



St. Anne's CE Primary School

Long Term Plan 2020-2021

Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Question	A.1 Would you survive in the wild? A.2 Fantastic Firsts Who was Rosa Parks and why is she important?		Sp.1 What is our school made of? Sp. 2 Would you live in Kenya or the UK?		Su. 1 /2 What happened in the Great Fire?	
English	Wild Emily Hughes	I am Rosa Parks Brad Meltzer	Traction Man Mini Grey	Lila and the Secret of Rain	The Great Fire of London – Anniversary Edition	
Poetry/ Classic	Out and About Shirley Hughes		Machine Poetry Nick Sharratt and Jill Bennet	Bringing the Rain to Kapiti Plain Verna Aardeema	Dragonfly out in the Sun David Windle	The Owl and The Pussycat Edward Lear
Science	Living things and their Habitats		Materials		Plants and Animals including Humans (plus Healthy Eating)	
History		Fantastic Firsts NC ref: events beyond living memory that are significant globally or nationally Focus: Chronology over longer timeframe, comparing events, writing about significance.	Local area study Historical Evidence			What happened in the Great Fire? The Great Fire of London Cause and consequence

		Inventions, special events – moon landing, electricity, first train, Rosa Parks and apartheid				
Geography	<p>Would you live in a house like this?</p> <p>Houses around the world Location and Place</p>			<p>Would you live in Kenya or the UK?</p> <p>Local area contrasted with a non-European country- Kenya</p> <p>Location and place</p>	<p>Where on this Earth do we live?</p> <p>UK</p> <p>Location and place</p>	
<p>Computing</p> <p>Digital Literacy & Citizenship</p> <p>Communicatio Publishing and collaborating</p> <p>Digital video Video & Animation</p>	<p>Beebots – using floor maps – LA - Moving Beebots – fd / bk</p> <p>MA /HA Moving Beebots - rt / lt –pictures dinosaurs</p> <p>Computer Science - Understand that algorithms are implemented as programs on digital devices</p> <p>Going Places Safely Common sense media https://www.commonsense.org/education/lesson/goin-g-places-safely-k-2 Chicken Clicking – book</p> <p>improve keyboard / typing skills http://primarygamesarena.com/Play/Keyboard-2030 Powerpoint of dinosaurs</p>	<p>Understand that algorithms are implemented as programs on digital devices – use of programming IPAD</p> <p>LA – Kodable / Beebot app / Daisy the Dinosaur</p> <p>MA / HA ALEX/ / Scratch Jun / Blue bot app</p> <p>CEOP– Hectors World https://www.thinkuknow.co.uk/5_7/hectorsworld/ IPAD – Book Creator app – create a book about Rosa Parks / Woodland</p>	<p>Using Beebots – rt / lt – explore a floor map of Bishop Auckland</p> <p>MA / HA –How would you get from.....Durham city to Bishop Auckland?</p> <p>HA Make some simple sets of instructions - to get around a route</p> <p>Challenge Make sets of instructions using cards Predict and debug Keeping it private</p> <p>https://www.commonsense.org/education/lesson/keep-it-private-k-2</p> <p>Use cameras / I pads to take photos of visitors</p>	<p>All move to using probots and look at programming language LA – introduce to Probot simple movements / - maps</p>	<p>MA / HA Use of Probot for more complex instructions and programs –</p> <p>Challenge Make routes using precise instructions Using a probot</p> <p>Make a set of instructions – did it reach the right place? Can you debug? SWGfL- Swiggle Google – Safesearchkids</p> <p>Common Sense Media - https://www.commonsense.org/education/lesson/abc-searching-k-2</p> <p>Create an Information brochure (publisher / Word) Great Fire</p> <p>Photo walk of the local area - Photo walk England - where are we on a map – google Earth</p>	<p>Use logical reasoning to predict the behaviour of simple programs –use school materials theme - predict sets of instructions – did it reach the correct place? If not debug. Challenge Probot – angles rt angles / ¼ turns Programming instructions to make things happen eg – make a square Can you make a hexagon</p> <p>Take video footage / photos - playback to support writing</p>

<p>Music / Sound</p> <p>Digital Imagery (Graphics & digital cameras)</p> <p>Handling Information (Database)</p>						<p>Sew together clips taken on visit to tell the story of your visit in video / pictures. Use footage from school visit and photos - write recount. (Word)</p> <p>https://www.j2e.com/jit5#pictogram</p> <p>https://www.j2e.com/jit5#branch</p> <p>Materials – textease branch</p>
P.E.	Movement skills - 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-gymnastics	Movement skills - 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-gymnastics	Dance- perform dances using simple movement patterns.	Dance- perform dances using simple movement patterns.	Games skills- participate in team games, developing simple tactics for attacking and defending	Games skills- participate in team games, developing simple tactics for attacking and defending
British Values and Rights Respecting	Individual liberty Rule of law	Democracy Rule of law Mutual respect and tolerance	Democracy Individual liberty	Democracy Mutual respect and tolerance	Democracy Rule of law Mutual respect and tolerance	Mutual respect and tolerance
RE	What can we learn from the story of St Cuthbert? Why is the Bible special to Christians?	How and why is light important at Christmas? Democracy Rule of law Mutual respect and tolerance	What does it mean to belong to Christianity?	How do Christians celebrate Easter?	How do Buddhists show their beliefs?	How do Buddhists show their beliefs?
PSHE	Who's afraid? To recognise, name and deal with feelings in a positive way	More than one Friend To recognise, name and deal with feelings in a positive way.	Saving Energy To take part in a simple debate about topical issues	Good Neighbours To realise that people and other living things have needs, and that	You can't do that here! To recognise, name and deal with their	To give is to receive To realise that money comes from different sources and can be

SRE	<p>To think about themselves, learn from their experiences and recognise what they are good at.</p> <p>My Family- those who care for me</p>	<p>To realise that people and other living things have needs, and that they have responsibilities to meet them</p> <p>To recognise how behaviour affects other people</p> <p>To know that families and friends should care for one another.</p> <p>My Family- those who care for me</p>	<p>To realise that people and other living things have needs, and that they have responsibilities to meet them</p> <p>To know what improves and harms their local, natural and built environments, and about some of the ways people look after them.</p> <p>How we love and care for ourselves</p>	<p>we have responsibilities to meet them</p> <p>To know that they belong to various groups and communities such as family and school.</p> <p>To know rules for and ways of keeping safe, including basic road safety, and about people who can help them to stay safe</p> <p>How we love and care for ourselves</p>	<p>feelings in a positive way.</p> <p>To know rules for, and ways of keeping safe, including basic road safety, and about people who can help them stay safe.</p> <p>To recognise how their behaviour affects other people.</p> <p>How we love and care for our friends- saying sorry and starting again</p>	<p>used for different purposes.</p> <p>To know that family and friends should care for each other</p> <p>How we love and care for our friends- saying sorry and starting again</p>
Art	<p>Generating Ideas <i>NC Attainment target: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</i> <i>NCEAD Progression: Try out different activities and make sensible choices about what to do next. Use drawing to record ideas and experiences.</i></p> <p>Making <i>NC Attainment target: Use a range of materials creatively to design and make products</i> <i>To develop a wide range of techniques in using colour, pattern, texture, line, shape, form and space</i> <i>NCEAD Progression:</i> <i>• Deliberately choose to use particular techniques for a given purpose.</i> <i>• Develop and exercise some care and control over the range of materials they use.</i></p> <p>Evaluating <i>NC Attainment target:</i> <i>Describing the differences and similarities between different</i></p>	<p>Project 2: Paradise Pupils study the painting Garden of Earthly Delights by Hieronymus Bosch - depiction of paradise. Make drawings and studies from the painting, then develop an idea for their own version of paradise.</p> <p>Artists Studied: Hieronymus Bosch, Henri Rousseau Progression: Pupils produce studies of tropical and native leaves from secondary sources using a range</p>	<p>Project 1: Expressions Pupils investigate the Medieval portraits by Adriaen Brouwer, Carravagio and Rodin to see how famous artists painted facial expressions. Match words that relate to how the paintings make them feel, then copy parts or all of the painting to improve their own drawing and painting technique.</p> <p>Beautiful Faces Project- using collage techniques to create</p>	<p>Project 2: The Moon 1. Moon shading using HB pencil and paper. 2. Children draw the moon using charcoal and white chalk on to grey sugar paper, fixed with hairspray. See photos in attached folder. 3. Make a moon surface with plasticine or play dough Create a moon surface by pressing circular objects of different sizes into it. Add further texture by pressing brushes into the clay. Pinch the</p>	<p>Project 1: Fire Improve observational drawing skills by copying and tracing a picture of fire using charcoal and chalk, then apply shading. Then try using oil pastels. Investigate famous fire artwork.</p>	<p>Project 2: Seaside Seaside art exercises looking at drawings of shells and studying the work of L.S. Lowry. Pupils study other artists who have famously painted seaside scenes to investigate what colours and techniques they used. They create a simple outline drawing of a beach scene using shape templates. Paint scenes using techniques learnt from artists. Create a textured copy of Van</p>

	<p><i>practices and disciplines, and making links to their own work</i> NCEAD Progression: <i>When looking at creative work express clear preferences and give some reasons for these.</i></p> <p>Knowledge NC Attainment target: <i>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines</i> NCEAD Progression: <i>That different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary.</i></p> <p>Project 1: Forest The pupils work as a class to produce drawings or paintings or collage pictures of leaves and plants from the forest, done on three different sizes to create the illusion of depth of field. Use ideas from the artist Henri Rousseau.</p>	of media. They understand how depth of field is created in pictures by making things smaller as they get further away. They work extensively from their imagination, creating drawings and paintings from complex concepts.	faces that challenge our notions of beauty.	sides together all the way around the circles to make the walls of the crater. Paint the surface using black and white paint. 4. Imagination task What would it look like (moon creatures, moon insects, moon plants, ocean with sea creatures and birds?) Draw a picture of what you imagine might be on the far side of the moon. 5. Design task Design a new space suit for an astronaut. Add colour, pattern and interesting features. Artists Studied: Adriaen Brouwer, Carravagio and Rodin Progression: Pupils show their progression by taking part in discussions about famous works of art and demonstrate an understanding of how they were painted. Increase knowledge & skill of art by producing drawings and paintings using colour, tone,	at	Gogh’s fishing boat painting. Artists; Damien Hirst, Aztec art, Renoir, Lowry, Sorolla, Peder Severin Krøyer Progression: Pupils show their progression by taking part in discussions about famous works of art and understanding how and why they were produced. Pupils draw from secondary sources and begin to understand how shading can create form in drawing. They increase their knowledge & skill of art by producing drawings and paintings of the seaside using colour, tone, texture and line and practise designing things for a purpose using their imagination.
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				texture and line and practise designing for a purpose using imagination.		
DT Forest School Food Technology and Nutrition	<p><u>Materials</u></p> <p>Can you make a dinosaur out of saltdough and create a habitat for it to live in?</p> <p><u>Evaluating existing products/packaging</u></p> <p>Why would my dog like this toy?</p> <p><u>Construction</u></p> <p>What is the weather today? What can we make to measure the weather?</p>	<p><u>Construction/Materials</u></p> <p>Can you design and make moving moon buggy?</p> <p><u>Mouldable materials</u></p> <p>Can you make a tree spirit to cheer up the trees?</p> <p>Will your dragonfly fly?</p>	<p><u>Construction and textiles</u></p> <p>Can you make a Traction Man Puppet and his action outfit?</p> <p><u>Mechanisms</u></p> <p>How can we make creatures in Billy's Bucket move?</p>			
Music	<p><u>Recorders</u></p> <p>Use voices expressively and creatively by singing songs and speaking chants and rhymes</p>	Play tuned and untuned 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.			
Visits/ Visitors						