



## Grindon Infant School

### Long Term Planning - KS1

#### Year 2

	Cross-Curricular Links	Autumn		Spring		Summer	
		1:1	1:2	2:1	2:2	3:1	3:2
Theme		Pumpkin Soup		Walking through the Rainforest		The Snail and The Whale	
<b>English</b>							
Books		Pumpkin Soup	A Pipkin of Pepper Delicious	Rumble in the Jungle  Walking through the rainforest	Monkey Puzzle  Where the forest meets the sea	The Snail and the Whale  Rainbow Fish	Commotion in the Ocean
Literacy Events		International Literacy Day (September) Roald Dahl Day (September) National Poetry Day (October) Children's Book Week (October)		National Story Telling Week (February) World Book Day (March) Shakespeare Week (March)	International Children's Book Day (April)	National Share a Story Month (May)	
Writing - Fiction		Narrative - 4 weeks - Familiar Story	Narrative - 3 weeks - Author Link	Narrative - 3 weeks	Narrative - 3 weeks		
Writing - Non-Fiction		Recount - 3 weeks - trip	Instructions - 3 weeks - Pumpkin Soup	Non-Chronological Reports - 4 weeks -		Recount - 3 weeks - Trincomalee Trip	Newspaper Reports - 3 weeks - Snail and The Whale

							Information Text - Under the Sea
Writing - Poetry		x	x		Poetry - 3 weeks - Rumble in the Jungle / Riddles	Poetry - 2 weeks - Edward Lear	
Reading		Core reading skills taught throughout the year through whole class teaching, guided reading sessions and individual readers. Cross-curricular learning is used to embed key skills.					
<b>Maths</b>							
Maths Events				Number Day (February) World Maths Day (March)			
Maths		Maths is taught through cross-curricular learning which will be shown on MTP and Weekly Planning. Some objectives may solely be taught outside of the maths hour.					
Maths	White Rose Maths Hub Long and Medium Term Planning  NCETM Planning Materials to develop Mastery	Numbers and Place Value - 2 weeks Calculation: Add and Subtract - 4 weeks	Measurement: Length and Mass - 2 weeks Statistics: Graphs - 2 weeks Calculation: Multiplication and Division - 3 weeks Geometry - Shape - 1 week	Measurement: Money - 3 weeks Geometry - Shape - 3 weeks	Fractions - 4 weeks Calculation: Add and Subtract - 2 weeks	Measurement: Time - 2 weeks Measurement: Capacity, Volume and Temperature - 2 weeks	STEM UNIT
<b>Science</b>							
Science Events			World Science Day (November)				
Science		<b>Working Scientifically</b>					
		During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: <ul style="list-style-type: none"> <li>♣ asking simple questions and recognising that they can be answered in different ways</li> <li>♣ observing closely, using simple equipment</li> <li>♣ performing simple tests</li> <li>♣ identifying and classifying</li> <li>♣ using their observations and ideas to suggest answers to questions</li> <li>♣ gathering and recording data to help in answering questions.</li> </ul>					
Science		<b>Plants</b> Pupils should be taught to: ♣ observe and describe how seeds and bulbs grow into mature plants	<b>Animals including Humans</b> Pupils should be taught to: ♣ notice that animals, including humans, have offspring which grow into adults	<b>Living Things and their Habitats</b> Pupils should be taught to: ♣ explore and compare the differences between things	<b>Uses of Everyday Materials</b> Pupils should be taught to: ♣ identify and compare the suitability of a variety of everyday materials, including		

		<ul style="list-style-type: none"> <li>♣ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	<ul style="list-style-type: none"> <li>♣ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>♣ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	<p>that are living, dead, and things that have never been alive</p> <ul style="list-style-type: none"> <li>♣ 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</li> <li>♣ identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>♣ 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.</li> </ul>	<p>wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <ul style="list-style-type: none"> <li>♣ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>
Science	<p>English Reading - Research Growing Pumpkins - Pumpkin Soup</p> <p>Maths Measuring -frog jumps (life cycle)</p> <p>ICT Presenting Data -Favourite Juices</p>	<p><b>Plants</b> Growing Pumpkin seeds</p> <p>Cress Investigations</p>	<p><b>Animals including Humans</b> Juice Investigation</p> <p>Sorting Foods (linked to Pumpkin Soup)</p>	<p><b>Living Things and their Habitats</b></p>	<p><b>Uses of Everyday Materials</b></p>
<b>Geography</b>					
Geography		<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Pupils should be taught to: Locational knowledge</p>			

		<ul style="list-style-type: none"> <li>♣ name and locate the world's seven continents and five oceans</li> <li>♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge</li> <li>♣ understand geographical similarities and differences 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</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>♣ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>♣ use basic geographical vocabulary to refer to:</li> <li>♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>♣ 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</li> <li>♣ 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</li> <li>♣ 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</li> <li>♣ 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.</li> </ul>
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**History**

History		<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>♣ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>♣ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>♣ 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>♣ significant historical events, people and places in their own locality.</li> </ul>
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<b>Art and Design</b>		
Art and Design		<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>♣ to use a range of materials creatively to design and make products</li> <li>♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>♣ 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.</li> </ul>
<b>Design and Technology</b>		
Design and Technology		<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>♣ design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>♣ explore and evaluate a range of existing products</li> <li>♣ evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>♣ build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>
<b>Computing</b>		
Computing		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>♣ create and debug simple programs</li> <li>♣ use logical reasoning to predict the behaviour of simple programs</li> <li>♣ use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>♣ recognise common uses of information technology beyond school</li> <li>♣ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>

		<b>Music</b>					
Music		Pupils should be taught to: <ul style="list-style-type: none"> <li>♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>♣ play tuned and untuned instruments musically</li> <li>♣ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>					
<b>PE</b>							
PE		Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ 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</li> <li>♣ participate in team games, developing simple tactics for attacking and defending</li> <li>♣ perform dances using simple movement patterns.</li> </ul>					
PE	Class Teacher	Games - Ball Skills	Games - Sending	Games - Receiving	Games - Creating Games	Games - Travelling	Game Forms
PE	Sports Coach	Dance		Gymnastics		Athletics	
PE	Swimming Instructor	Swimming - All Year 2 children offered swimming through our extended schools programme.					
<b>PSHE</b>							
PSHE	Zippy's Friends	Feelings	Communication	Making and Breaking Relationships	Conflict Resolution	Dealing with Change and Loss	We Cope
	SEAL	New Beginnings	Getting on and Falling Out	Say No to Bullying	Going for Goals!	Good to Be Me	
<b>RE</b>							
RE Events		Harvest	Divali (November) Christmas (December) Hannukah (December)	Chinese New Year Shrove Tuesday Ash Wednesday	Easter Passover (April)		Ramadan (June) Eid-al-fitr (July)
RE	Sunderland Agreed Syllabus	Key focus 1: Knowledge and Understanding of Religion <p>This is about what religion is and the impact it has for individuals and communities. It involves investigation of and enquiry into the nature of religion and belief through the four RE concepts:</p>					

		<ul style="list-style-type: none"> <li>• Belief</li> <li>• Authority</li> <li>• Expressions of Belief</li> <li>• Impact of Belief</li> </ul> <p>Pupils will develop their knowledge and understanding of individual religions and distinctive religious traditions, and apply this to considering ways in which religions are similar to and different from each other.</p> <p>Key focus 2: Critical Thinking</p> <p>Critical thinking requires pupils to use reason to analyse and evaluate the claims that religions make. Through learning in this way pupils have the opportunity to give opinions, support their ideas with reason, consider alternative arguments, weigh up evidence and listen to and respond to the views of others, so developing the ability to articulate their own views and form their own opinions.</p> <p>Key focus 3: Personal Reflection</p> <p>This develops pupils' ability to reflect on religion in relation to their own beliefs, values and experiences and the influence of these on their daily life, attitudes and actions.</p>					
RE	Sunderland Agreed Syllabus Year 2	<p>What does it mean to belong to Hinduism? How do Hindus worship at home and in the mandir? How is Divali a festival of light?</p>	<p>What can we learn from the story of Venerable Bede? <i>Introducing stories about Bede and his influence:</i> Why is the Bible special to Christians? <i>Introducing the Bible, how it is treated, beliefs about God shown in the Bible:</i></p>	<p>What does it mean to belong in Christianity? <i>Introducing ceremonies of commitment and belonging, how beliefs affect values and actions of individuals:</i></p>	How do Christians celebrate Easter?	<p>How do Buddhists show their beliefs? <i>Introducing worship, ceremonies and how commitment and belonging is shown</i></p>	
<b>Annual Events</b>							
Events			Remembrance Day (November)	Mother's Day (March)	St George's Day (April)	Walk to School Week (May)	Father's Day (June)

			Bonfire Night (November) Road Safety Week (November) Children in Need (November) Anti-Bullying Week (November)				Sports Day / Healthy Week (July)
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