

Adelaide Primary School - Year 2 Long Term Plan 2018-2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer
	Super Safari Can an elephant live in the sea?		Flying High Are we healthy enough to be astronauts?		Beside the Seaside Can Jack grow a beanstalk by the sea?	
Trips / visitors	The Deep		Ferens Art Gallery - portrait workshop Streetlife Museum – Amy Johnson focus		Trip to Hornsea	
excellent outcome	Presentation to parents		Portrait Gallery @ Holiday Inn		NAPA performance to parents	
Science	<p>Can an elephant live on a farm/in the sea? (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 ^[L]_[SEP]</p> <ul style="list-style-type: none"> 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 ^[L]_[SEP] identify and name a variety of animals in their habitats, including micro- habitats ^[L]_[SEP] 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. ^[L]_[SEP] <p>Why are our houses not made from mud? (Materials)</p> <ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 		<p>Are we healthy enough to be astronauts? (animals including humans)</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults ^[L]_[SEP] find out about and describe the basic needs of animals, including humans, for survival (water, food and air) ^[L]_[SEP] describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. ^[L]_[SEP] 		<p>Why do the seeds in my packet not grow? (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. identify and name a variety of plants in their habitats, including micro- habitats ^[L]_[SEP] 	
History			<p>Who were Neil Armstrong and Amy Johnson? (and what was life like in Hull then?)</p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements - use to compare aspects of life in different periods. significant historical events, people and places in their own locality. ^[L]_[SEP] events beyond living memory that are significant nationally or globally. 		<p>Have we always loved to be beside the seaside? (Victorian seaside and Queen Victoria) (Grace Darling)</p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements - use to compare aspects of life in different periods. significant historical events, people and places in their own locality. ^[L]_[SEP] events beyond living memory that are significant nationally or globally. 	
Geography	<p>Where would you prefer to live - England or Kenya? (locality beyond UK)</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans ^[L]_[SEP] understand geographical similarities and differences 				<p>Why do we love to be beside the seaside? (comparing localities - Hull / Hornsea)</p> <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the ^[L]_[SEP] United Kingdom and its surrounding seas ^[L]_[SEP] 	

	<p>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</p> <ul style="list-style-type: none"> 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 [for example, near and far; left and right], to describe the location of features and routes on a map . 		<ul style="list-style-type: none"> use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, mountain, sea, ocean, river, valley, vegetation, season and weather key human features, including: city, town, factory, farm, house, office, port, harbour and shop 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 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 [for example, near and far; left and right], to describe the location of features and routes on a map .
DT	<p>How can we make a safari tent? (structures)</p> <p><u>Design</u></p> <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 <p><u>Make</u></p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, 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 <p><u>Evaluate</u></p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable 	<p>How can we design a healthy lunch for an astronaut? (food)</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes. understand where food comes from. 	
Art	<p>How can we make a clay elephant?</p> <ul style="list-style-type: none"> 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. use a range of materials creatively to design and make products use sculpture to develop and share their ideas, experiences and imagination 	<p>How can we create a hero? (drawing and painting)</p> <ul style="list-style-type: none"> 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. use a range of materials creatively to design and make products use sculpture to develop and share their ideas, 	<p>How can we collage the seaside? (collage)</p> <ul style="list-style-type: none"> 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. use a range of materials creatively to design and make products use collage to develop and share their ideas,

	<ul style="list-style-type: none"> develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 		<ul style="list-style-type: none"> develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<ul style="list-style-type: none"> develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 		
Music	Charanga Hands, Feet, Heart	Charanga Ho Ho Ho	Charanga Zootime	Charanga I wanna play in a band	Charanga Friendship song	Charanga Reflect, rewind, replay
Spanish	Songs		Songs		Songs	
P.E.	Real PE Games	Real PE Games	Real PE Gymnastics	Real PE Dance	Real PE Gymnastics	Real PE Athletics
R.E.	2.1 Belonging - What does it mean to belong?		2.2 Believing - How do people demonstrate their beliefs?		2.3 Questions, questions - What are the Big Questions?	
PSHE	Jigsaw Being Me in My World Celebrating Difference		Jigsaw Dreams and Goals Healthy Me		Jigsaw Relationships Changing Me	
ICT	3 weeks e-safety (poster in powerpoint) We are photographers (local area photos, create a portfolio)	We are researchers (power point of important local people/places)	We are astronauts (programming on screen)	We are games testers (exploring how computer games work)	We are zoologists (excel – collect data about bugs)	We are detectives (email/fact sheet, collecting clues)