share my ideas, experiences and imagination.</p> <p>Observational insect drawings.</p> <p>Junk model minibeasts.</p>
Computing Rising Stars	<p>We are astronauts</p> <p>Programming on screen</p>	<p>We are games testers</p> <p>Exploring how computer games work</p>	<p>We are photographers</p> <p>Taking better photos</p>	<p>We are researchers</p> <p>Researching a topic</p>	<p>We are detectives</p> <p>Collecting clues</p>	<p>We are zoologists</p> <p>Collecting data about bugs</p>
Design & Technology			<p>I can investigate different techniques for stiffening a variety of materials (papier mache planets).</p> <p>I can explore and use mechanisms such as levers, sliders, wheels and axles in products (moon buggy).</p> <p>I can understand that all food has to be farmed, grown or caught</p>	<p>I can understand that all food has to be farmed, grown or caught</p>	<p>I can design useful, pleasing products for myself and other users based on a design brief.</p> <p>I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and IT.</p> <p>I can evaluate and assess existing products and those that I have made using a design criteria.</p> <p>Lighthouses</p> <p>I can explore different methods of enabling structures to remain stable (bridges to the lighthouse).</p>	<p>I can design useful, pleasing products for myself and other users based on a design brief.</p> <p>I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and IT.</p> <p>I can evaluate and assess existing products and those that I have made using a design criteria.</p> <p>Recyclable material minibeasts</p>

<p>Geography</p>	<p>I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</p> <p>I 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>I can name and locate the world's seven continents and five oceans.</p> <p>I can use basic geographical vocabulary such as cliff, ocean, port, harbour</p> <p>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.</p>			<p>I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p>I can name and locate the world's seven continents and five oceans.</p>	<p>I can use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour</p> <p>I can use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation</p>	<p>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.</p>
<p>History</p>	<p>I can discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Christopher Columbus and James Cook.</p>	<p>I can speak about how he/she has found out about the past.</p> <p>I can sequence events and recount changes within living memory.</p> <p>I can ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.</p> <p>I can describe changes within living memory and aspects of change in national life.</p> <p>I can describe events beyond living memory that are significant nationally or globally e.g., the first aeroplane flight or events commemorated through festivals or anniversaries.</p>	<p>I can speak about how he/she has found out about the past.</p> <p>I can describe events beyond living memory that are significant nationally or globally e.g. the moon landing.</p> <p>I can discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Christopher Columbus and Neil Armstrong.</p>		<p>I can describe changes within living memory and aspects of change in national life.</p>	

		I can discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, Tim Berners-Lee. Pieter Bruegel the Elder and LS Lowry (in art)				
Music Collins Scheme	Ourselves Toys	Our Land Our bodies	Animals Number	Story time Seasons	Weather Pattern	Water Travel
PE Spiral	Team Games Slamball, invasion/end zones, dodgeball, ball games, throwing and Burnley Football Team Games Tennis, basket balls, Gymnastics and Dance Perform dances using simple movement patterns. Team Games Master basic movements including throwing and catching, as Athletics Master basic movements including running, jumping, Burnley Football Team Games Slamball, invasion/end zones, dodge ball,	Team Game tennis, basket ball Catching, rugby and hockey. 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.	Gymnastics and Dance Perform dances using simple movement patterns. Master basic movements including jumping as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Team Games Master basic movements including 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.	Athletics Master basic movements including running, jumping,	Team Games Slamball, invasion/end zones, dodgeball, ball games, throwing and catching, rugby and hockey. 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.
PSHCE Jigsaw	I can identify some of my hopes and fears for this year I understand the rights and responsibilities for being a member of my class and school I can make my class a safe and fair place I can listen to other people and contribute my own ideas about rewards and consequences	I am starting to understand that sometimes people make assumptions about boy and girls (stereotypes) I understand that bullying is sometimes about difference I can recognise what is right and wrong and know how to look after myself	I can choose a realistic goal and think about how to achieve it I can persevere when I find tasks difficult I can recognise who I can and can't work with I can work co-operatively in a group and create an end product I can explain some ways I can work co-operatively in a group	I know what I need to keep my body healthy. I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed I understand how medicines work in my body and how important it is to use them safely I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and co-operate I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not I can identify some of the things that cause conflict with my friends.	I can recognise cycles of life in nature I can tell you about the natural process of growing from young to old and understand that this is not in my control I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old I can recognise the physical differences between boys and girls,

	<p>I understand how following the Learning Charter will help me and others learn</p> <p>I can recognise the choices I make and understand the consequences</p>		<p>I know how to share success with others</p>	<p>I can decide which foods to eat to give my body energy</p> <p>I can make some healthy snacks and explain why they are good for my body</p>	<p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p> <p>I recognise and appreciate people who can help me in my family, my school and my community</p> <p>I can express my appreciation for the people in my special relationships</p>	<p>use the correct names for parts of the body and appreciate that some parts of my body are private</p> <p>I understand there are different types of touch and can tell you which ones I like and don't like</p> <p>I can identify what I am looking forward to when I am in Y3</p>
RE	<p>How do people pray?</p> <p>I can find out how Christians and Muslims pray and why prayer is important for them.</p> <p>I can recognise and appreciate similarities between how Christians and Muslims pray.</p>	<p>How do people pray?</p> <p>I can ask and respond to questions about prayer and the link between beliefs and prayer.</p> <p>I can begin to express my own ideas and opinions on prayer. I can find out about Christmas around the world.</p>	<p>How do Christians and Muslims celebrate New Life?</p> <p>I can recall and name different ways of welcoming new life.</p> <p>I can recognise and appreciate similarities between beliefs and ceremonies.</p> <p>I can ask and respond to questions.</p> <p>I can respond sensitively to the feelings and beliefs Christians and Muslims express.</p> <p>I can give my own ideas about promises.</p> <p>I can find out about Easter around the world</p>	<p>How do we make good choices?</p> <p>I can explore and find meanings in different religious rules.</p> <p>I can explore and discuss a range of stories about religious and non-religious rules.</p> <p>I can begin to express ideas and opinions about what makes a good rule and why these are important.</p>	<p>How can we look after our planet?</p> <p>I can explore and find meanings in different religious stories.</p> <p>I can explore and discuss a range of religious and non-religious stories about creation.</p>	<p>How can we look after our planet?</p> <p>I can begin to express ideas and opinions about what how to care for the planet and why this is important.</p>