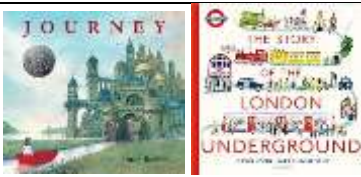


## CLOVER LEYS SPENCER - LONG TERM PLAN

### Year Group 2

|                                                                                                                                                                          | Autumn<br><b>Transport</b><br>13 weeks                                                      | Spring<br><b>We Are Britain</b><br>11 Weeks                                                                                                                                                                                     | Summer<br><b>The Seaside</b><br>12 weeks                                                                                                                                                                                                         |
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| Curriculum driver-overarching question<br><i>Overarching - forming an arch above or CONNECTING everything together.</i>                                                  | What is the Fastest Mode of Transport?                                                      | What Makes You Proud to Live in Britain?                                                                                                                                                                                        | How do we know about Dinosaurs?                                                                                                                                                                                                                  |
| Curriculum areas as main focus                                                                                                                                           | <b>Science / History</b>                                                                    | <b>Geography / British Values</b>                                                                                                                                                                                               | <b>Geography / History</b>                                                                                                                                                                                                                       |
| High quality texts to support curriculum delivery/ toggle texts                                                                                                          |            |                                                                                                                                              |                                                                                                                                                               |
| Identified links to previous and future years learning<br><i>Students learn best when they are able to integrate new learning with what they already understand.</i>     | <b>Forces [Yr. 4]</b><br><br><b>Earth and Space [Yr. 6]</b><br><br><b>Inventors [Yr. 5]</b> | <b>Map of the Local Environment [Yr. 1]</b><br><br><b>Seas and Oceans [Yr 2]</b><br><br><b>London [Yr. 3]</b><br><br><b>The World [Yr. 3]</b><br><br><b>Locational Knowledge [Yr. 4]</b><br><br><b>Place Knowledge [Yr. 5]]</b> | <b>Map of the Local Environment [Yr. 1]</b><br><br><b>Where in the World [Yr. 1]</b><br><br><b>Places of Interest [Yr2]</b><br><br><b>United Kingdom [Yr. 2]</b><br><br><b>The World [Yr. 3]</b><br><br><b>Above and Below the Clouds [EYFS]</b> |
| Hooks/ Visits/ Visitors/ concrete experiences to build knowledge                                                                                                         | Rolls Royce<br>JCB<br>Toyota<br>East Midland Airport<br>Space Centre                        | Visiting places of beauty and interest:<br>Sherwood Forest                                                                                                                                                                      | Derby Museum [Fossils]                                                                                                                                                                                                                           |
| Cultural Capital<br><i>accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and</i> | Workplaces of many parents                                                                  | Local history                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                  |

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| <i>competence: it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work.</i> |  |  |  |
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|           |                                                                                                                                                             |                                                                                                                                                |                                                                                                                                                             |
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| English   | Transport                                                                                                                                                   | We Are Britain                                                                                                                                 | The Seaside                                                                                                                                                 |
| Key Texts | Last Stop on Market Street Matt De La Pena<br>Journey Aaron Becker<br>Mrs. Armitage on Wheels Quentin Blake                                                 | Big Book of the UK Imogen Russell Williams<br>History of Britain Rob Lloyd Jones<br>All Are Welcome Alexandra Penfold                          | Stone Girl, Bone Girl Laurence Anholt<br>Big Book of The Blue Yuval Zommer<br>Clean up! Nathan Bryon                                                        |
| Writing   | Story and Narrative<br>Description                                                                                                                          | Non- chronological Report<br>Diary Recount                                                                                                     | Story and Narrative<br>Acrostic / Riddle (Poetry)<br>Instructions                                                                                           |
|           | Story and Narrative<br><br>Learn to spell words with contracted forms.<br>Full stops and capital letters<br>Possessive apostrophe<br>Expanded noun phrases. | Non-Chronological Report<br><br>Full stops and capital letters<br>Questions/ Exclamation<br>Expanded noun phrases<br>Past Tense/ Present Tense | Story and Narrative<br><br>Learn to spell words with contracted forms.<br>Full stops and capital letters<br>Possessive apostrophe<br>Expanded noun phrases. |

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|               | <p>Past Tense<br/>Subordination<br/>Coordination<br/>Convert adjectives into adverbs using the suffix -ly</p> <p>Description</p> <p>Full stops and capital letters<br/>Commas for lists (GD)<br/>Expanded noun phrases<br/>Present Tense</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Subordination<br/>Coordination</p> <p>Diary Recount</p> <p>Full stops and capital letters.<br/>Possessive apostrophe.<br/>Exclamation sentences<br/>Past Tense<br/>Subordination<br/>Coordination</p> | <p>Past Tense<br/>Subordination<br/>Coordination<br/>Convert adjectives into adverbs using the suffix -ly</p> <p>Poetry</p> <p>Full stops and capital letters<br/>Questions, exclamation<br/>Commas for lists (GD)<br/>Expanded noun phrases.</p> <p>Instructions</p> <p>Introduction<br/>Full stops and capital letters.<br/>Questions, command<br/>Convert adjectives into adverbs using the suffix -ly</p> |
| NC Objectives | <p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p>Learning to spell common exception words.</p> <p>Learning to spell more words with contracted forms.</p> <p>Learning the possessive apostrophe (singular).</p> <p>Distinguishing between homophones and near-homophones.</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p> <p>Apply spelling rules and guidelines, as listed in <a href="#">English Appendix 1</a></p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> |                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                               |
| SPaG          | Yellow - Grey Get Writing: Read Write Inc.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Yellow - Grey Get Writing: Read Write Inc.                                                                                                                                                               | Yellow - Grey Get Writing: Read Write Inc.                                                                                                                                                                                                                                                                                                                                                                    |

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|                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Use some subordination (Because and Since) to join clauses. This is also an indicator of coherence.</p> <p>Use co-ordination (e.g. or/ and / but) to join clauses. This is also an indicator of coherence.</p> | <p>Convert adjectives into adverbs using the suffix -ly (e.g. slow-slowly / quick - quickly/ careful - carefully)</p> <p>Use expanded noun phrases.</p> <p>Use present and past tense mostly correctly and consistently including the progressive form (I am running/ I was running)</p> |
| Phonics                                                                                              | <p>Read Write Inc Expectations (ARE)</p> <p>Read Blue Storybooks with increasing fluency and comprehension.</p>                                                                                                                                                                                                                                                                                                                                                                 | <p>Read Write Inc Expectations (ARE)</p> <p>Read Grey Storybooks with fluency and comprehension.</p>                                                                                                              | <p>Read Write Inc Expectations (ARE)</p> <p>Access RWI Comprehension and Spelling programmes.</p>                                                                                                                                                                                        |
| <p>Reading<br/>Talk for<br/>Reading</p> <p><i>Once Read<br/>Write Inc has<br/>been completed</i></p> | <p>Retrieval</p> <p>Answer and ask questions about what they have read</p> <p>Identify and explain the sequence of events in texts</p> <p>Identify and explain key aspects of fiction and non-fiction</p> <p>Discuss the sequence of events in books and how items of information are related</p>                                                                                                                                                                               |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                          |
|                                                                                                      | <p>Inference</p> <p>Make inferences on the basis of what is being said and done</p>                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                          |
|                                                                                                      | <p>Prediction</p> <p>Predict what might happen on the basis of what has been read so far</p>                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                          |
|                                                                                                      | <p>Summarizing</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Identify and explain the sequence of events in texts</p>                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                          |
|                                                                                                      | <p>Comprehension</p> <p>Check the text makes sense to them as they read and correct inaccurate reading</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>Comprehension</p> |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                          |
| Speaking and Listening                                                                               | <p>Articulate and justify</p> <p>Give well-structured descriptions</p>                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Maintain attention</p>                                                                                                                                                                                         | <p>Understanding (speculate and hypothesize)</p>                                                                                                                                                                                                                                         |

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| <p>Maths Overview of<br/>Power Maths /<br/>White Rose Scheme</p> | <p><a href="#"><u>Unit 1. Numbers to 100</u></a> (17 Lessons)<br/> <b>Number</b> - number and place value<br/> count to and across 100, forwards and<br/> backwards, beginning with 0 or 1, or from any<br/> given number<br/> <b>Number</b> - number and place value<br/> count, read and write numbers to 100 in<br/> numerals; count in multiples of twos, fives<br/> and tens<br/> <b>Number</b> - number and place value<br/> read and write numbers from 1 to 20 in<br/> numerals and words<br/> <b>Number</b> - number and place value<br/> count in steps of 2, 3, and 5 from 0, and in<br/> tens from any number, forward and backward</p> | <p><a href="#"><u>Unit 5. Money</u></a> (10 Lessons)<br/> <b>Measurement</b><br/> recognise and know the value of different<br/> denominations of coins and notes<br/> <b>Measurement</b><br/> recognise and use symbols for pounds (£)<br/> and pence (p); combine amounts to make a<br/> particular value<br/> <b>Measurement</b><br/> find different combinations of coins that<br/> equal the same amounts of money<br/> <b>Measurement</b><br/> solve simple problems in a practical<br/> context involving addition and subtraction</p> | <p><a href="#"><u>Unit 10. Fractions</u></a> (12 Lessons)<br/> <b>Number</b> - fractions<br/> recognise, find and name a half as one of<br/> two equal parts of an object, shape or<br/> quantity<br/> <b>Number</b> - fractions<br/> recognise, find and name a quarter as one of<br/> four equal parts of an object, shape or<br/> quantity<br/> <b>Number</b> - fractions<br/> recognise, find, name and write fractions<br/> 1/3, 1/4, 2/4 and 3/4 of a length, shape, set<br/> of objects or quantity<br/> <b>Number</b> - fractions</p> |
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|  | <p><b>Number</b> - number and place value<br/>recognise the place value of each digit in a two-digit number (tens, ones)</p> <p><b>Number</b> - number and place value<br/>identify, represent and estimate numbers using different representations, including the number line</p> <p><b>Number</b> - number and place value<br/>compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</p> <p><b>Number</b> - number and place value<br/>read and write numbers to at least 100 in numerals and in word</p> <p><u><b>Unit 2. Addition and subtraction (1)</b></u> (13 Lessons)</p> <p><b>Number</b> - addition and subtraction<br/>solve problems with addition and subtraction:</p> <p><b>Number</b> - addition and subtraction<br/>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p><b>Number</b> - addition and subtraction<br/>add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <p><b>Number</b> - addition and subtraction<br/>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> <p><b>Number</b> - addition and subtraction<br/>applying their increasing knowledge of mental and written methods</p> <p><b>Number</b> - addition and subtraction<br/>a two-digit number and ones</p> <p><b>Number</b> - addition and subtraction</p> | <p>of money of the same unit, including giving change</p> <p><u><b>Unit 6. Multiplication and division (1)</b></u> (8 Lessons)</p> <p><b>Number</b> - multiplication and division<br/>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p> <p><b>Number</b> - multiplication and division<br/>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</p> <p><b>Number</b> - multiplication and division<br/>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> <p><u><b>Unit 7. Multiplication and division (2)</b></u> (10 Lessons)</p> <p><b>Number</b> - multiplication and division<br/>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p><b>Number</b> - multiplication and division<br/>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and</p> | <p>write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></p> <p><u><b>Unit 11. Time</b></u> (5 Lessons)</p> <p><b>Measurement</b><br/>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</p> <p><b>Measurement</b><br/>tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p> <p><b>Measurement</b><br/>know the number of minutes in an hour and the number of hours in a day</p> <p><u><b>Unit 12. Problem solving and efficient methods</b></u> (11 Lessons)</p> <p><b>Number</b> - number and place value<br/>use place value and number facts to solve problems</p> <p><b>Number</b> - addition and subtraction<br/>solve problems with addition and subtraction:</p> <p><b>Number</b> - addition and subtraction<br/>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems</p> <p><b>Number</b> - addition and subtraction<br/>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> |
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|  | <p>two two-digit numbers<br/><b>Number</b> - addition and subtraction<br/>adding three one-digit numbers</p> <p><u><b>Unit 3. Addition and subtraction (2)</b></u> (12 Lessons)<br/><b>Number</b> - number and place value<br/>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward<br/><b>Number</b> - addition and subtraction<br/>solve problems with addition and subtraction:<br/><b>Number</b> - addition and subtraction<br/>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100<br/><b>Number</b> - addition and subtraction<br/>add and subtract numbers using concrete objects, pictorial representations, and mentally, including:<br/><b>Number</b> - addition and subtraction<br/>using concrete objects and pictorial representations, including those involving numbers, quantities and measures<br/><b>Number</b> - addition and subtraction<br/>applying their increasing knowledge of mental and written methods<br/><b>Number</b> - addition and subtraction<br/>a two-digit number and tens<br/><b>Number</b> - addition and subtraction<br/>two two-digit numbers<br/><u><b>Unit 4. Properties of shapes</b></u> (12 Lessons)<br/><b>Geometry</b> - properties of shapes<br/>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line<br/><b>Geometry</b> - properties of shapes</p> | <p>multiplication and division facts, including problems in contexts</p> <p><u><b>Unit 8. Length and height</b></u> (5 Lessons)<br/><b>Number</b> - addition and subtraction<br/>solve problems with addition and subtraction:<br/><b>Measurement</b><br/>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels<br/><b>Measurement</b><br/>compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =<br/><b>Number</b> - addition and subtraction<br/>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> <p><u><b>Unit 9. Mass, capacity and temperature</b></u> (8 Lessons)<br/><b>Measurement</b><br/>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels<br/><b>Measurement</b></p> | <p><b>Number</b> - addition and subtraction<br/>applying their increasing knowledge of mental and written methods</p> <p><u><b>Unit 13. Position and direction</b></u> (5 Lessons)<br/><b>Geometry</b> - position and direction<br/>order and arrange combinations of mathematical objects in patterns and sequences<br/><b>Geometry</b> - position and direction<br/>use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</p> <p><u><b>Unit 14. Statistics</b></u> (7 Lessons)<br/><b>Statistics</b><br/>interpret and construct simple pictograms, tally charts, block diagrams and simple tables<br/><b>Statistics</b><br/>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity<br/><b>Statistics</b><br/>ask and answer questions about totalling and comparing categorical data</p> |
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|  | <p>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p><b>Geometry</b> - properties of shapes</p> <p>compare and sort common 2-D and 3-D shapes and everyday objects</p> <p><b>Geometry</b> - position and direction</p> <p>order and arrange combinations of mathematical objects in patterns and sequences</p> | <p>compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></p> |  |
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| Science | <p>Transport</p> <p><b>Animals, including Humans</b></p> <p><b>Knowledge – To Know</b></p> <p>To know that a healthy lifestyle, for example, exercise, food and hygiene, help humans to grow and develop. To know that we can ask questions to find out how to be healthy.</p> <p>To know that a healthy lifestyle, for example, exercise, food and hygiene, help humans to grow and develop. To know that we</p> | <p>Transport</p> <p><b>Everyday Materials</b></p> <p><b>Knowledge – To Know</b></p> <p>To know that some materials can be used for a variety of purposes, for example metal [coins, cars, cans, table legs].</p> <p>To know that some materials can be used for a variety of purposes, for example metal [coins, cars,</p> | <p>We are Britain</p> <p><b>Living Things and their Habitats</b></p> <p><b>Knowledge – To Know</b></p> <p>To know that things can be classified into being living, dead and things that have never been alive.</p> <p>To know that if something is living it needs water, food and air.</p> | We are Britain | <p>Seaside</p> <p><b>Plants</b></p> <p><b>Knowledge – To Know</b></p> <p>To know that growth is as important to plants as it is to animals and humans. To know that a bulb holds food for the plant.</p> <p>To know that plants need water, light and a suitable temperature to grow and stay healthy.</p> | Seaside |
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|  | <p>can ask questions to find out how to be healthy.</p> <p>To know that a healthy lifestyle, for example, exercise, food and hygiene, help humans to grow and develop. To know that we can ask questions to find out how to be healthy.</p> <p>To know that a healthy lifestyle, for example, exercise, food and hygiene, help humans to grow and develop. To know that we can ask questions to find out how to be healthy.</p> <p>To know that there are different types of animals, for example, mammals, reptiles, birds and fish.</p> <p>To know that we can watch growth, for example, growing into adults means that we are babies, toddlers, child, teenager, adult.</p> <p>To know that different animals develop in different ways, for example, caterpillar, pupa, butterfly, and these differences can be recorded in pictures and tables.</p> <p><b>Skills – To know how to</b></p> <p>To ask questions about scientific thinking, such as healthy and unhealthy living.</p> | <p>cans, table legs].</p> <p>To know that some materials can be used for a variety of purposes, for example metal [coins, cars, cans, table legs].</p> <p>To know that materials have different properties and can be described by these properties, for example, metal can be shiny, wood can be rough.</p> <p>To know that we can test materials to find out their suitability.</p> <p>To know that we can record observations and identifications of materials.</p> <p><b>Skills – To know how to</b></p> <p>To recognise darkness is the absence of light.</p> <p>To use common everyday experiences to ask questions about sources of light.</p> <p>To consider why different materials have been used for</p> | <p>To know that living things generally live in a habitat, which is a home.</p> <p>To know that we can predict what types of animals might live in a habitat, for example a woodland, or the polar regions.</p> <p>To know that plants are living things and they too need a habitat.</p> <p>To know that we can identify a variety of plants and animals.</p> <p>To know that sort and classify things that are living, dead or never alive. Use questioning to help answer questions, such as, is a tree dead in winter?</p> <p>To know that simple food chains can be recorded to help with our understanding of the process.</p> <p><b>Skills – To know how to</b></p> |  | <p>To know that seeds and bulbs will grow into mature plants under the right circumstances, for example light, water and soil.</p> <p>To know that a variety of plants will grow in their local environment.</p> <p>To know that we can test what a plant needs to grow by taking away an essential.</p> <p>To know that we can record the stages of growth of a plant.</p> <p><b>Skills – To know how to</b></p> <p>To explore questions relating to the growth of plants. What does a plant need to grow? What are the different functions of different parts of the flower?</p> <p>To observe how seeds and bulbs grow into mature plants.</p> |  |
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|  | <p>To consider where animals, including humans get their nutrition from?</p> <p>To talk about changes in their growth and how we can keep healthy.</p> <p>To predict the next stages of their development based on everyday experiences.</p> <p>To identify what animals and humans need to survive and develop healthily.</p> <p>To consider the basic needs of humans and animals [water, food and air] and what might happen if animals and humans did not have the basic needs. To suggest ways to answer questions.</p> <p>To use first-hand experience to recording simple pictures of growth in humans.</p> <p>Vocabulary:</p> <p>growth, develop, healthy, life style, offspring, needs</p> | <p>different purposes.</p> <p>To predict which materials could be used for a purpose, for example, making a shelter at Forest Schools.</p> <p>To classify materials based on their properties.</p> <p>To think about unusual and creative uses for everyday materials and consider the work of John Dunlop [rubber tyre] and John McAdam [road construction 3 layers of stone].</p> <p>To record observations from squashing, bending, twisting and stretching.</p> <p>Vocabulary:</p> <p>purpose, suitable / unsuitable, suitability</p> | <p>To compare how things move on different surfaces.</p> <p>To observe a variety of habitats, both locally and nationally.</p> <p>To predict where an animal might live based on its appearance and needs.</p> <p>To identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>To test the importance of plants in an animal's life. Does the answer vary depending on the animal?</p> <p>To record a food chain of a variety of animals.</p> <p>Vocabulary:</p> <p>food chain, habitat, microhabitats, basic needs</p> |  | <p>To predict what a plant needs to grow.</p> <p>To identify germination, growth and survival, as well as the process of reproduction and growth.</p> <p>To set up a comparative test to show that plants need light and water to stay healthy.</p> <p>To record results in a table.</p> <p>Vocabulary:</p> <p>dead, alive, germination, seed, bulb, reproduction</p> |  |
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## CLOVER LEYS SPENCER - LONG TERM PLAN

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| History | <p>Transport<br/>Autumn 1</p> <p><b>History of transport</b></p> <p><b>Knowledge – To know</b></p> <p>To know that over the years transport has changed, for example, the first car was invented in 1885 by Karl Benz, or the first train was built in the 19th Century.</p> <p>To know that the Wright Brothers first flight in 1903 was a significant milestone in aviation history.</p> <p>To know that the achievements of some change the cause of history, for example if the Wright brothers had not of invented flight would Neil Armstrong have made it to the moon 60 years later? [Link to Yr1]</p> <p>To know that some people may have thought transport progress was unwise.</p> <p>To know that transport development will continue. What do we think the future of transport will look like?</p> | <p>We Are Britain<br/>Spring 1</p> <p><b>Richard Arkwright [Local Study] – Victorian Britain</b></p> <p><b>Knowledge – To know</b></p> <p>To know that Queen Victoria reign is referred to Victorian era.</p> <p>To know that her reign saw the height of the industrial revolution transforming Britain into a global industrial power.</p> <p>To know that the Victorian era was full of technology, manufacturing and infrastructure growth.</p> <p>To know that Richard Arkwright lived during this important era.</p> <p>To know that during the industrial revolution Richard Arkwright was an inventor who used the spinning frame in the textile industry</p> <p>To know that during Victoria's reign the British Empire continued to grow, making Britain prosperous.</p> <p>To know that Richard Arkwright contributed to making Britain prosperous.</p> <p>To know about the textile industry and why some people did not like it, for example, woman and children lost their jobs.</p> | <p>The Seaside<br/>Summer 2</p> <p><b>Mary Anning – Fossils and Dinosaurs</b></p> <p><b>Knowledge – to know</b></p> <p>To know that in 1799 - 1847 science was predominately led by men. Mary Anning was a pioneering figure in the field as a role model for woman.</p> <p>To know that Mary Annings contributions to palaeontology have influenced generations of new scientists in the area.</p> <p>To know that the amount of fossils Mary Annings found were unparalleled during her time she demonstrated the importance of excavation and careful observations.</p> <p>To know that Mary Anning's determination helped to break barriers, challenging the gender norms.</p> <p><b>Skills – To know how to</b></p> <p>To study a chronology of Mary Annings life, challenges and achievements.</p> |
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## CLOVER LEYS SPENCER - LONG TERM PLAN

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|  | <p><b>Skills – To know how to</b></p> <p>To study a timeline of transport progress over the last 150 years.</p> <p>To discuss how transport has changed the lives of mankind over the last 100 years.</p> <p>To consider how transport affects their lives in the local area.</p> <p>To consider how transport will continue to develop in the future and how the past will influence future changes, considering electric and self-driving cars.</p> <p>Vocabulary:<br/>transport, impact, future, past, development, progress,</p> | <p>To know that the textiles industry has developed over the last 100 years</p> <p><b>Skills – To know how to</b></p> <p>To discuss the length of reigns of Victoria and why she was such an important monarch.</p> <p>To discuss the successful and unsuccessful parts of the industrial revolution.</p> <p>To consider the significance of Richard Arkwright's inventions.</p> <p>To know that the local area is different to the way it was a long time ago.</p> <p>Vocabulary:<br/>reign, ruler, monarch, British Empire, Commonwealth, textiles, inventor, workers, mill</p> | <p>To study other scientists who worked alongside and were influenced by Mary Anning's findings.</p> <p>To study complete fossils of marine animals.</p> <p>To ask questions about how the Jurassic coast has changed over time.</p> <p>Vocabulary:<br/>fossils, scientific progress, gender norms</p> |
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| Geography | <p>Transport<br/>Autumn 2</p> <p><b>Places of interest to us</b></p> <p><b>Knowledge – To Know</b></p> <p>To know that some locations are a long way away and we travel in different ways depending on location.</p> | <p><b>We are Britain</b><br/><b>Spring 2</b></p> <p><b>Looking at Britain on a map</b></p> <p><b>British Isles / Great Britain</b></p> <p><b>Northern Ireland / Ireland / Wales / England/ Scotland</b></p> <p><b>Knowledge – To know</b></p> | <p><b>The Seaside</b><br/><b>Summer 1</b></p> <p><b>Seas and Oceans</b></p> <p><b>Knowledge - To know</b></p> <p>Know the names of the seven continents and five oceans.</p> <p>To know that dependant on location seas and oceans can vary in wildlife and weather.</p> |
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## CLOVER LEYS SPENCER - LONG TERM PLAN

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| <p>To know different places in the world, talking about where we have been on our holidays.</p> <p>To know that on a map North is up and South is down, East is right and West is left.</p> <p>To know that the world is a varied place, focusing on culture, environment, landscape and scale.</p> <p>To know the human geographical features of an area of the UK and a non-European country, for example comparing Stone Henge to the Egyptians Pyramids.</p> <p>To know the physical geographical features of an area of the UK and a non-European country for example comparing Ben Nevis to Ayres Rock.</p> <p><b>Skills – To know how to</b></p> <p>Name and locate the world's 7 continents and 5 oceans</p> <p>Use simple compass directions.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.</p> <p>Use aerial photos and plan perspectives to</p> | <p>Know the names and characteristics of the four countries that make up the UK.</p> <p>To know that the United Kingdom has different names.</p> <p>To know that 4 different countries make up the United Kingdom and the United Kingdom is in Europe.</p> <p>To recognise the North, East, South, West and Midlands of the countries in the United Kingdom, focusing especially on England and where we live.</p> <p>To know how to read simple keys on a map, for example, post office, park tourist information, windmill.</p> <p>To know key human geographical features in the United Kingdom, for example, Wembley Stadium, Edinburgh Castle and Tower Bridge.</p> <p>To know key physical geographical features in the United Kingdom, for example, Cairngorm Mountains, Lake District, Brecon Beacons, Fens and the Vale of York.</p> <p><b>Skills – To know how to</b></p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas.</p> <p>To compare the capital cities in the United Kingdom and their position from one another.</p> | <p>To know that oceans in the polar regions will be different to other oceans.</p> <p>To know how to read simple keys on a map, for example, lighthouse, ferry crossing, harbour, port.</p> <p>To know how humans, exploit the seas and oceans.</p> <p>To know that much of our oceans and seas are unexplored due to their depth.</p> <p><b>Skills – To know how to</b></p> <p>Name and locate the world's 7 continents and 5 oceans</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic circle [KS2 objective]</p> <p>To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.</p> <p>Discuss the impact of over fishing and sewage in our oceans and seas.</p> <p>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</p> |
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## CLOVER LEYS SPENCER - LONG TERM PLAN

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|  | <p>recognize human landmarks.</p> <p>Use aerial photos and plan perspectives to recognise physical landmarks.</p> <p>Vocabulary:<br/>distance, local, national, home, county, country, continent, holiday, travel, plan, map, journey,</p> | <p>Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems [GIS]</p> <p>Use basic geographical vocabulary to refer to human features such as city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Use basic geographical vocabulary to refer to physical features such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Vocabulary:<br/>Britain, Great Britain, British Isles, England, Scotland, Wales, Ireland, sea, ocean, natural, manmade, feature,</p> | <p>Poles.</p> <p>Vocabulary:<br/>sea, ocean, poles, weather patterns, environment, sewage, fishing, atlas, globe, exploration, polar regions, wildlife</p> |
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## CLOVER LEYS SPENCER - LONG TERM PLAN

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| <p>Music</p> | <p>Transport<br/>Autumn 1 and 2</p> <p><b>Topic Songs and Nativity</b></p> <p>To know that when we are singing we need to take breaths in the right place.</p> <p>To know that we can sing with expression, paying attention to the pitch and shape of the melody.</p> <p>To know that a rhythm can go over a beat.</p> <p>To know that is beat is a pulse and can be tapped out through a piece of music. In longer pieces of music, we can change the speed of the pulse.</p> <p>To know that a tempo is the speed we can tap the beat / pulse. A tempo can be quick, steady or slow,</p> <p>To know that a rhythm is a collection of rhythmic patterns and these can be represented in simple line graphics.</p> <p>To know that expressive music will have dynamics, which is how quietly or loudly we play an instrument and this can change the effect it has on the listener.</p> | <p>We Are Britain<br/>Spring 1 and 2</p> <p><b>British Composers and Musicians</b></p> <p>To know we can use our bodies (clap, tap or walk) to follow the beat of a piece of music or song (recognise tempo as well as changes in tempo).</p> <p>To know the names of instruments in the orchestra or a band and recognise if they are tuned or untuned.</p> <p>To know that a conductor or symbols may be used to show pitch, dynamics and tempo.</p> <p>To know that we respond to music depending on the mood it is trying to create.</p> <p>To know that we can identify pitch and pulse in the music we listen to.</p> <p>To know musical terminology to compare and contrast 2 pieces of music.</p> <p>To know that there are different types of music and people like different genres.</p> <p>Skills – The know how to</p> <p>To follow a melody and try to echo the pattern.</p> | <p>The Seaside<br/>Summer 1 and 2</p> <p><b>Composing Music – Sea Shanty</b></p> <p>To know the difference between untuned [no pitch] and tunes [pitched] instruments.</p> <p>To know that the glockenspiel and xylophone are tuned percussion instruments [that other percussion instruments are generally untuned]</p> <p>To know the names of instruments in the orchestra or a band and recognise if they are tuned or untuned.</p> <p>To know that a conductor or symbols may be used to show pitch, dynamics and tempo.</p> <p>To know what a sea shanty is and that recognisable phrases can be used to a lively melody.</p> <p>To know that subtle changes can be made in a sea shanty in order to compose lyrics or a melody.</p> <p>Skills – The know how to</p> <p>To perform a sea shanty.</p> |
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|  | <p>To know how to show a pitch change with their body, e.g. hands high, hands low - link to Little Sally Saucer and Twinkle Twinkle.</p> <p>To know the difference between left and right to support co-ordination and shared movement.</p> <p>To know graphic symbols are pictures which communicate different ways to perform a piece of music, e.g. fast (cheetah) or slow (snail), Loud (lion) or quiet (mouse) and high(bird) or low (bear).</p> <p>To know that graphic symbols can be used to change a piece of music as we sing/play, e.g., sing twinkle twinkle twice - once quietly following the picture of a mouse and then again loudly following the picture of a lion or sing 2 lines quietly (mouse), 2 lines loudly. Or use head, shoulders, knees and toes using a different tempo [getting faster each verse].</p> <p>To know composing is like writing a story with music.</p> <p>To know that we can use soundscapes</p> | <p>To explore timbre and texture to understand how sounds can be descriptive.</p> <p>To discuss the lives of great composers and musicians.</p> <p>To consider composers and performers that we enjoy.</p> <p>To comment on music listened to expressing their preference.</p> <p>Vocabulary:<br/>echo, genre, composers, descriptive, timbre, texture,</p> | <p>To create a composition using handbells [3 notes].</p> <p>To perform and create simple three- and four-beat rhythms using a simple score. Compose music to illustrate a story or mood.</p> <p>To explore the effect of different instruments to find the right sound.</p> <p>To listen to a range of different seaside songs, using similarities and differences to form an opinion on their effectiveness.</p> <p>To review and evaluate own compositions for a given purpose, for example a sea shanty.</p> <p>Vocabulary:<br/>shanty, handbells, mood, story, melody</p> |
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|  | <p>to create effects to a story or picture.</p> <p>Skills – To know how to</p> <p>To identify expression when singing, talking about how music makes us feel.</p> <p>To pay attention to pitch and melody.</p> <p>To combine voices and movement / actions to perform a variety of songs.</p> <p>To know that the voice needs to be warmed up.</p> <p>To learn songs that complement the school topics, for example, transport, Britain and the seaside [out of the ark].</p> <p>To sing and perform in the Christmas Nativity using inter-related dimensions.</p> <p>To create soundscapes by adding music to an image.</p> <p>To listen and to reflect on how different songs, including Christmas songs, can make us feel.</p> <p>Vocabulary:</p> |  |  |
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|  | breath, expression, shape, pitch,<br>melody, rhythm, beat, pulse, tempo,<br>dynamics, |  |  |
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| Art | Transport<br>Autumn 2<br><br><b>Patterned Tiles</b><br><br><b>Using a range of Materials</b><br><br><b>Knowledge – To Know</b> | We Are Britain<br>Spring 1<br><br><b>British Artists and their Inspiration</b><br><br>A range of Artists<br><br><b>Knowledge – To Know</b><br><br>To know that William Blake was an English poet, painter | The Seaside<br>Summer 1<br><br><b>The Seaside</b><br><br><b>Painting and drawing</b><br><br><b>Knowledge – To Know</b><br><br>To know pencils, have different grades and that |
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| <p>To know we need to wait for clay to dry before painting it to add colour and pattern.</p> <p>To know how to use tools to add detail clay (scratching lines)</p> <p>To know smoothing clay helps to reduce cracks.</p> <p>To know what a repeating pattern is.</p> <p>To know that a repeating pattern uses the same pattern again and again.</p> <p><b>Jonathon Keep</b>—ceramics, digital media, mixing ceramics with digital designs, clay, using colour, shape and pattern to good effect.</p> <p><b>Linda Styles</b> – clay pots, how artists use colour and shape, mixing paint, colour, experimentation.</p> <p><b>Skills – The know how to</b></p> <p>Use different paints and brushes to create different effects using colours that they have mixed, including secondary colours and tints and shades.</p> <p>To mould a tile from clay using tools and leave to dry ready for a painted repeated pattern.</p> <p>To design a repeating pattern.</p> <p>To use etching techniques to design a clay tile.</p> | <p>and printmaker.</p> <p>To know that William Blake died a long time ago [1757 - 1827].</p> <p>To know that many of Blake's drawings and painting were depicted from stories in the Bible.</p> <p>To know that one of his most famous paintings is The Angels Hovering Over the Body of Christ in the Sepulcher [1805]</p> <p>To know that the Body over Christ is watercolour with pen and ink.</p> <p>To know that Banksy is a popular, yet anonymous graffiti artist.</p> <p>To know that Banksy's style uses stenciling techniques that deliver political and social messages.</p> <p><b>William Blake</b> - poet, painter and printmaker.</p> <p><b>Banksy</b> - famous, yet anonymous printer, street art, activist, graffitiist</p> <p><b>David Hockney</b> - painter, draftsman, printmaker, stage designer and photographer - pop art movement of the 1960s.</p> <p><b>Skills – The know how to</b></p> <p>To suggest have artists have used colour and shape [Blake]</p> <p>To ask questions about a piece of art.</p> <p>To continue to develop the ability to express their opinion of art and artists by comparing the similarities and differences between different artists and pieces of work (content, theme, colour, lines)</p> <p>To suggest how David Hockney uses colour, pattern and shape in his pictures.</p> | <p>we use a HB pencil for writing and sketching.</p> <p>To know how to create lines of different width, length, direction and shape and use this to draw and add detail.</p> <p>To know that we use a pencil lightly for an initial outline of a drawing and that by holding a pencil towards the end creates loose sketching</p> <p>To know that paintbrushes can differ in appearance e.g. flat brush, rounded brush and angled brush and that using different brushes will create a different aesthetic.</p> <p>To know we can make marks with paint by hatching, dripping, splatting,</p> <p>To know how secondary colours can be made.</p> <p>To know there are different shades of colours and use this to find and sort collections of colour and name colours by objects, e.g. strawberry red, sunshine yellow.</p> <p>To know how to create light and dark shades of colours (create tints by adding white and shades by adding black)</p> <p>To know some paints, move differently to others, e.g. thick, thin, dry quickly and that we can change the texture of paint by adding more water.</p> <p>To know that textiles can add depth to a picture, for example, the texture of the sea.</p> <p><b>Vija Celmins</b> - Ocean - set of 4 lithographs made from pencil drawings</p> <p><b>Vincent van Gogh</b> (1853-1890) - Seascape at Saintes Maries</p> <p><b>Skills – The know how to</b></p> <p>To use pencil/crayons and pastels with control to create drawings and sketches based on</p> |
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|  | <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To design a repeating pattern and make a simple print, for example, a cutter or template.</p> <p>Vocabulary:<br/>materials, clay, pattern, repeating, colours, effects, smoothing, dry, design, etch, texture,</p> | <p>To study a range of pictures painted by David Hockney.</p> <p>Continue to develop the ability to express their opinion of art and artists by comparing the similarities and differences between different artists and pieces of work (content, theme, colour, lines)</p> <p>To compare Banksy's graffiti with traditional and modern art.</p> <p>Vocabulary:<br/>British Artists, style, genre, time period, style, effect, painting, drawing, printing, content, theme, Classic, Pop-Art, Graffiti, Activist</p> | <p>observations and their imagination (ideas, thoughts and feelings) adding increased detail with line thickness, shape, pattern (dots and lines) and adding colour through shading.</p> <p>To develop a landscape drawing of the sea.</p> <p>Use different paints and brushes to create different effects using colours that they have mixed, including secondary colours and tints and shades.</p> <p>To develop a landscape painting of the sea.</p> <p>Vocabulary:<br/>drawing, painting, techniques, strokes, equipment, effect, shade, primary colours, secondary colours, shades, tints, portrait, landscape</p> |
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| <p>Design<br/>Technology</p> | <p>Transport<br/>Autumn 1</p> <p><b>Design/Make/Evaluate –</b></p> <p><b>Moving Car</b></p> <p><b>Knowledge – To Know</b></p> <p>To know that a moving car will need wheels.</p> <p>To know that wheels need to be connected to an axel.</p> <p>To know that a washer will keep a wheel in place.</p> <p>To know that a moving car will need a chassis and that this is a frame which the rest of the vehicle is built.</p> <p>To know that the axel will need to be attached to the chassis and consider how this will be done.</p> <p>To know that wheels need to be round, for example a cotton reel or a set of wheels from a Lego set.</p> <p>To know that an evaluation will help us to improve our design.</p> <p>To know that we should consider the purpose of the car, for example speed, endurance, play, and evaluate if it meets its purpose.</p> <p>To know that an axel is straight, for example a straw or a cotton bud.</p> | <p>We Are Britain<br/>Spring 2</p> <p><b>Cooking and nutrition</b></p> <p><b>Creating and Tasting Food from Around the British Isles</b></p> <p><b>Knowledge – To Know</b></p> <p>To know that different countries have different types of food, for example arable or fruit and this has an impact on what different nationalities eat.</p> <p>To know how to use tools to cut, peel and grate using a blunt knife or peeler.</p> <p>To know health and safety protocols: clean surface for food preparation, long hair tied back.</p> <p>To know that there are traditional recipes, for example an English cookbook would look different to an Indian cookbook.</p> <p>To know what a healthy diet is (science link - 5 pieces of fruit / veg a day)</p> <p>To know that we can evaluate how healthy a dish is based on the ingredients used.</p> <p>To know that some foods are traditional.</p> <p><b>Jamie Oliver</b><br/><b>Delia Smith</b><br/><b>Michael Caines</b></p> <p><b>Skills – The know how to</b></p> <p>To explore what makes food healthy and how / where it is grown.</p> | <p>The Seaside<br/>Summer 2</p> <p><b>Design/Make/Evaluate –</b></p> <p><b>Seaside Dioramas</b></p> <p><b>Knowledge – To Know</b></p> <p>To know that a diorama is a three-dimensional figure which is a replica of a scene.</p> <p>To know that a diorama can be typically found in a museum.</p> <p>To know that when making a diorama it is best to show the ground [sea] and the sky to give an overall impression of a scene.</p> <p>To know that a diorama can showcase learning on a subject [seaside].</p> <p>To know that evaluation helps us to improve our design if we were to make the model again.</p> <p><b>Skills – The know how to</b></p> <p>To make a diorama of a seaside scene.</p> <p>To design a diorama based on their favourite or dream seaside picture.</p> <p>To consider scale [link to maths] and content, for example, pier, lighthouse, cliffs, tourists, boardwalk, colours and time of day.</p> <p>To assemble, join and combine materials using a variety of methods and chose finishing techniques to refine their products.</p> |
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## CLOVER LEYS SPENCER - LONG TERM PLAN

### Year Group 2

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|  | <p>To know that we must consider what each part of the car is made from.</p> <p>To know that <b>Carl Benz</b> was the first man to make an engine car.</p> <p><b>Skills – The know how to</b></p> <p>To explore existing products, asking relevant questions to evaluate them leading to a design criterion (what are we making? how does it work? who is it for? what does it need?) suitable for themselves and others.</p> <p>To generate and create designs to communicate their ideas using the year 1 strategies and mock ups and ICT, for example a digital drawing.</p> <p>To assemble, join and combine materials using a variety of methods: wheels and masking tape and chose finishing techniques to refine their products.</p> <p>To evaluate against their design criteria.</p> <p>To use the Year 2, Evaluate template [TEAMS]</p> <p>Vocabulary:</p> <p>axles, chassis, motor, assemble, motion, force, push, pull,</p> | <p>To look at labelling to find out where food is grown. Where has it come from and what is the impact of this?</p> <p>To find recipes that are healthy and talk in groups about why they are healthy. Which ingredients were grown / produced in the UK?</p> <p>To make a healthy, simple dish, able to talk about the ingredients.</p> <p>To identify a range of foods and where they come from and combine these to make healthy non-cooked products.<br/><a href="https://www.olivemagazine.com/recipes/collection/20-no-cook-healthy-recipes/">https://www.olivemagazine.com/recipes/collection/20-no-cook-healthy-recipes/</a></p> <p>To taste the healthy food made and evaluate against their criteria.</p> <p>To use the Year 2, Evaluate template [TEAMS]</p> <p>Vocabulary:</p> <p>healthy, ingredients, recipe, locality, environment,</p> | <p>To evaluate their product against their design criteria and identify strengths and possible changes they might make, using the age appropriate evaluation template.</p> <p>To use the Year 2, Evaluate template [TEAMS]</p> <p><a href="https://www.ypo.co.uk/product/detail/510112">https://www.ypo.co.uk/product/detail/510112</a></p> <p>or</p> <p><a href="https://www.twinkl.co.uk/resource/t2-d-072-moving-toys-cam-mechanisms-lesson-teaching-pack">https://www.twinkl.co.uk/resource/t2-d-072-moving-toys-cam-mechanisms-lesson-teaching-pack</a></p> <p>or</p> <p><a href="https://www.wikihow.com/Make-a-Diorama">https://www.wikihow.com/Make-a-Diorama</a></p> <p>Vocabulary:</p> <p>model, 3-dimensional, scale, content</p> |
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## CLOVER LEYS SPENCER - LONG TERM PLAN

### Year Group 2

|                                                                           | <b>Transport</b><br><b>Self-image and identity</b>                                                                                                                                                                                                                                                            | <b>We are Britain</b><br><b>Online Relationships</b> | <b>Seaside</b><br><b>Online reputation / Online Bullying</b> |
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| Online Safety<br><br>Education for a<br>Connected World<br>Project Evolve | KNOWLEDGE – TO KNOW [Link to PSHE curriculum]<br><br>To know ways to have a healthy digital diet<br><br>To know that I need to be supervised when online and to let adults know what I am going on.<br><br>To know the SMART online rules.<br><br>To know that not everybody is who they say they are online. |                                                      |                                                              |

## CLOVER LEYS SPENCER - LONG TERM PLAN

### Year Group 2

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|  | <b>Transport</b><br><br><b>Self-image and identity</b><br><br>I can explain how other people's identity online can be different to their identity in real life. [Yr2]<br><br>I can describe ways in which people might make themselves look different online. [Yr2]<br><br>I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help. [Yr2] | <b>We are Britain</b><br><br><b>Online Relationships</b><br><br>I can use the internet to communicate with people I don't know well (e.g. email a pen pal in another school/ country). [Yr. 2]<br><br>I can give examples of how I might use technology to communicate with others I don't know well. [Yr2] | <b>Seaside</b><br><br><b>Online reputation</b><br><br>I can explain how information put online about me can last for a long time. [Yr2]<br><br>I know who to talk to if I think someone has made a mistake about putting something online. [Yr2]<br><br><b>Online Bullying</b><br><br>I can give examples of bullying behaviour and how it could look online. [Yr2]<br><br>I understand how bullying can make someone feel. [Yr2]<br><br>I can talk about how someone can/would get help about being bullied online or offline. [Yr2] |
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| Religious Education | <b>Transport</b><br><br><b>1.3 Who is Jewish and what do they believe?</b><br><br><b>Knowledge – To Know</b><br><br>To know the importance of the Torah in the Jewish faith. | <b>Transport</b><br><br><b>1.5 What makes some places sacred?</b><br><br><b>Knowledge – To Know</b><br><br>To know that everyone has special places in their lives, for example, home, holiday destinations, | <b>We are Britain</b><br><br><b>1.6 How and why do we celebrate special and sacred times?</b><br><br><b>Knowledge – To Know</b><br>To know that different religions have different traditions which might be a festival | <b>We are Britain</b><br><br><b>1.7 What does it mean to belong to a faith community?</b><br><br><b>Knowledge – To Know</b><br><br>To know that religious people feel comforted by a God/s and that their all-knowing goes beyond what we can imagine as humans. |  | <b>Seaside</b><br><br><b>1.4 How can we learn from sacred books?</b><br><br><b>Knowledge – To Know</b><br><br>To know that sacred books such as the Torah, Bible or Quran are used as guides by people following the faith. |
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## CLOVER LEYS SPENCER - LONG TERM PLAN

### Year Group 2

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|  | <p>To know that the mezuzah signifies the Jewish home.</p> <p>To know about Festivals celebrated at home – Hanukkah and Sukkot.</p> <p>To know some aspects of a Synagogue.</p> <p>To know that Jews believe that their code is to not commit idolatry, blaspheme God, murder, steal, commit adultery. To know that Christians share a great history with the teachings of Judaism and that Jesus was a Jew.</p> <p>To know that Judaism traces back to the covenant made between God and Abraham.</p> | <p>peaceful places, religious building.</p> <p>To know that a church, mosque and synagogue is sacred because the holy leader will be there, the holy text will be inside and people can worship / pray inside. To know that we can appreciate religious buildings even if we are not from the specified religion</p> <p>To know that places are often deemed to be sacred due to religion or cultural and historical significance.</p> <p><b>Skills – To know how to</b></p> <p>Recognise that there are special places where people go to worship, and talk about what people do there (A1).</p> <ul style="list-style-type: none"> <li>• Identify at least</li> </ul> | <p>or celebration.</p> <p>To know the difference between celebrations and festivals, knowing that festivals are public but a celebration is usually personal, for example a birthday.</p> <p>To know that people enjoy celebrations and festivals as they help us to show expression and community bonding and a chance to connect with others.</p> <p>To know that Muslims celebrate Ramadan, Eid al-Fitr, Eid al-Adha</p> | <p>To know that Christians believe Jesus was kind to everyone because God was helping him. I know what concepts, such as belonging, commitment, kindness, forgiveness, mean to me in my world. To know that we can debate about religious beliefs and what we believe is an interpretation.</p> <p><b>Skills – To know how to</b></p> <p>Talk about what is special and of value about belonging to a group that is important to them (B2).</p> <ul style="list-style-type: none"> <li>• Show an awareness that some people belong to different religions (B1).</li> <li>Expected: <ul style="list-style-type: none"> <li>• Recognise and name some symbols of belonging</li> </ul> </li> </ul> | <p>To know that different religions have different commandments / guidance which can be found in Holy Books.</p> <p>To know that the Old Testament is a Holy Book in Christianity as well as Judaism</p> <p>To know that people who have faith have different ways of showing that they belong.</p> <p><b>Skills – To know how to</b></p> <p>Talk about some of the stories that are used in religion and why people still read them (A2).</p> <p>Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3).</p> |
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## CLOVER LEYS SPENCER - LONG TERM PLAN

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|  | <p>To know that Jews believe in a future Messiah who will bring peace and redemption to the world</p> <p><b>Skills – To know how to</b></p> <p>-Talk about how the mezuzah in the home reminds Jewish people about God (A3).</p> <ul style="list-style-type: none"> <li>• Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).</li> <li>• Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2).</li> <li>• Ask some questions about</li> </ul> | <p>three objects used in worship in two religions (A3). Expected:</p> <ul style="list-style-type: none"> <li>• Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</li> <li>• Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</li> <li>• Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1).</li> <li>• Ask good questions during a school visit about what happens in a church, synagogue or mosque</li> </ul> | <p>and Hajj.</p> <p>To know that Christians celebrate Easter, Christmas, Advent and Harvest.</p> <p>To know that Jews celebrate Hanukkah, Shabbat, Sukkot and Atonement.</p> <p><b>Skills – To know how to</b></p> <ul style="list-style-type: none"> <li>• Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).</li> <li>• Re-tell stories connected with Christmas/</li> </ul> | <p>from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).</p> <ul style="list-style-type: none"> <li>• Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</li> <li>• Identify two ways people show they belong to each other when they get married (A1).</li> <li>• Respond to examples of co-operation between different people (C2)</li> </ul> <p>Vocabulary: stories, morals, kindness, forgiveness commitment</p> | <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).</p> <p>Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</p> <p>Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).</p> <p>Talk about issues of good and bad, right and wrong from the stories (C3).</p> <p>Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1).</p> <p>Make links between the messages within sacred texts and the way people live (A2).</p> |
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## CLOVER LEYS SPENCER - LONG TERM PLAN

### Year Group 2

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|  | <p>believing in God and offer some ideas of their own (C1).</p> <p>Vocabulary:<br/>Jew, Judaism, Torah, synagogue, Rabbi,</p> | <p>(B1).</p> <p>Vocabulary:<br/>Church, Mosque, Synagogue</p> | <p>Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).</p> <ul style="list-style-type: none"> <li>• Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</li> <li>• Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</li> </ul> <p>Vocabulary:<br/>home, festivals,</p> |  |  | <p>To know that Jesus shared parables and miracles to help people around him understand the importance of kindness</p> <p>Vocabulary:<br/>Bible, Quran, Torah, Testament, version</p> |
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## CLOVER LEYS SPENCER - LONG TERM PLAN

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| Computing | <b>Transport</b><br><br><b>Computing systems and networks – IT around us</b><br><br><b>Knowledge – To know</b><br><br>To know examples of computers and their uses<br><br>To know how we use information technology in school.<br><br>To know examples of information technology and its use beyond school. | Transport<br><br><b>Creating media – Digital photography</b><br><br><b>Knowledge – To know</b><br><br>To know which devices are used to take photographs and how to use them.<br><br>To know when a photo looks better portrait or landscape.<br><br>To know how to compose a good photograph. | We Are Britain<br><br><b>Programming A – Robot algorithms</b><br><br><b>Knowledge – To know</b><br><br>To know that a series of instructions is known as a sequence.<br><br>To know what happens to an outcome when we record an algorithm.<br><br>To know the importance of | We are Britain<br><br><b>Data and information – Pictograms</b><br><b>Knowledge – To know</b><br><br>To know that data is something that can be collected.<br><br>To know how to enter data into a computer.<br><br>To know that data can be presented digitally<br><br>To know that objects can be arranged by common attributes. | The Seaside<br><br><b>Creating media - Digital music</b><br><br><b>Knowledge – To know</b><br><br>To know The Planets by Gustav Holst.<br><br>To know we can respond to how music makes us feel.<br><br>To know what rhythm is and how this can be recorded as patterns.<br><br>To know what pitch is and how this can be recorded. | The Seaside<br><br><b>Programming B - Programming quizzes</b><br><b>Knowledge – To know</b><br><br>To know how to run a program.<br><br>To know that a code can be changed to affect the outcome.<br><br>To know that the design of a project can be innovated.<br><br>To know that action blocks can be modified.<br><br>To know the different features which will improve a project. |
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|  | <p>To know how information technology devices, work together.</p> <p>To know the uses and rules of using information technology.</p> <p>To know that information technology can be used for different activities.</p> <p><b>Skills – The know how to</b></p> <ul style="list-style-type: none"> <li>-I can add programming blocks based on my algorithm</li> <li>- I can test the programs I have created</li> <li>- I can use sprites that match my design"</li> <li>-I can describe some uses of computers</li> <li>- I can identify examples of computers</li> <li>- I can identify that a computer is a part of IT"</li> <li>-I can identify examples of IT</li> <li>- I can identify that some IT can be used in more than one way</li> <li>- I can sort school IT by what it's used for</li> </ul> | <p>To know the effect lighting has on a photo.</p> <p>To know the tools used to add effects to a photo.</p> <p>To know when a photo has been edited or altered.</p> <p><b>Skills – The know how to</b></p> <ul style="list-style-type: none"> <li>" -I can explain what I did to capture a digital photo</li> <li>- I can recognise what devices can be used to take photographs</li> <li>- I can talk about how to take a photograph</li> <li>-I can explain the process of taking a good photograph</li> <li>- I can explain why a photo looks better in portrait or landscape format</li> <li>- I can take photos</li> </ul> | <p>predicting an outcome.</p> <p>To know that programming projects can have code and artwork.</p> <p>To know that an algorithm is designed to achieve a goal.</p> <p>To know that part of an algorithm may need testing and debugging.</p> <p><b>Skills – The know how to</b></p> <ul style="list-style-type: none"> <li>-I can choose a series of words that can be enacted as a sequence</li> <li>- I can follow instructions given by someone else</li> <li>- I can give clear instructions</li> <li>-I can show the difference in outcomes between two sequences that consist of the same commands</li> </ul> | <p>To know that we can present data using a device.</p> <p>To know some examples of why information should not be shared.</p> <p><b>Skills – The know how to</b></p> <ul style="list-style-type: none"> <li>-I can compare totals in a tally chart</li> <li>- I can record data in a tally chart</li> <li>- I can represent a tally count as a total</li> <li>-I can enter data onto a computer</li> <li>- I can use a computer to view data in a different format</li> <li>- I can use pictograms to answer simple questions about objects</li> <li>-I can explain what the pictogram shows</li> <li>- I can organise data in a tally chart</li> <li>- I can use a tally chart to create a pictogram"</li> <li>-I can answer 'more than'/'less than' and</li> </ul> | <p>To know that patterns can represent music.</p> <p><b>Skills – The know how to</b></p> <ul style="list-style-type: none"> <li>-I can describe music using adjectives</li> <li>- I can identify simple differences in pieces of music</li> <li>- I can say what I do and don't like about a piece of music</li> <li>-I can create a rhythm pattern</li> <li>- I can explain that music is created and played by humans</li> <li>- I can play an instrument following a rhythm pattern</li> <li>-I can connect images with sounds</li> <li>- I can relate an idea to a piece of music</li> <li>- I can use a computer to experiment with pitch</li> <li>-I can explain how my music can be played in different ways</li> <li>- I can identify that music is a sequence of</li> </ul> | <p><b>Skills – The know how to</b></p> <ul style="list-style-type: none"> <li>-I can identify that a program needs to be started</li> <li>- I can identify the start of a sequence</li> <li>- I can show how to run my program</li> <li>-I can change the outcome of a sequence of commands</li> <li>- I can match two sequences with the same outcome</li> <li>- I can predict the outcome of a sequence of commands</li> <li>-I can build the sequences of blocks I need</li> <li>- I can decide which blocks to use to meet the design</li> <li>- I can work out the actions of a sprite in an algorithm</li> <li>-I can choose backgrounds for the design</li> <li>- I can choose</li> </ul> |
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## CLOVER LEYS SPENCER - LONG TERM PLAN

### Year Group 2

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| <ul style="list-style-type: none"> <li>- I can find examples of information technology</li> <li>- I can sort IT by where it is found</li> <li>- I can talk about uses of information technology</li> <li>- I can demonstrate how IT devices work together</li> <li>- I can recognise common types of technology</li> <li>- I can say why we use IT</li> <li>- I can list different uses of information technology</li> <li>- I can say how rules can help keep me safe</li> <li>- I can talk about different rules for using IT</li> <li>- I can explain the need to use IT in different ways</li> <li>- I can identify the choices that I make when using IT</li> <li>- I can use IT for different types of activities</li> </ul> <p>Vocabulary:</p> <p>Information Technology [IT], iPad,</p> | <p>in both landscape and portrait format"</p> <ul style="list-style-type: none"> <li>- I can discuss how to take a good photograph</li> <li>- I can identify what is wrong with a photograph</li> <li>- I can improve a photograph by retaking it"</li> <li>- I can experiment with different light sources</li> <li>- I can explain why a picture may be unclear</li> <li>- I can explore the effect that light has on a photo"</li> <li>- I can explain my choices</li> <li>- I can recognise that images can be changed</li> <li>- I can use a tool to achieve a desired effect"</li> <li>- I can apply a range of photography skills to capture a photo</li> <li>- I can identify which photos are</li> </ul> | <ul style="list-style-type: none"> <li>- I can use an algorithm to program a sequence on a floor robot</li> <li>- I can use the same instructions to create different algorithms</li> <li>- I can compare my prediction to the program outcome</li> <li>- I can follow a sequence</li> <li>- I can predict the outcome of a sequence</li> <li>- I can explain the choices I made for my mat design</li> <li>- I can identify different routes around my mat</li> <li>- I can test my mat to make sure that it is usable</li> <li>- I can create an algorithm to meet my goal</li> <li>- I can explain what my algorithm should achieve</li> <li>- I can use my algorithm to create a program</li> <li>- I can plan algorithms for different parts of a task</li> </ul> | <p>'most/least' questions about an attribute</p> <ul style="list-style-type: none"> <li>- I can create a pictogram to arrange objects by an attribute</li> <li>- I can tally objects using a common attribute</li> <li>- I can choose a suitable attribute to compare people</li> <li>- I can collect the data I need</li> <li>- I can create a pictogram and draw conclusions from it"</li> <li>- I can give simple examples of why information should not be shared</li> <li>- I can share what I have found out using a computer</li> <li>- I can use a computer program to present information in different ways</li> </ul> <p>Vocabulary:</p> <p>Pictogram, information, representation, tally, table, graph, information,</p> | <p>notes</p> <ul style="list-style-type: none"> <li>- I can refine my musical pattern on a computer</li> <li>- I can add a sequence of notes to my rhythm</li> <li>- I can create a rhythm which represents an animal I've chosen</li> <li>- I can create my animal's rhythm on a computer</li> <li>- I can explain how I changed my work</li> <li>- I can listen to music and describe how it makes me feel</li> <li>- I can review my work</li> </ul> <p>Vocabulary:</p> <p>Digital, recording, patterns, atmospheric, music, score, representation,</p> | <p>characters for the design</p> <ul style="list-style-type: none"> <li>- I can create a program based on the new design"</li> <li>- I can build sequences of blocks to match my design</li> <li>- I can choose the images for my own design</li> <li>- I can create an algorithm</li> <li>- I can compare my project to my design</li> <li>- I can debug my program</li> <li>- I can improve my project by adding features"</li> </ul> <p>Vocabulary:</p> <p>commands, sequence, modify, questions, answers, programme</p> |
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## CLOVER LEYS SPENCER - LONG TERM PLAN

### Year Group 2

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|  | Computer, laptop, gaming consoles, cameras, | real and which have been changed<br>- I can recognise which photos have been changed"<br><br>Vocabulary:<br>cameras, digital, hard copy, picture, photograph, style of, capture, zoom, landscape, portrait | - I can put together the different parts of my program<br>- I can test and debug each part of the program<br><br><b>Vocabulary:</b><br><b>BeeBots, floor robots, instructions, sequence, mission</b> |  |  |  |
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| PSHE / RSE / Wellbeing | <p>Transport</p> <p><b>PSHE Matters: Drug Education</b></p> <p>Knowledge – to know</p> <p>1.1 Drug Education<br/>To know that medicines can help us to feel better.<br/>To know that doctors prescribe medicines.<br/>To know that vaccinations can prevent illness.<br/>To know that some medicines ease pain [paracetamol]</p> | <p>Transport</p> <p><b>PSHE Matters: Being Me</b></p> <p>Knowledge – to know</p> <p>1.2 Being Me<br/>To know that there are different groups that people belong to, for example, religious, sports, music etc.<br/>To know we are all good at different things.</p> | <p>We Are Britain</p> <p><b>PSHE Matters: Changes [RSE]</b></p> <p>Knowledge – to know</p> <p>2.1 Changes<br/>To know that we all start as babies and grow into adults.<br/>To know that there are different stages to growing up.<br/>To know that as we get older we grow in independence.</p> | <p>We are Britain</p> <p><b>PSHE Matters: Growing Up [RSE]</b></p> <p>Knowledge – to know</p> <p>2.2 Growing Up<br/>To know that hygiene is important to stop germs spreading.<br/>To know that sometimes upsetting events happen to us, for example, loss of a loved one or a change.</p> | <p>Seaside</p> <p><b>PSHE Matters: Money Matters</b></p> <p>Knowledge – to know</p> <p>3.1 Money Matters<br/>To know that we use money to buy items, for example, a house, car, food, clothes, toys, bills.<br/>To know that when we are an adult we get a job</p> | <p>Seaside</p> <p><b>PSHE Matters: Being Safe</b></p> <p>Knowledge – to know</p> <p>3.2 Being Safe<br/>To know that age restrictions are put in place to keep us safe.<br/>To know that some things we do have risks and how to identify them and minimise risks.</p> |
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## CLOVER LEYS SPENCER - LONG TERM PLAN

### Year Group 2

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| <p>To know that some medicines help fight infection [antibiotics].<br/>To know that some medicines are not safe and should be given by a parent / relative / trusted adult.<br/>To know how we can stop germs spreading [washing our hands]</p> <p>Skills – the know how to</p> <p>Identifying different ways to keep healthy.</p> <p>Demonstrating simple hygiene routines that can stop germs from spreading.</p> <p>Understanding how medicines can help people to stay healthy.</p> <p>Naming different feelings.</p> <p>Talking about rules and age restrictions that keep us safe.</p> <p>Understanding that household products</p> | <p>To know that we all have differences and similarities.<br/>To know that we all unique [thumb print]</p> <p>Skills – the know how to</p> <p>Recognising the different groups, they belong to.</p> <p>Identifying that everyone has different strengths.</p> <p>Recognising the ways in which they are the same and different to others.</p> <p>Recognising what makes them special.</p> <p>Identifying the ways in which we are all unique.</p> <p>Vocabulary:<br/>Groups, hobbies, family, friends,</p> | <p>To know that people's ideas and needs may change as they get older.<br/>To know that we can record and see changes, for example, the seasons, photographs of time elapsed.</p> <p>Skills – the know how to</p> <p>Recognising that feelings can affect the way we think, feel and behave.</p> <p>Recognising ways of sharing feelings.<br/>H18. Identifying ways to manage big feelings.</p> <p>Recognising when we need help and understand how to ask for help.</p> <p>Identifying feelings associated with change/loss.</p> | <p>To know that we are unique.<br/>To know that main parts of the external genitalia.<br/>To know that we show respect and privacy for other people's genitalia.<br/>To know that if someone touching you makes you feel uncomfortable you should respond.<br/>To know the term consent and permission.<br/>To know who their trusted adults are.</p> <p>Skills – the know how to</p> <p>Identifying simple hygiene routines that can stop germs from spreading.</p> <p>Identifying feelings</p> | <p>and this gives us money.<br/>To know that we learn about money in maths.<br/>To know that we can spend money, but we can also save money.<br/>To know that some things are essentials and we need them, other items that we buy are wants, like stylish clothes, football kits.<br/>To know that there are different types of jobs.<br/>To know that we can choice what job we want.</p> <p>Skills – the know how to</p> <p>Understanding what money is.</p> <p>Recognising that people make different choices about how to</p> | <p>To know that people have jobs who can help us, for example, teachers, emergency services, doctors, nurses, coaches etc.<br/>To know that not everything we see on line is true.</p> <p>Skills – the know how to</p> <p>Talking about rules and age restrictions that keep us safe.</p> <p>Recognising risk and what action to take to minimise harm.</p> <p>Describing how to keep safe at home.</p> <p>Describing ways to keep safe in familiar/ unfamiliar environments.</p> |
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## CLOVER LEYS SPENCER - LONG TERM PLAN

### Year Group 2

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|  | <p>(including medicines) can be harmful if not used correctly.</p> <p>Talking about the people whose job it is to help keep us safe.</p> <p>Understanding that things that people put into their body or on their skin can affect how people feel.</p> <p>Vocabulary:<br/>Medicine, healthy, poorly, side effects, drug, doctor, nurse, adult, dangerous, germs, hygiene,</p> | <p>community, strengths, interests</p> | <p>Exploring how to manage when we find things difficult.</p> <p>Explaining how people's needs change as they grow from young to old</p> <p>Explaining positive ways of preparing to move to a new class/year group.</p> <p>Vocabulary:<br/>Changes, baby, toddler, child, teenager, adult, feelings, transitions, needs, uncertainty</p> | <p>associated with change/loss.</p> <p>Recognising what makes them special.</p> <p>Talking about the ways in which we are all unique.</p> <p>Naming the main parts of the body including external genitalia.</p> <p>Explaining how people's needs change as they grow from young to old.</p> <p>Vocabulary:<br/>Consent, permission, genitalia, young, old, changes</p> | <p>save/spend money.</p> <p>Recognising the difference between needs and wants.</p> <p>Understanding how money can be looked after.</p> <p>Identifying that everyone has different strengths.</p> <p>Understanding that jobs help people to earn money to pay for things.</p> <p>Identifying different jobs that people do.</p> <p>Identifying the strengths/interests someone might need to do different jobs.</p> <p>Vocabulary:</p> | <p>Talking about the people whose job it is to help keep us safe</p> <p>Explaining basic rules to keep safe online.</p> <p>Understanding what to do if there is an accident and someone is hurt.</p> <p>Demonstrating how to get help in an emergency.</p> <p>Talking about the role of the internet in everyday life.</p> <p>Identifying that not all information online is true.</p> <p>Responding safely to people online/offline</p> <p>Vocabulary:</p> |
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## CLOVER LEYS SPENCER - LONG TERM PLAN

### Year Group 2

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|  |  |  |  |  | Strengths,<br>interests, skills,<br>job, career,<br>savings, money,<br>spend, necessary,<br>essential, | Safe, risks,<br>minimising,<br>emergency<br>services, 999,<br>name, address,<br>help |
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| Physical<br>Education | Transport<br>Autumn 1 and 2<br><br><b>Agility</b><br><b>Dance, Gymnastics and Games</b><br><br><b>Knowledge – to know</b><br><br>To know how to correct stretch muscles in the warm up.<br>To have a basic understanding that conditioning builds muscle strength & endurance.<br>To know how to safely land and finish skills.<br>To know all basic gymnastics shapes.<br>To know how to safely forward roll.<br>To understand that it is important for us to warm up before we start gymnastics.<br>To know that we only jump once on a springboard<br>To know the rhythm and order of a cartwheel - hand, hand, foot foot.<br><br><b>Skills – to know how to</b><br><br><b>Games</b> | We Are Britain<br>Spring 1 and 2<br><br><b>Balance</b><br><b>Dance, Gymnastics and Games</b><br><br><b>Knowledge – to know</b><br><br>To know how to safely enter and exit partner balances and what to do if the balance becomes unsafe.<br>To know how long balances are held for (3 seconds)<br>o know you can use different parts of your body within a dance sequence.<br>To know that changing rhythm and speed can enhance a dance performance and change how the choreography looks.<br>To use the correct terminology for body parts involved in dance routines.<br>To know that you can change levels and direction throughout a sequenced dance routine.<br>To know you can use | The Seaside<br>Summer 1 and 2<br><br><b>Coordination</b><br><b>Dance, Gymnastics and Games</b><br><br><b>Knowledge – to know</b><br><br>To know how to use hitting, kicking and/or rolling in a game.<br>To know and can decide the best space to be in during a game.<br>To know how to use a tactic in a game.<br>To know that following rules is important in a team game.<br><br><b>Skills – to know how to</b><br><br><b>Games</b><br>Score points during team games and stop points being scored<br>Describe what they see and ask to copy other's ideas, skills and tactics<br>Understand and develop tactics for attacking and defending (Y1)<br>Pass and receive a ball in different ways with increased control and accuracy (Y1) |
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## CLOVER LEYS SPENCER - LONG TERM PLAN

### Year Group 2

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|  | <p>Keep the ball and find the best places to score<br/>Participate in a wider variety of team games including relay games(Y1)</p> <p><b>Dance and Gymnastics</b></p> <p>Perform short sequences individually (Y1)<br/>Use imagination to find different ways of using apparatus<br/>Form simple sequences of different actions using floor and apparatus (Y1)<br/>Repeat simple dance phrases<br/>Play end to end games (FS,Y1)<br/>Explore movement techniques with increased control (Y1)<br/>Run over short distances with increased control and coordination<br/>Explore travelling on larger apparatus<br/>Perform simple dance phrases</p> <p>Vocabulary:<br/>agility, warm up, cool down, fitness, muscles, body, physical, shapes, rolls, jump, run, jog, walk, steps, team games, team player,</p> | <p>repetition and patterns within dance sequences.</p> <p><b>Skills – to know how to</b></p> <p><b>Games</b></p> <p>Develop balance through travelling, stillness, timing, changing direction, shape and size</p> <p><b>Dance and Gymnastics</b></p> <p>Have a clear, start, middle and end to sequences and routines (Y1)<br/>Jump and land with increased control and coordination (FS,Y1)<br/>Balance on isolated parts of the body<br/>Hold balances for a prolonged time<br/>Hold strong body shapes while dancing</p> <p>Vocabulary:<br/>coordination, control, balance, hold, strength, muscles, strong, sequences, repetition, level, direction, speed,</p> | <p>Perform fielding techniques with increased control and coordination (Y1)<br/>Throw balls and other objects with increased control and coordination (Y1)</p> <p><b>Dance and Gymnastics</b></p> <p>Rehearse and perform dance routines involving simple movement patterns<br/>Use ability to solve problems and make decisions<br/>Watch others and describe what is happening (Y1)<br/>Create movements that show rhythm and control</p> <p>Vocabulary<br/>Pass, shoot, control, accuracy, practice, throw, kick, team, skill, tactic, rules, referee</p> |
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## CLOVER LEYS SPENCER - LONG TERM PLAN

### Year Group 2

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| <p>Cultural diversity links</p> <p><i>the existence of a variety of cultural or ethnic groups within a society.</i></p> | <p>Where would the children like to visit in the world. Why would they like to visit this place? Is it different to life in Britain? Is it the same?</p> | <p>How do British Values differ from other countries principles and values? Why do we think British values are important? Does it make life better? Fairer?</p> | <p>Why was Mary Anning' discovery significant?</p> |
| <p>Theme Share with parents/community</p>                                                                               | <p>Anti-Bullying Week</p> <p>Where have you been on holiday? How did you get there?</p>                                                                  | <p>Safer Internet Week</p> <p>First Aid</p>                                                                                                                     | <p>Sun Safety</p> <p>Transition Events</p>         |