

Balby Central Primary Long Term Plan 2017-2018

Year: 2 (LT, CS, LT)

Term	1(8weeks)	2 (7 weeks)	3 (5 weeks)	4 (5 weeks)	5 (6 weeks)	6 (6weeks)
Subject focus	History / DT	Geography / Art	History / Art	DT	Art : Picasso	Geography / DT
Theme/Topic heading	Let's Remember	Amazing Places and Spaces - UK - other parts	The Lady with the Lamp	Chocolate Factory	Lets be Artists	Amazing Places and Spaces Australia
Question / Statement						
Learning Objectives for Subject focus	<p>History To investigate and interpret the past</p> <p>To understand chronology</p> <p>To communicate historically</p> <p>To build an overview of world history</p> <ul style="list-style-type: none"> Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. <p>DT To master practical skills:</p> <p>Textiles</p> <ul style="list-style-type: none"> Shape textiles using templates. Join textiles using running stitch. Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing) 	<p>To communicate geographically</p> <p>To investigate places:</p> <ul style="list-style-type: none"> Ask and answer geographical questions Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom and its countries, <i>as well as the countries, continents and oceans studied</i> Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name and locate the world's continents and oceans. <p>To investigate patterns</p>	<p>To investigate and interpret the past</p> <p>To understand chronology</p> <p>To communicate historically</p> <p>To build an overview of world history</p> <ul style="list-style-type: none"> Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. 	<p>To design, make, evaluate and improve</p> <p>To master practical skills:</p> <p>Mechanics</p> <ul style="list-style-type: none"> Create products using levers, wheels and winding mechanisms. <p>Electronics</p> <ul style="list-style-type: none"> Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage). <p>Computing</p> <ul style="list-style-type: none"> Model designs using software. 	<p>To master technical skills</p> <p>Sculpture</p> <ul style="list-style-type: none"> Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving. <p>Textiles</p> <ul style="list-style-type: none"> Use weaving to create a pattern. Join materials using glue and/or a stitch. Use plaiting. Use dip dye techniques. 	<p>To communicate geographically</p> <p>To investigate places:</p> <ul style="list-style-type: none"> Ask and answer geographical questions Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans studied Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name and locate the world's continents and oceans.

						To investigate patterns To master practical skills : Food <ul style="list-style-type: none"> • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients.
Continuous Provision	<u>ICT</u> To Connect To Communicate To Collect <u>ART</u> To master techniques - drawing and painting					
Core Subjects						
English/ Guided Reading Book Themed						
Maths Busy Ants Collins Scheme	<u>Unit 1 (3 weeks)</u> Number and Place Value Addition and subtraction Properties of shape <u>Unit 2 (3 weeks)</u> Addition and subtraction Measurement (length and height)	<u>Unit 3 (3 weeks)</u> Multiplication and Division Number and place value Geometry (position and Direction) <u>Unit 4 (3 weeks)</u> Multiplication and Division Number and place value Fractions Measurement (time) <u>Unit 5 (1 week)</u> Number and place value	<u>Unit 5 (2 weeks)</u> Addition and Subtraction Measurement (money) Geometry (properties of shape) <u>Unit 6 (3 weeks)</u> Multiplication and Division Number and place value Measurement (mass) <u>Unit 7 (2 weeks)</u> Addition and subtraction Measurement (money)	<u>Unit 7 (1 week)</u> Statistics <u>Unit 8 (3weeks)</u> Multiplication and Division Number and place value Fractions Measurement (volume and capacity) <u>Unit 9 (2weeks)</u> Number and place value Addition and subtraction	<u>Unit 9 (1 Week)</u> Geometry (position and value) <u>Unit 10 (3 weeks)</u> Multiplication and Division Number and place value Measurement (temperature) <u>Unit 11 (1week)</u> Addition and subtraction	<u>Unit 11 (2weeks)</u> Addition and subtraction Statistics <u>Unit 12 (3weeks)</u> Multiplication and Division Number and place value Fractions Measurement (time)
Science	<p style="text-align: center;">To work scientifically should be covered in each topic.</p> <ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. <ul style="list-style-type: none"> • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. <ul style="list-style-type: none"> • Gather and record data to help in answering questions <p style="text-align: center;">To understand the Earth's movement in space</p>					

	<ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies 					
	<p>Animals inc humans</p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. • Investigate and describe the basic needs of animals, including humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. 	<p>Plants</p> <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 		<p>Use of everyday materials</p> <ul style="list-style-type: none"> • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses. 		<p>To investigate living things</p> <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, that are dead and that have never been alive. • 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. • Identify and name a variety of plants and animals in their habitats, including micro-habitats. • 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.

Schemes						
SMSC - Jigsaw	Being me in my world	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE - Provided by Pulse						
RE - Discovery						
Music - Charanga						
Enrichment Please complete this for each half term						