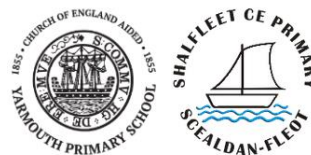


The Federation of the Church Schools of Shalfleet and Yarmouth



Long Term Planning Year 2- Sky Class and Bay Class

	AUTUMN		SPRING		SUMMER	
Title/Duration	Home and Away Our Island, Britain and Beyond Animal link- Children's choice of topic		Who do you think you are? Famous and significant people		Terrific Toys	
Half Term Split	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Curriculum Principle	<p>Broad, relevant and balanced-Local, Mainland, Global</p> <p>Promotes independence and curiosity</p> <p>Valuing all learning is accessible to all</p> <p>Coherent learning links and pathways</p>		<p>Promotes independence and curiosity</p> <p>Valuing all children, learning is accessible to all</p> <p>Broad, relevant and balanced-Local, Mainland, Global</p>		<p>Strong working partnerships</p> <p>Promotes independence and curiosity</p> <p>Coherent learning links and pathways</p> <p>High quality outcomes, deep learning</p>	
English (Focus Texts/Writing Opportunities)	<p>A First Book of Animals Using illustrations to support reading comprehension and narrative</p> <p>The Day the Crayons Quit/The Day the Crayons Came Home Letters Postcards Posters- Have you seen this crayon?</p> <p>The Big Animal Mix-up Poetry Join in with the predicable phrases and patterned language. Identify and explore the rhyme. Predict what the animal is behind the</p>	<p>The Three Little Wolves and the Big Bad Pig Traditional Tales Alternative versions Different viewpoints</p> <p>Hare and the Tortoise-Race to the Moon Fables Create a fact file about the moon and the effects of gravity. Create a space rocket, label it and write a sequence of explanatory sentences so it is clear how it could work.</p> <p>Mr Wolf and the Enormous turnip Twisted tale</p>	<p>Big Bear Little Brother Diary Other: Winter poems Instructions- How to make a ...</p> <p>The Bear and the Piano? Consider how the pictures show time passing, such as the changing of the seasons around the growing bear at the piano. Consider the voice and tone of the narrator. What is the effect of starting so many sentences with 'The bear'. Power of three: "No piano, no bears, no anything." Subordination: "When the</p>	<p>The Night Gardener Story Newspaper report about the trees</p> <p>Mole's Sunrise Descriptions- Writing a detailed description Similes Expanded noun phrases</p>	<p>The Twits Independent Writing of Letter, Report, Character Description Poster, Diary, Story, Recount of a real life event</p> <p>SATS writing</p>	<p>Rosie Revere, Engineer Independent writing: instructions, evaluation. Link to Determination value and resilience Traction man is here Cartoon strip, speech marks/ bubbles Adventure story</p>

	lift out flap. Put actions to repeating parts of the text, e.g. 'hang on a minute!'	Consider writing their own Wolf's guide to Royal Etiquette - focus on creating expanded noun phrases. Compare with other versions of The Enormous Turnip. Can they innovate their own version of this story - with a different vegetable perhaps? Can they write a sequel adventure? Write a set of instructions on how to make the spicy turnip stew	bear played, he felt so happy.'" Speech punctuation. Adverbs Link to Mr Big (PSHE)			
Maths Year 2	Numbers 10 to 100 Calculations within 20	Fluency add and subtract within 10 Addition and Subtraction of two digit numbers Introduction to multiplication	Introduction to multiplication continued Introduction to division structures	Shape Addition and Subtraction of two-digit numbers	Money Fractions Time Position and Direction	Multiplication and division – doubling, halving, quotitive and partitive division Sense of measure – capacity, volume, mass
Science Including a long study to be looked at over the year. In the garden/school ground look at what is in the garden- recording plants, animals/insects etc, condition e.g. soils etc Record findings and observations- measuring etc. Cataloguing and categorising Link to Forest Schools/Eco Schools	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	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.	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.	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.	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.	Plants To be able to observe and describe how seeds and bulbs grow into mature plants Revisit and draw conclusions from ling study.
History Throughout- Historical Enquiry <i>Observe or handle evidence to ask simple questions about the past;</i> <i>Observe or handle evidence to find answers to simple questions about the past on the</i>	Autumn 2- Recap of Y1 Objective-Events beyond living memory that are significant nationally (Bonfire night and Guy Fawkes). Events beyond living memory that are significant nationally (Great fire of London). <u>Historical Interpretation</u> Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. <ul style="list-style-type: none"> 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; <u>Chronological Understanding</u> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should		BAY CLASS To develop and study further Monarchs pre-dating Queen Victoria. Or a study of Christopher Columbus and Neil Armstrong, investigating the differences and similarities between the two. SKY CLASS Significant historical events, people and places in their own locality. Specific focus on Queen Victoria and Osborne house and her life on the Isle of Wight. Comparisons to be made between Queen Victoria and Queen Elizabeth 2 nd . To develop and study further Monarchs pre-dating Queen Victoria. Or a study of Christopher Columbus and Neil Armstrong, investigating the differences and similarities between the two. Victoria – Elizabeth II Study and comparison of artefacts		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? <u>Historical Interpretation</u> Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Children can: <ul style="list-style-type: none"> Observe and use pictures, photographs and artefacts to find out about the past; 	

*basis of simple observations;
Choose and select evidence and say how it can be used to find out about the past.*

know where the people and events they study fit within a chronological framework.

Children can:

- Sequence artefacts and events that are close together in time;
- Order dates from earliest to latest on simple timelines;

Knowledge and understanding of events, people and changes in the past

Children should choose and use parts of stories and other sources to show that they know and understand key features of events.

Children can:

- 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;
- Describe significant individuals from the past.

Timeline of Queen Victoria's life- sequence pictures from different periods of time

Experience a Victorian School day!

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.

Historical Enquiry

Children should ask and answer questions, using other sources to show that they know and understand key features of events.

Children can:

- 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.

Chronological Understanding

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.

Children can:

- 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; (Queen Elizabeth link)

Knowledge and understanding of events, people and changes in the past

Children should choose and use parts of stories and other sources to show that they know and understand key features of events.

Children can:

- Recognise some similarities and differences between the past and the present;
- Identify similarities and differences between ways of life in different periods;
- Understand that there are reasons why people in the past acted as they did;
- Describe significant individuals from the past.

- Explain that there are different types of evidence and sources that can be used to help represent the past.

Historical Enquiry (Carisbrooke Castle Toys workshop)

Children should ask and answer questions, using other sources to show that they know and understand key features of events. Children can:

- 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.

Chronological Understanding

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.

Children can:

- 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

Children should choose and use parts of stories and other sources to show that they know and understand key features of events.

Children can:

- Recognise some similarities and differences between the past and the present;
- Identify similarities and differences between ways of life in different periods;

<h1 style="text-align: center;">Geography</h1>	<p>Link to animals around the world 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 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 Geographical skills and fieldwork: Look at and use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. 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. Skills- Locational knowledge Begin to look at and use World and regional maps, atlases and globes. Google Earth. Skills- Place Knowledge Using their senses, exploring and investigating their immediate, environment measuring, sorting and observing. Drawing and discussion. 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.</p>	<p>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. – India-link to Queen Victoria 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 compare <i>to the rest of the UK</i>. Then <i>compare the weather on the Island and in India</i> Geographical skills and fieldwork: Ongoing strand throughout Geography. Compare other parts of the world to Shalfleet school and the grounds and the surrounding environment. 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.</p>	<p>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. Geographical skills and fieldwork: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Geographical skills and fieldwork: Ongoing strand throughout Geography. Compare other parts of the world to Shalfleet school and the grounds and the surrounding environment. 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. Begin to use locational and directional language to describe the features and routes on a map. Discuss basic human and physical features. Devise a simple map including a basic key. 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. Carnivals from around the World- linking to physical and human features- compare to Shalfleet/IOW</p>
<h1 style="text-align: center;">Art</h1>	<p>Art link in A First book of Animals- see separate planning Still life drawings of animals- Choose an animal and develop techniques and using different materials to draw with. Look at a range of artists who do drawings and still life Drawing- Still life of animals Children 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 are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels. Children can:</p> <ul style="list-style-type: none"> • draw lines of varying thickness; • use dots and lines to demonstrate pattern and texture; 	<p>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 Drawing-Self portraits Children 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 are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels. Children can:</p> <ul style="list-style-type: none"> • draw lines of varying thickness; 	<p>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. Collage Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work. To develop a wide range of art and design techniques in using texture, line, shape, form and space. Children can:</p> <ul style="list-style-type: none"> • use a combination of materials that have been cut, torn and glued; • sort and arrange materials;

	<ul style="list-style-type: none"> use different materials to draw, for example pastels, chalk, felt tips; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space</p> <p>Printing-use printing techniques to print animal patterns Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges. To develop a wide range of art and design techniques in using colour and texture. Children can:</p> <ul style="list-style-type: none"> copy an original print; use a variety of materials, e.g. sponges, fruit, blocks; demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</p> <p>Look at famous sculptors and their work around the UK. Look at landmarks from around the UK and the world Use clay or similar materials to create a 3D sculpture of the landmark. Sculpture Children have the opportunity to use a variety of 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. Children can:</p> <ul style="list-style-type: none"> use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; use a variety of techniques, e.g. rolling, cutting, pinching; use a variety of shapes, including lines and texture; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric</p>	<ul style="list-style-type: none"> use dots and lines to demonstrate pattern and texture; use different materials to draw, for example pastels, chalk, felt tips; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space</p> <p>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. Children can:</p> <ul style="list-style-type: none"> name the primary and secondary colours; experiment with different brushes (including brushstrokes) and other painting tools; mix primary colours to make secondary colours; add white and black to alter tints and shades; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<ul style="list-style-type: none"> add texture by mixing materials; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</p> <p>Textiles Create a toy puppet 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. To develop a wide range of art and design techniques in using colour, pattern and texture. Children can:</p> <ul style="list-style-type: none"> show pattern by weaving; use a dyeing technique to alter a textile's colour and pattern; decorate textiles with glue or stitching, to add colour and detail; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p>
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<p>Design and Technology</p>	<p>Foods from around the World Cooking and Nutrition:</p> <ul style="list-style-type: none"> 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 <p>Cooking and Nutrition:</p> <ul style="list-style-type: none"> How to prepare simple dishes safely and hygienically, without using a heat source. 	<p>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 Queen Victoria's bathing machine 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.</p>	<p>Create their own toy- Stuffed toy. Link to English text Engineering competition- create a working toy Cardboard Challenge day- create a toy or a game from cardboard- Risk Day with parents? Design: Work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment. State what products they are designing and making. Say whether their products are for themselves or other users. Describe what their products are for.</p>
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	<p>To use techniques such as cutting, peeling and grating.</p> <p>Technical Knowledge: Food ingredients should be combined according to their sensory characteristics. The correct technical vocabulary for the projects they are undertaking.</p> <p><u>Skills</u></p> <p>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.</p>	<p>Evaluate: What products are Who products are for What products are for How products work How products are used Where products might be used What materials products are made from What they like and dislike about products</p> <p>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.</p> <p>SKILLS- 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.</p> <p>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.</p>		<p>Say how their products will work. Say how they will make their products suitable for their intended users Use simple design criteria to help develop their ideas</p> <p>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.</p> <p>Technical Knowledge: The simple working characteristics of materials and components. The movement of simple mechanisms such as levers, sliders, wheels and axles. How freestanding structures can be made stronger, stiffer and more stable. 3-D textiles product can be assembled from two identical fabric shapes.</p> <p>Skills- 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.</p> <p>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.</p> <p>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.</p>	
<p>Music</p>	<p>Music Hub- Around the world PowerPoints Instrumental and notation Pupils should be taught to: To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality live and recorded music To experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>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) Listening- Popular Victorian music</p>	<p>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</p>	<p>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</p>	<p>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</p>

			Traditional songs/nurse rhymes etc from around the Victorian period Learn a song from a different era Compare a UK version and USA version of a song	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	to makes them feel and what they think about it IOW bands and artists Use as inspiration for them to create their own band	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 met	Sadness to happiness: The Easter Story	Stories from the six major religions	God
SMSC/PSHE	See separate plans from JM and LM					
Trips/Events/Visitors/Risk Day	Possible visit from Isle of Wight forestry/national trust/young farmers etc- link to our Island. Visit from or trip to the zoo.	Christmas Service Christmas Carols to parents? Christingle	Osborne House		Roald Dahl museum visit???	Risk Day- All about toys- making and playing with new and old toys. Carisbrooke Castle- Toy workshop

Autumn- Home and Away?

What is Shalfleet/Yarmouth like?

What animals live on the IOW/UK?

What animals live around the world?

Why do they live there?

Use maps to locate places around the world.

Spring- Who do you think you are?

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?

Why are these people famous- Christopher Columbus, Neil Armstrong etc

Why are they remembered?

What is an explorer/adventurer?

Comparisons

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