## The Federation of the Church Schools of Shalfleet and Yarmouth



Long Term Planning Year 2- Sky Class

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|  | AUTUMN | | SPRING | | SUMMER | |
| Title/Duration | **Victorious Victorians** | | **Home and Away**  Our Island, Britain and Beyond | | **Terrific Toys** | |
| Half Term Split | Autumn 1 | Autumn2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Focus Curriculum Principle | **Promotes independence and curiosity**  **Valuing all children, learning is accessible to all**  **Broad, relevant and balanced-Local, Mainland, Global** | | **Broad, relevant and balanced-Local, Mainland, Global**  **Promotes independence and curiosity**  **Valuing all learning is accessible to all**  **Coherent learning links and pathways** | | **Strong working partnerships**  **Promotes independence and curiosity**  **Coherent learning links and pathways**  **High quality outcomes, deep learning** | |
| English  (Focus Texts/Writing Opportunities) | **The Day the Crayons Quit**  Letters- Link to Victoria’s letters  Posters- Have you seen this crayon? | **Mole’s Sunrise**  Descriptions- Describe Victorian London.-History link  Other: firework poems | **Big Bear Little Brother**  Diary  Other: Winter poems  Instructions- How to make a ….. | **The Night Gardener**  Story  Newspaper report about the trees  Recount of trip | **SATS WRITING FOCUS**  **The Twits**  Independent Writing of  Letter, Report, Poster, Diary, Story, Recount | **Traction Man is here**  Character description  Short narrative |
| Maths Year 2 | Number: Place Value  Addition and Subtraction | Measurement: Money  Number: | Number: Multiplication and Division  Statistics  Geometry | Number: Fractions  Measurement:  Length and Height  Consolidation | Geometry, Position and Direction  Problem solving and efficient methods  Measurement: Time | Measurement: Mass  Capacity and Temperature  Investigations |
| Science | **Uses of everyday materials**  To be able to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses  To be able to find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | **Animals, including humans**  To be able to notice that animals, including humans, have offspring which grow into adults  To be able to find out about and describe the basic needs of animals, including humans, for survival (water, food and air)  To be able to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | **All living things and their habitats**  To be able to identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other  To be able to identify and name a variety of plants and animals in their habitats, including micro-habitats | **Plants**  To be able to observe and describe how seeds and bulbs grow into mature plants  To be able to find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. | *SATS Half Term*  *Ensure all framework standards for science are met and evidenced!* | **All living things and their habitats**  To be able to explore and compare the differences between things that are living, dead, and things that have never been alive  To be able to describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. |
| History  **Throughout-**  **Historical Enquiry**  *Observe or handle evidence to ask simple questions about the past;*  *Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;*  *Choose and select evidence and say how it can be used to find out about the past.* | **Historical Interpretation**  Start to compare two versions of a past event;  Observe and use pictures, photographs and artefacts to find out about the past;  Start to use stories or accounts to distinguish between fact and fiction;  Explain that there are different types of evidence and sources that can be used to help represent the past.  **Year 2: In-depth study and comparison of Victoria and Elizabeth II**  **Chronological Understanding- Timeline**  Sequence artefacts and events that are close together in time;  Order dates from earliest to latest on simple timelines;  Sequence pictures from different periods;  Describe memories and changes that have happened in their own lives;  **Victoria – Elizabeth II**  **Study and comparison of artefacts**  **Experience a Victorian School day!**  **Events beyond living memory that are significant nationally- Remembrance Sunday. Armistice Day** | | **Knowledge and Understanding of events, people and changes in the past**  Recognise some similarities and differences between the past and the present;  Identify similarities and differences between ways of life in different periods;  Know and recount episodes from stories and significant events in history;  Understand that there are reasons why people in the past acted as they did;  Describe significant individuals from the past.  **Visit/study Yarmouth Castle- Henry VIII and local Tudor life**  **Study Tower of London**  **Westminster Abbey**  **Study Tower of London**  **Westminster Abbey**  ***Identify local and National landmarks/places of significance and famous figures associated with them.*** | | **Chronological Understanding**  Sequence artefacts and events that are close together in time;  Order dates from earliest to latest on simple timelines;  Sequence pictures from different periods;  Describe memories and changes that have happened in their own lives;  **Knowledge and Understanding of events, people and changes in the past**  Recognise some similarities and differences between the past and the present;  Identify similarities and differences between ways of life in different periods;  Know and recount episodes from stories and significant events in history;  Understand that there are reasons why people in the past acted as they did;  Describe significant individuals from the past*.*  **Toys- how have toys changed?**  **Place how toys have changed in timeline/ sort into different periods**  **Have any toys changed that they can think of?**  **Look at how particular toys have evolved.**  **What are toys are similar/different?**  **Why do they think toys have changed?** | |
| Geography | **Locational knowledge**  Begin to look at and use World and regional maps, atlases and globes.  Google Earth.  Create a simple map of the school and grounds with a key.  **Geographical skills and fieldwork:**  Use simple fieldwork and observational skills to study the geography of Yarmouth and Shalfleet Schools and the grounds including the key human and physical features of the surrounding environment.  **Geographical skills and fieldwork:**  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;  Identify similarities and draw comparisons based on the Human and Physical features of the local and contrasting area.  Look at London and East Cowes and Buckingham Palace and Osborne House. | | **Locational Knowledge:**  Name and locate the world’s seven continents and five oceans.  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  Look at and use world maps, atlases and globes.  World, Regional and Local Maps, Google Earth, Internet, Atlases, range of literature, visits and visitors.  Locate the Isle of Wight and then significant countries on a map/atlas. Where and how big is the Isle of Wight  **Place knowledge**  Understand geographical similarities and differences through studying the human and physical geography of the Isle of Wight, and a small area of a contrasting **non-European country**. - AUSTRALIA  **Human and Physical:** Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;  Isle of Wight weather comparison to an Island in Scotland *Study and compare the Isle of Wight to the rest of the UK. Then compare the weather on the Island and in Australia.* | | **Geographical Skills and Fieldwork**  Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.  **Human and Physical:**  Use basic geographical vocabulary to refer to:  ***Key physical features***, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  ***Key human features,*** including city, town, village, factory, farm, house, office, port, harbour and shop.  **Fieldwork**  Begin to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making basic judgement and conclusions. In the following areas Traffic, Litter, Land Use, Weather and Vegetation. | |
| Art | **Painting** Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours. **Printing**  Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.  **Look at the artwork in Osborne house- mainly portraits**  **Look at the artwork of various portrait artists and give their opinions. Use as inspiration for their work.**  **Create self-portraits, portraits, silhouettes- Cameo style broches etc**  **Victorian artwork** | | **Collage**  Explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arrangingmaterials and refining their work  **Look at the local artists- Zoe Sadler, and artists that create collages- use as inspiration for their work.**  **Create a collage of the Isle of Wight using a variety of materials or of an Isle of Wight landmark.**  **Sculpture**  Use materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.  **Following on from collage look at famous sculptors and their work around the UK.**  **Look at landmarks from around the UK and the world- Australia**  **Use clay or similar materials to create a 3D sculpture of the landmark.** | | **Drawing**  Begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children to use different materials to draw with  **Still life drawings of toys- Choose one toy and develop techniques and using different materials to draw with.**  **Look at a range of artists who do drawings and still life.**  **Textiles**  Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect.  **Create a toy puppet** | |
| Design and Technology | **Make**  Plan by suggesting what to do next.  Select from a range of tools and equipment, explaining their choices.  Select from a range of materials and components according to their characteristics.  **Evaluate**  What is the product? What is it/was it for? Who is it for? How does it work? Who might use it? What materials is it made from? What do they like or dislike about it?  **Technical Knowledge**  The simple working characteristics of materials and components.  How freestanding structures can be made stronger, stiffer and more stable.  The correct technical vocabulary for the projects they are undertaking.  **Look at Victorian inventions- telephone, Camera etc**  **As class look at Pin-hole camera and come up with a design**  **Make a pin-hole camera using appropriate materials.**  **Evaluate their cameras** | | **Design**  Generate ideas by drawing on their own experiences. Use knowledge of existing products to help come up with ideas.  Develop and communicate ideas by talking and drawing.  Model ideas by exploring materials, components and construction kits and by making templates and mock-ups.  Use information and communication technology, where appropriate, to develop and communicate their ideas.  **Make:**  Follow procedures for safety and hygiene.  Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components.  Measure, mark out, cut and shape materials and components.  Assemble, join and combine materials and components.  Use finishing techniques, including those from art and design.  **Evaluate:**  Talk about their design ideas and what they are making.  Make simple judgements about their products and ideas against design criteria.  Suggest how their products could be improved.  **Technical Knowledge**  The simple working characteristics of materials and components.  How freestanding structures can be made stronger, stiffer and more stable.  The correct technical vocabulary for the projects they are undertaking.  **Federation Island lighthouse Challenge with use of pulleys for the lighthouse keeper.**  **Children to design and make a lighthouse choosing their materials and how they are going to build it.**  **Mrs Grainger to judge.** | | **Design, Make, Evaluate Technical knowledge for**  **Knowledge- Cooking and Nutrition:**  That all food comes from plants or animals  That food has to be farmed, grown elsewhere (e.g. home) or caught  Name and sort foods into the five groups in The eatwell plate  That everyone should eat at least five portions of fruit and vegetables every day  **Skills- Cooking and Nutrition:**  How to prepare simple dishes safely and hygienically, without using a heat source.  To use techniques such as cutting, peeling and grating.  **Create a dish for a ‘Toys party’** | |
| Music | **Listening**  To listen to a variety of live and recorded music  To listen to music and identify when it changes e.g. changes speed, volume sounds sad/happy etc  To discuss how a piece of music they have listened to makes them feel and what they think about it  **Rhythm**  To clap out rhythms that use different durations e.g. long and short beats  To chant rhythms that use different durations  **Listen to music starting from the Victorian era until today. What do they notice? Give opinion on which they prefer- modern day or Victorian**  **Clapping songs**  **Copy the rhythm**  **Listen to Victorian songs- Clap the rhythm** | **Instrumental**  To play untuned instruments)  To play tuned instruments  To be able to name instruments I have experienced  **Musical Elements**  To use pitch, duration and dynamics in own compositions and when playing music.  To explore using tempo (fast and slow)and timbre (different sounds made by different instruments) in compositions  **Firework sounds**  **Create a firework display by sound only**  **Bangs, whistles, etc** | **Vocal**  To use their voice to change pitch (high and low), duration (short and long) and dynamics (loud and soft)  To sing familiar songs, rhymes and chants using expression (dynamics)  **Traditional songs/nursey rhymes etc from around the UK/World**  **Learn a song from a different country** | **Instrumental**  To play untuned instruments)  To play tuned instruments  To be able to name instruments I have experienced  **Musical Elements**  To use pitch, duration and dynamics in own compositions and when playing music.  To explore using tempo (fast and slow)and timbre (different sounds made by different instruments) in compositions  **Continue with songs from around the world. Choose one of the songs they have learnt to sing and learn to play it on a range of instruments** | **Listening**  To listen to a variety of live and recorded music  To listen to music and identify when it changes e.g. changes speed, volume sounds sad/happy etc  To discuss how a piece of music they have listened to makes them feel and what they think about it  **IOW bands and artists**  **Use as inspiration for them to create their own band** | **Instrumental**  To play untuned instruments)  To play tuned instruments  To be able to name instruments I have experienced  **Musical Elements**  To use pitch, duration and dynamics in own compositions and when playing music.  To explore using tempo (fast and slow)and timbre (different sounds made by different instruments) in compositions  **Using instruments, compose a piece of music using the elements learnt to play at the ‘Toys party’** |
| Computing | See Computing LTP | See Computing LTP | See Computing LTP | See Computing LTP | See Computing LTP | See Computing LTP |
| PE | Multi skills  Team Games | Games  Dance | Games  Athletics | Athletics  Multiskills  Gymnastics | Athletics  Multi skills  Sports Day | Athletics  Team Games |
| RE | Special: Special books - The Bible and Torah | Light as a symbol: Advent and Hanukkah | Change: People Jesus me | Sadness to happiness: The Easter Story | Stories from the six major religions | God |
| SMSC/PSHE | Being kind to others  Friendships | Staying safe | Conservation  Looking after the environment | Environment  Rainforests  Forests | Goals and Achievements | Moving on: New Challenges |
| Trips/Events/Visitors/Risk Day |  | Osborne House  Victorian Christmas  Heritage Education Online Ed  Virtual tour around Buckingham Palace and Osborne House | Yarmouth Castle/Carisbrooke Castle  Possible visit from Isle of Wight forestry/national trust/young farmers etc- link to our Island. | Sea Life Centre visit Blue Reef Sea life Centre Southsea  Shared trip with Yarmouth sites- Link to Geography and comparing between 2 countries | Roald Dahl museum visit??? | Risk Day- All about toys- making and playing with new and old toys. |

Autumn

When was the Victorian era?

What was life like for the Victorians?

Why did they choose the Isle of Wight?

What are the similarities and differences between Queen Victoria and Queen Elizabeth II

Were/Are they good monarchs?

Spring

Can we compare Yarmouth and Carisbrooke Castle? Yarmouth newest style of castle at the time – Carisbrooke improved version of Yarmouth (Heritage Education will be offering distance learning packs and online/virtual resources).

What are the similarities and differences?

Observe the human and physical features within the UK.

Compare weather on the Isle of Wight with an Island in Scotland then a non-European country- Australia

Observe maps of the UK and Isle of Wight.

Draw a map of the Isle of Wight.

Summer

How have toys changed?

How have toys evolved? What are the similarities and differences?

Popular toys- then and now

Time line of toys

Create older toys