

Byerley Park Primary School
Year Two Long Term Plan

	Autumn 1	Autumn 2	Spring 1 (Space)	Spring 2 (Sea)	Summer 1	Summer 2
	Dinosaurs		Explorers		The Seaside	
English	See Byerley Park Primary School English Long Term Plan					
Maths	See Byerley Park Primary School Mathematics Long Term Plan					
Science	<p><u>Animals, including Humans</u></p> <ul style="list-style-type: none"> - AH1 notice that animals, including humans, have offspring which grow into adults - AH2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - AH3 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 		<p><u>Plants</u></p> <ul style="list-style-type: none"> - P1 observe and describe how seeds and bulbs grow into mature plants - P2 find out and describe how plants need water, light and a suitable temperature to grow and stay healthy 	<p><u>Every Day Materials</u></p> <ul style="list-style-type: none"> - EM1 identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - EM2 find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	<p><u>Living Things and their Habitats</u></p> <ul style="list-style-type: none"> - LH1 explore and compare the differences between things that are living, dead, and things that have never been alive - LH2 identify that most living things live in habitats to which they are suited - LH3 describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other - LH4 identify and name a variety of plants and animals in their habitats, including micro-habitats - LH5 describe how animals obtain their food from plants and other animals - LH6 understand a simple food chain, and identify and name different 	

					sources of food.	
Computing	<p><u>Computer Science</u></p> <ul style="list-style-type: none"> - Understand that algorithms are implemented as programs on digital devices - Understand that programs execute by following precise and unambiguous instructions - Debug simple programs - Use logical reasoning to predict the behaviour of simple programs <p><u>ICT</u></p> <ul style="list-style-type: none"> - Use devices to record for an audience - Use photostory to sequence pictures to tell a story <p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> - Use technology safely - Keep personal information private - Recognise common uses of information technology beyond school 	<p><u>ICT</u></p> <ul style="list-style-type: none"> - Writing for a purpose e.g. advert (Word/ Publisher) - Write leaflet and poster incorporating pictures <p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> - Use technology safely - Keep personal information private - Recognise common uses of information technology beyond school 			<p><u>ICT</u></p> <ul style="list-style-type: none"> - Use a more complex branching database e.g. Information Magic <p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> - Use technology safely - Keep personal information private - Recognise common uses of information technology beyond school 	
PE	<p><u>Games</u></p> <ul style="list-style-type: none"> - copy, remember and repeat a teachers actions - choose different ways to hold a bat - catch a ball - serve underarm with some accuracy - hit a ball with increasing control into a target area - roll, throw, hit, catch, bounce and track a ball or object with control - pass the ball to their partner when they are ready - throw the ball to a target - use my feet to pass and receive a ball - use my hands, feet and bat to pass a receive the ball - Pass (kick or throw) to a team mate when they are in a free space - Make it hard for opponents to beat them by changing speed and direction. - Play by the rules so everyone can enjoy the game. - Begin to understand simple tactics like hitting long or short passes to beat an opponent. - Discuss what their teammates are doing and help them to improve by giving feedback. 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> - develop their gymnastic actions and use them in mats and apparatus - choose different actions to use in a sequence like jumping, turns, rolls etc - practice to improve the quality of their body shape - perform fluently on their own and with a partner - Make up and repeat a gym sequence (on your own and with a partner) with a clear beginning, middle and end - Perform the sequence on mats and apparatus 	<p><u>Dance</u></p> <ul style="list-style-type: none"> - Use their imagination as they talk about and move to music - Tries to change the speed and strength of their actions - Moves in various directions and levels - Perform actions in pairs or small groups - Create a dance phrase which ‘tells a story’ - Must include clear starting and finishing positions and remember the order of their movements. - Show that they know what their partner or group are 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> - Combines two different ways of jumping - When running for 1 minute they know to pace themselves - Use a range of throwing actions to hit a large target area - Try different ways of throwing and catching with a partner while standing still and while moving. - Begin to understand how to be a successful athlete (throw the longest distance, run the quickest time, and jump the furthest). - Tell friends what they are doing well and practice skills so they can improve. - Describe different ways 	<p><u>OAA</u></p> <ul style="list-style-type: none"> - turn my plan/map the right way so that it matches what I am looking at - find my way round a course following a simple trail - know that I can use symbols to show where things are on plans/maps - take part in tasks where I have to solve problems with my team - keep going until I solve a problem or complete a challenge - Are able to work with friends to plan and solve different problems and share ideas with my partner or group. 	

	<ul style="list-style-type: none"> - Practice their skills so they can improve. - Make sure they are warmed up before taking part in sport to ensure muscles are stretched and body temperature has increased 	<ul style="list-style-type: none"> - Include changes of level speed and direction in their gymnastic sequence - Spot actions that are the same and different in a partner's sequence. - Know that by extending the arms and legs they produce a better shape and by keeping the body tense it will help with control. - Know which parts of the body to warm up for gymnastics - Know their body needs to be strong and supple. - Put apparatus away safely, with a partner. - Types of Movements - front and back support balances (press up position) - Caterpillar walk - bunny hop - Full circle roll – rock and roll – tipper tuck. - Types of Sequence - Your gymnastic sequence should have: a balance, a travelling action, a jump and a roll. - Choose your best 2 actions and teach them to a partner. - Perform your 	<ul style="list-style-type: none"> - doing in dance. - Practice dance phrases and talk about how they can be improved by using good descriptive words e.g. explode, leap, float etc. - Know what unison (altogether) and canon (different times) means. - Talk about the types of movement they need to warm their body up for dance and what activities will stretch their muscles and increase their body temperature. 	<ul style="list-style-type: none"> - of throwing, jumping and running. - Make sure they are warmed up before taking part in activities to stretch muscles and increase body temperature. 	<ul style="list-style-type: none"> - Share and use other people's ideas to help improve. - Know when I have succeeded. - Follow rules to keep myself and friends safe. - Able to work quickly. - Know how to move equipment safely
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			sequence together.			
History	<p><u>Dinosaurs</u> <u>(Events beyond living memory)</u></p> <ul style="list-style-type: none"> - Use Year Two (and One) vocabulary accurately - Demonstrate the difference between what happened in the past and present - Use a given timeline to order events or objects - Recount changes over time (such as own life, village life, event) - Use sources of evidence (artefacts, books, visits) to answer questions about the past - Recount or write a story from the past accurately - Identify different ways history is represented (eye witness accounts, pictures, books, artefacts) - Knows facts about people and events studied in Year Two - Use evidence to suggest reasons why people acted as they did in the past and what happened as a result. - Identify similarities and difference between ways of life in the past 			<p><u>Lives of significant individuals, national/international (world explorers)</u> <u>Christopher Columbus/Neil Armstrong</u></p> <ul style="list-style-type: none"> - Use Year Two (and One) vocabulary accurately - Demonstrate the difference between what happened in the past and present - Use a given timeline to order events or objects - Recount changes over time (such as own life, village life, event) - Use sources of evidence (artefacts, books, visits) to answer questions about the past - Recount or write a story from the past accurately - Identify different ways history is represented (eye witness accounts, pictures, books, artefacts) - Knows facts about people and events studied in Year Two - Use evidence to suggest reasons why people acted as they did in the past and what happened as a result. - Identify similarities 	<p><u>Seaside</u> <u>(Changes within living memory)</u> <u>Grace Darling</u></p> <ul style="list-style-type: none"> - Use Year Two (and One) vocabulary accurately - Demonstrate the difference between what happened in the past and present - Use a given timeline to order events or objects - Recount changes over time (such as own life, village life, event) - Use sources of evidence (artefacts, books, visits) to answer questions about the past - Recount or write a story from the past accurately - Identify different ways history is represented (eye witness accounts, pictures, books, artefacts) - Knows facts about people and events studied in Year Two - Use evidence to suggest reasons why people acted as they did in the past and what happened as a result. - Identify similarities and difference between ways of life in the past 	

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Geography	See Geography Word Bank to introduce terminology.		<ul style="list-style-type: none"> - Locate and name the world's 7 continents - Locate and name the world's 5 oceans - Understand human and physical features of the United Kingdom and a non-European country - Compare similarities and differences of geographical features of the United Kingdom - Use Year 2 Human and Physical Geographical vocabulary accurately - Use aerial photographs or digital/computer mapping to recognise landmarks and basic human and physical features - Create a simple map and use basic key symbols to recognise landmarks and human and physical features - Use directional language to describe the location of features on a map - Use World maps, atlases and globes to identify countries, continents and oceans 	<ul style="list-style-type: none"> - Locate and name the world's 7 continents - Locate and name the world's 5 oceans - Understand human and physical features of the United Kingdom and a non-European country - Compare similarities and differences of geographical features of the United Kingdom - Use Year 2 Human and Physical Geographical vocabulary accurately - Use aerial photographs or digital/computer mapping to recognise landmarks and basic human and physical features - Create a simple map and use basic key symbols to recognise landmarks and human and physical features - Use directional language to describe the location of features on a map - Use World maps, atlases and globes to identify countries, continents and oceans 		
Art	<p><u>Drawing</u></p> <ul style="list-style-type: none"> - Use tone and make a variety of lines - Painting - Mix primary colours (red, yellow, blue) to form secondary colours - Apply simple colour washes to form backgrounds - Use paint brush to create dots, stipple, brush, stroke <p><u>Mark Making</u></p> <ul style="list-style-type: none"> - Draw from observation of objects using outline and some inside detail - Choose images to stick into sketchbooks 	<p><u>Sculpture</u></p> <ul style="list-style-type: none"> - Add details and textures using tools - Use clay skills (i.e pinching, rolling, coiling, twisting and scratching) - Mark Making - Choose images to stick into sketchbooks - Use of charcoal to make marks/ wax crayon/ oil pastel to form surface to scrape images into - Working With Colour - Making a shared painting by overlapping individual works such as leaves/ shapes. Artists such 	<p><u>Printing</u></p> <ul style="list-style-type: none"> - Develop controlled printing (i.e string printing blocks) - Use colour to produce more complex printing (repeating, overlapping, rotating and arranging) - Sketch book - Record ideas and experiences, in a sketch book - (ongoing throughout Year 2) - Mark Making - Choose images to stick into sketchbooks 	<p><u>Mark Making</u></p> <ul style="list-style-type: none"> - Choose images to stick into sketchbooks - Use drawings as a basis to form a scene by building up - Wire and torn paper drawings 	<p><u>Collage</u></p> <ul style="list-style-type: none"> - use textiles to create a fabric collage (inc. weaving) - Work collaboratively to create a natural collage - Mark Making - Choose images to stick into sketchbooks - Stick figures built up to show movement 	<p><u>Artists, Craft makers and designers</u></p> <ul style="list-style-type: none"> - Begin to look at artists, craft makers and designers - Mark Making - Choose from range of given imagers to draw in style of ... - Choose images to stick into sketchbooks - Use of scale to show larger/smaller - Develop observational sketches into their own drawings

	<ul style="list-style-type: none"> - Working With Colour - Making marks using simple tools, experimental works (cotton buds, straws, selection of different sized brushes) on different surfaces - mixing primary colours to form secondary colours (liquid ready mix or powder paint) - Experiment with shades of mixed colour - Recognise/ work with warm and cool colour families - Apply simple colour washes to form backgrounds to be painted upon when dry - Applying colour using different scales (larger areas and smaller detailed patterns) - Starting to explore the relationship between colour and moods/ feelings. Artists such as Paul Klee 	as Kandinsky				
DT	<p><u>Cooking and Nutrition</u></p> <ul style="list-style-type: none"> - Understand where a range of foods come from 		.	<p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> - Explore and use mechanisms [wheels and axles], in their products <p><u>Design</u></p> <ul style="list-style-type: none"> - Generate, develop, model and 		<p><u>Cooking and Nutrition.</u></p> <ul style="list-style-type: none"> - Use the principles of a healthy and varied diet to prepare dishes. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> - Evaluate their ideas and products against

				<p>communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <ul style="list-style-type: none"> - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 		<p>design criteria. Talk about their design ideas and what they are making.</p> <p>Design</p> <ul style="list-style-type: none"> - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
Music	<ul style="list-style-type: none"> - Sing as an ensemble or as a group - Sing with clear diction, control of pitch and musical understanding. - Practice, rehearse and present performances with an awareness of audience. - Play tuned and/or untuned with some control. - Create their own tunes and melodies 		<ul style="list-style-type: none"> - Recognise different musical instruments - Use correct musical language when discussing music e.g. emotions, likes, dislikes. 		<ul style="list-style-type: none"> - Understand rhythm is long and short sound; pulse is the steady beat and pitch is high and low songs. - Compose and create music (with different parts) - Create their own tunes and melodies 	<ul style="list-style-type: none"> - Notate music in a variety ways (graphic/pictorial)
RE – Big	Why is the Bible special to Christians?	How and why is light important at	What does it mean to belong in Christianity?	How do Christians celebrate Easter?	How do Buddhists show their beliefs?	

Question	What can we learn from the story of St Cuthbert?	Christmas?			
RE - Objectives	<ul style="list-style-type: none"> - Identify some beliefs and features of religion and their importance to some people - Begin to show awareness of similarities in religions - Retell religious stories and suggest meanings for religious actions and symbols - Identify how religion is expressed in different ways - Express views and give simple reasons to support these - Recognise that some questions cause people to wonder and are difficult to answer - Personal Reflection (In relation to religious material studied) Reflect on their own feelings, ideas and values and be aware of the feelings and experiences of others 				