

Frodsham CE Primary School Long Term Plan 2018 - 2019 Year 2

As God's family we love, learn and play together.

	Autumn	Spring	Summer	
Big question	 <p>What can we find out about the Great Fire of London?</p> <p>How and where did the fire start? How long did the fire last for? Why did the fire spread? How was the fire put out? What was the impact of the fire on London? Who was to blame for the fire? What changes were made as a result of the fire?</p>	 <p>Why is our world wonderful?</p> <p>What are continents? Can you name and locate the continents of the world? Can you name and locate the major oceans of the world? Can you use an atlas correctly? Where are the hot and cold areas located within the world?</p> <p>What special events have happened in History locally?</p> <p>What historical events have happened in Frodsham? What historical people have come from Frodsham? What historical buildings are there in Frodsham?</p>	 <p>What makes the forest special?</p> <p>How did the forest start? What special habitats are there in the forest? How does the forest compare with other forest areas? (supported by the book 'where the forest meets the sea')</p>	<p>How can we make the world a better place?</p> <p>School conservation project</p>
Wow Starter	Drama linked to The Great Fire of London. Play the BBC radio story. The children will have props to help them re-enact the story.	Virtual plane journey around the world	Virtual visit to Delamere forest	

History	Events beyond living memory that are significant nationally or globally. The Great Fire of London. Florence Nightingale and Mary Seacole Remembrance Day	Significant historical events, people and places in their own locality	
Geography	Consolidate the United Kingdom's countries, as well as the capitals.	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. Identify hot and cold areas of the world in relation to the Equator and the North and South Poles. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country.
Art	Children will use clay to make a model of a house from Pudding Lane Join fabrics using glue / sewing	Create a print using various methods Mixing paints to create secondary colours, tints and tones	Draw in details adding patterns, tones and shades Create collages using a variety of materials and techniques Use photography to create images
Art skills and elements taught through the class theme highlighted	3D Textiles	Printing Painting	Digital media Drawing Collage
DT	Cooking and Nutrition Focus – Measuring & Weigh Ingredients – Preparing fruit & vegetables (Where food comes from)	Textiles Focus – Templates & Joining techniques	Mechanisms Focus – Wheels & Axels
D & T skills	Design	Design	Evaluating

<p>taught through a designing and making project linked to class theme highlighted</p>	<p>Evaluating Food Measuring & Weigh Ingredients Developing, planning and communicating ideas</p>	<p>Evaluating Textiles Developing, planning and communicating ideas</p>	<p>Sheet materials Construction Developing, planning and communicating ideas</p>
<p>Mathematics White Rose Hub</p>	<p>Number and place value – Place value. Number – Addition and subtraction. Number – Multiplication and Division Geometry – Properties of Shape</p>	<p>Number – Multiplication and Division Statistics – pictograms and block graphs Number – Fractions Measurement – Money Measurement – Length and Height</p>	<p>Geometry – Position and Direction Problem Solving – Applying efficient Methods Measurement – Time Measurement – Mass, Capacity and Temperature.</p>
<p>English Troll swap The Owl who was afraid of the dark Dragon Machine Major Glad, Major Dizzy The Last Wolf Grandad's Secret Giant</p>	<p><u>Reading outcome:</u> Making inferences on the basis of what is being said & done. Discuss sequence of events in books & how items of information are related. <u>Grammar outcome:</u> Use of subordination & co-ordination. Use of capital letters & full stops. Use noun phrases for description. Segment words into phonemes and represent these by graphemes, making plausible attempts Spell common exception words. <u>Written Outcome:</u> Fiction focused on characters Non-chronological report</p>	<p><u>Reading outcome:</u> Children read and discuss books looking at the features that make them distinctive. They use skills of inference to interpret the stories <u>Grammar outcome:</u> Using past and present tense consistently. Using subordination and co-ordination writing sentences with two main clauses or with subordinate clauses. Segment words into phonemes and represent these by graphemes, making plausible attempts. Spell common exception words. Using expanded noun phrases. Using familiar and new punctuation correctly. How the grammatical pattern in a sentence indicates its function – questions, commands & statements. To use adventurous language and rhyming</p>	<p><u>Reading outcome:</u> Making inferences, explaining & understanding of books, poems & other material. Discuss the sequence of events in books and how items of information are related. Answering and asking questions. Non-fiction books that are structured in different ways. Discuss their favourite words & phrases. <u>Grammar outcome:</u> Subordination (using when, if that, because) & coordination (or & but) Using comparative language to describe and differentiate. Use expanded noun phrases for description. Segment words into phonemes and represent these by graphemes, making plausible attempts Spell common exception words</p>

		<p>Words.</p> <p><u>Written Outcome:</u> Fiction focused on adventure Recount with diary entry</p>	<p><u>Written Outcome:</u> Letter in role Fiction with moral focus</p>		
No Nonsense Phonics					
<u>Terminology children MUST know by the end of Year 2</u>					
Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma, noun phrase, statement, question, exclamation, command, compound, adverb,					
Science	<p>What is our school made of? In this unit children will focus on:</p> <ul style="list-style-type: none"> Identifying & comparing different materials. Materials used to build landmarks around Frodsham. Uses of different materials. Exploring how materials can be changed by squashing, bending, twisting & stretching. 	<p>Can we grow our own salad in the school garden? In this unit the children will focus on:</p> <ul style="list-style-type: none"> What plants and seeds need to grow. Growth – seeds and bulbs. 	<p>SRE We will follow the Christopher Winter scheme of work and cover:</p> <ul style="list-style-type: none"> Differences: male & female. Naming body parts. 	<p>How could I be the next Paula Radcliffe? In this unit children will focus on:</p> <ul style="list-style-type: none"> Exercise and healthy living What animals and humans need to survive. Animals have offspring, 	<p>What lives in Delamere Forest? (Link to residential to Foxhowl) This unit will focus on:</p> <ul style="list-style-type: none"> Habitats Living and non living things. Early food chains.

					which grow to be adults.	
Computing ('Switched On')	Programming on screen	Exploring computer work	how games	Taking, selecting and editing digital images	Researching a topic	Communicating clues Recording bug hunt data
Music						
(Charanga)	<p>Unit: Hands, Feet, Heart Style: South African styles Topic and cross curricular links: South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.</p>	<p>Unit: Ho Ho Ho Style: Christmas, Big Band, Motown, Elvis, Freedom Songs Topic and cross curricular links: Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.</p>	<p>Unit: I Wanna Play In A Band Style: Rock Topic and cross curricular links: Teamwork, working together. The Beatles. Historical context of musical styles.</p>	<p>Unit: Zootime Style: Reggae Topic and cross curricular links: Animals, poetry and the historical context of musical styles.</p>	<p>Unit: Friendship Song Style: Freestyle Topic and cross curricular links: How are we kind to our friends? Are we kind to new people that come to our school? We are all different and that is brilliant, let's celebrate that. Kindness Respect - be respectful of one another, wherever you are from, wherever you live, whomever you love Friendship Peace Listen to one another Happiness Welcome new people and new ideas Acceptance - accept everybody The environment Music</p>	<p>Unit: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 2 Topic and cross curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>

					from around the world People from around the world New ideas and cultures to learn about and get to know	
PE	<p>Multi-skills: Throwing, catching, aiming -Master basic movements including throwing and catching, as well as developing coordination and begin to apply these in a range of activities. -Use rolling and catching skills in combination.</p> <p>Dance -Perform dances using simple movement patterns.</p>	<p>Multi-skills: Kicking, dribbling -Develop coordination and begin to apply these in a range of activities. -Participate in team games.</p> <p>Gym -Master basic movements including jumping as well as developing balance, agility and coordination.</p>	<p>Multi-skills: Hitting, dribbling -Develop coordination and begin to apply these in a range of activities. -Participate in team games.</p> <p>Dance -Perform dances using simple movement patterns.</p>	<p>Team games: attack & defence -Participate in team games, developing simple tactics for attacking and defending.</p> <p>-Gym -Master basic movements including jumping as well as developing balance, agility and coordination.</p>	<p>Tennis -Develop hitting skills as well as coordination and begin to apply these in tennis activities.</p> <p>Dance -Perform dances using simple movement patterns.</p>	<p>Multi-skills: Striking and fielding -Master throwing, catching and hitting as well as developing coordination and begin to apply these in a range of activities.</p> <p>Athletics -Master basic movements including running, jumping and throwing and begin to apply these in a range of athletic activities.</p>
RE Visit to be made to St Luke's RC Church	<p>Creation Why do Christians look after their local environment?</p> <p>Harvest Why do Christians say thank you at harvest time?</p> <p>Kingdom of God</p>	<p>Incarnation What does the visit of the magi tell Christians about Jesus?</p> <p>Including trip to 'Christmas Journey'</p>	<p>Christian Community How do we know when someone belongs to a Christian community?</p> <p>Discipleship Why do Christians make promises at baptism?</p>	<p>Forgiveness How does prayer help Christians start again?</p> <p>Salvation What do Christians believe about salvation (being rescued /found)?</p> <p>Resurrection Why is the resurrection story</p>	<p>Islam Talk about who Muslims say Allah and Muhammad (pbuh) are e.g. 99 names of Allah / Prophet of God. Explain that the Qu'ran is the holy book of Islam and say how it should be treated. Show an understanding of at least two Muslim artefacts and explain how they are used. Describe at least three things that might happen at a Muslim baby's naming ceremony. Describe at least three things that might</p>	

				important for Christians?	happen at a Muslim marriage.	
French						
PSHE	Healthy Lifestyles		Growing and Changing		Keeping Safe	
	Feelings and Emotions		Healthy Relationships		Valuing Difference	
	Rights and Responsibilities		Taking care of the Environment		Money	
Educational visits/celebration	Weaver Hall Museum – The Great Fire of London experience.				Residential to Foxhowl in Delamere Forest	