

St. Anne's CE Primary School Long Term Plan 2021-2022 Year 2

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------|--------------------------------------|-------------------------|---|------------------------|---|----------------------|
| Question | A.1/2 Would you survive in the wild? | | Sp.1 What is our school made of? Sp. 2 Would you live in Kenya or the | | Su. 1 /2 What happened in the Great Fire? | |
| | | | | | | |
| | | | UK? | | | |
| English | Wild | | Traction Man | Lila and the Secret of | The Great Fire of | |
| J | Emily Hughes | | Mini Grey | Rain | London – Anniversary Edition | |
| Poetry/ | Out and About | | Machine Poetry | Bringing the Rain to | Dragonfly out in the | The Owl and The |
| Classic | Shirley Hughes | | Nick Sharratt and Jill | Kapiti Plain | Sun | Pussycat |
| Classic | | | Bennet | Verna Aardeema | David Windle | Edward Lear |
| Science | Living things and their Habitats | | Materials | | Plants and Animals | |
| | | | | | including | |
| | | | | | Humans (plus | |
| | | | | | Healthy Eating) | |
| History | | Fantastic Firsts | Local area study | | | What happened in the |
| | | NC ref: events | | | | Great Fire? |
| | | beyond living | Historical Evidence | | | TI 0 15: 1 |
| | | memory that are | | | | The Great Fire of |
| | | significant globally or | | | | London |
| | | nationally | | | | Cause and |
| | | Focus: Chronology | | | | consequence |
| | | over longer | | | | Consequence |
| | | timeframe, | | | | |
| | | comparing events, | | | | |
| | | writing about | | | | |
| | | significance. | | | | |

| Geography | Could a polar bear live in the desert or a camel cope in the cold? Location and place Reading a world map | Inventions, special events – Transport changes over the years. | | Would you live in Kenya or the UK? Local area contrasted with a non-European country- Kenya | Where on this Earth do we live? UK Location and place | |
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| Digital Literacy & Citizenship | Beebots – using floor maps – LA - Moving Beebots – fd / bk MA /HA Moving Beebots - rt / It –pictures dinosaurs Computer Science - Understand that algorithms are implemented as programs on digital devices Going Places Safely Common sense media https://www.commonsense .org/education/lesson/goin g-places-safely-k-2 Chicken Clicking – book | Understand that algorithms are implemented as programs on digital devices – use of programming IPAD LA – Kodable / Beebot app / Daisy the Dinosaur MA / HA ALEX/ / Scratch Jun / Blue bot app CEOP—Hectors World https://www.thinkuknow.co.uk/5_7/hectors world/ | Using Beebots – rt / lt – explore a floor map of Bishop Auckland MA / HA –How would you get fromDurham city to Bishop Auckland? HA Make some simple sets of instructions - to get around a route Challenge Make sets of instructions using cards Predict and debug Keeping it private https://www.commonsen se.org/education/lesson/ keep-it-private-k-2 | All move to using probots and look at programming language LA – introduce to Probot simple movements / - maps | MA / HA Use of Probot for more complex instructions and programs – Challenge Make routes using precise instructions Using a probot Make a set of instructions – did it reach the right place? Can you debug? SWGfL- Swiggle Google – Safesearchkids Common Sense Media - https://www.commonsens org/education/lesson/abc- searching-k-2 Create an Information brochure (publisher / Word) Great Fire | 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 |
| Communicatio Publishing and collaborating | improve keyboard / typing skills http://primarygamesar ena.com/Play/Keyboar d-2030 Powerpoint of | IPAD – Book Creator app – create a book about Rosa Parks / Woodland | Use cameras / Ipads to | | Photo walk of the local area - Photo walk England - where are we on a map – google Earth | Take video footage / photos - playback to support writing . |
| Digital video Video & Animation Music / Sound | dinosaurs | | take photos of visitors | | | Sew together clips taken on visit to tell the story of your visit in video / pictures. |

| Digital Imagery (Graphics & digital cameras) Handling Information (Database | https://www.j2e.com/j it5#pictogram | | | | | Use footage from school visit and photos - write recount. (Word) https://www.j2e.com/jit5#branch Materials — textease branch |
|---|--|--|--|--|--|--|
| 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? | What can we learn about our local faith communities? |
| PSHE | Who's afraid? To recognise, name and deal with feelings in a positive way To think about themselves, learn from their experiences and | To recognise, name and deal with feelings in a positive way. To realise that people and other living things have needs, and that | To take part in a simple debate about topical issues To realise that people and other living things have needs, and that | Good Neighbours To realise that people and other living things have needs, and that we have responsibilities to meet them | To recognise, name and deal with their feelings in a positive way. To know rules for, and ways of keeping safe, | To give is to receive To realise that money comes from different sources and can be used for different purposes. |

| | recognise what they are good at. My Family- those who | they have responsibilities to meet them To recognise how behaviour affects other people To know that families and friends should care for one another. My Family- those who | they have responsibilities to meet them To know what improves and harms their local, natural and built environments, and about some of the ways people look after them. How we love and care | To know that they belong to various groups and communities such as family and school. To know rules for and ways of keeping safe, including basic road safety, and about people who can help them to stay safe How we love and care | including basic road safety, and about people who can help them stay safe. To recognise how their behaviour affects other people. How we love and care | To know that family and friends should care for each other |
|-----|---|--|---|--|--|---|
| SRE | care for me | care for me | for ourselves | for ourselves | for our friends- saying sorry and starting again | How we love and care for our friends- saying sorry and starting again |
| Art | Generating Ideas NC Attainment target: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. NCEAD Progression: Try out different activities and make sensible choices about what to do next. Use drawing to record ideas and experiences. Making NC Attainment target: Use a range of materials creatively to design and make products To develop a wide range of techniques in using colour, pattern, texture, line, shape, form and space NCEAD Progression: Deliberately choose to use particular techniques for a given purpose. Develop and exercise some care and control over the range of materials they use. Evaluating NC Attainment target: Describing the differences and similarities between different practices and disciplines, and making links to their own work NCEAD Progression: | 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. Artists Studied: Hieronymus Bosch, Henri Rousseau Progression: Pupils produce studies of tropical and native leaves from secondary sources using a range of media. They understand how depth | 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. Beautiful Faces Project- using collage techniques to create faces that challenge our notions of beauty. | 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 sides together all the way around the circles | 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. | 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 Gogh's fishing boat painting. |

When looking at creative work express clear preferences and give some reasons for these.

Knowledge

NC Attainment target: About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines

NCEAD Progression:

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.

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.

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.

to make the walls of the crater. Paint the surface using black and white paint.

ensively from gination, What would it look like

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, texture and line and practise designing for a

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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| | | | | purpose using imagination. | | |
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| DT | <u>Materials</u> | I | Construction/Materials | | Construction and textiles | |
| Forest School Food Technology and Nutrition | Can you make a dinosaur out of saltdough and create a habitat for it to live in? Evaluating existing products/packaging Why would my dog like this toy? Construction What is the weather today? What can we make to measure the weather? | | Can you design and make moving moon buggy? Mouldable materials Can you make a tree spirit to cheer up the trees? Will your dragonfly fly? | | Can you make a Traction Man Puppet and his action outfit? Mechanisms How can we make creatures in Billy's Bucket move? | |
| Music | Recorders Use voices expressively and creatively by singing songs and speaking chants and rhymes | | 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 | | | | | | |