

WROCKWARDINEWOOD INFANT SCHOOL AND NURSERY - KEY STAGE 1 LONG TERM PLANNING

**AUTUMN TERM – YEAR 2**

**Brainwave**



*The art of learning  
focus*


**ENTRY POINT  
LETTER FROM  
PROFESSOR  
SPARKS**

**EXIT POINT  
TALKING ABOUT  
LEARNING  
POWERS**

*Our brain is special because it does lots of amazing things. Once we understand how our brain works and what we can do to make it work even better, then we can improve the way that we learn*

*Introduce Building learning power dispositions and characters*

**ECO: Choose monitors for energy, water, litter, waste. Monitors report weekly results in assembly to ensure we are an eco school.**

<p><b>People of the Past</b></p>  <p><b>History focus</b> History is one big story, filled with important people who did many great things - scientists, rulers, artists, writers, explorers. By learning about these people and what they did, we can find out more about the qualities that make someone great.</p>	<p style="text-align: center;"><b>SCIENCE</b></p> <p><u>Working Scientifically</u> <u>Observations over time</u> – Ice investigation. Will the ice melt faster inside or outside? With cotton wool or without etc</p>	<p style="text-align: center;"><b>PSHE/JIGSAW</b></p> <p><b>Jigsaw 1 – Being me in my world</b> Piece 1: Hopes and fears for the year Piece 2: Rights and responsibilities Piece 3: Rewards and consequences Piece 4: Rewards and consequences Piece 5: Our learning charter Piece 6: Owning our learning charter <b>See Jigsaw planning</b></p>	<p style="text-align: center;"><b>PHYSICAL EDUCATION</b> <b>OWL</b> Outdoor Wonder and Learning <b>ECO: Litter</b></p> <p style="text-align: center;"><b>GYMNASTICS</b> See Val Sabin, Unit H 'Parts high, Parts low'</p>
<p><b>ENTRY POINT</b> <b>CHILDREN AND STAFF TO COME DRESSED AS A WELL KNOWN PERSON FROM THE PAST.</b></p> <p><b>EXIT POINT</b> <b>SHARE PRESENTATIONS ABOUT A FAMOUS</b></p>	<p style="text-align: center;"><b>HISTORY</b></p> <p><b>History</b> <b>The lives of significant individuals in the past who have contributed to national and international achievement:</b> Florence Nightingale Comparison between Queen Victoria and Queen Elizabeth II <b>Significant event beyond living memory:</b></p> <ul style="list-style-type: none"> <li>Communicate information acquired from historical source (books)</li> <li>Recognise that historical sources can stimulate and help answer questions.</li> </ul>	<p style="text-align: center;"><b>ART and DESIGN</b> <b>LINE, TONE &amp; COLOUR</b></p> <p><b>Explore work by the artist Ton Shulton</b> <b>Line</b> – look how Ton Shulton has used line to divide picture into columns and blocks. <b>Colour</b> – Mix primary, secondary and tertiary colours. Look at how Ton Shulton has divided his pictures in blocks of shades of one colour. <b>NC:</b></p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul>	<p style="text-align: center;"><b>COMPUTING</b></p> <p><b>E-Safety and Digital Literacy: Staying Safe Online</b></p> <p><b>NC:</b></p> <ul style="list-style-type: none"> <li>Recognise common uses of information technology beyond school</li> <li>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online IT:</li> </ul>

<p><b>PERSON FROM THE PAST. CREATE AN ART GALLERY OF WORK BASED ON TON SHULTON</b></p>	<ul style="list-style-type: none"> <li>• Understand that stories may be about real people or fictional characters.</li> <li>• Identify differences between experiences of Bonfire night, past and present.</li> <li>• Compare old and new schools <b>ECO: School Grounds</b></li> </ul>	<ul style="list-style-type: none"> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p><b><i>Entrust MM1 Multimedia Presentations</i></b> – ICT in the World Around You</p> <ul style="list-style-type: none"> <li>▪ Illustrate information with pictures using presentation software</li> </ul> <p>NC:</p> <ul style="list-style-type: none"> <li>▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content technologies.</li> <li>▪</li> </ul>
	<p><b>RE</b> <b>Respect for Everyone</b> See Telford and Wrekin SACRE plan</p>		<p><b>MUSIC</b> <b>Performing, Composing Listening and Appraising linked to the IPC</b> See Music Medium Term Plan</p>

## The magic toymaker



### **Design and technology focus**

*Toys come in many shapes and sizes. But all are designed for us to have fun with, to learn new skills and to exercise our bodies and our imagination.*

**ENTRY POINT  
TOY WORKSHOP AT  
WESTON PARK**

**EXIT POINT  
CHILDREN TO  
OPEN UP A  
WORKSHOP TO  
SHARE THEIR  
HOUSES FOR THE  
ELF**

## **SCIENCE**

### **Engaging Science – unit 2.5 Materials Working Scientifically**

**Identifying and classifying** - I wonder how we can sort these objects? (Hamilton trust – Y2 – Materials – session A material properties)

**Research/observation** - Why are the windows made of glass? Why are the chairs made of plastic & metal?

Why wouldn't a spoon be made from glass or fabric?

Why would chocolate not be a good material to use for making a teapot? (Hamilton trust – Y2 – Materials – session B uses)

### **Uses of everyday materials**

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

## **PSHE/JIGSAW**

### **Switch off fortnight**

ECO: energy, water

### **Road Safety Week**

ECO: Transport – travel survey

### **Anti-Bullying Week**

ECO: School Grounds – school mapping where children feel safe.

### **Jigsaw 2 – Celebrating Difference**

Piece 1 – Boys and girls

Piece 2 – Boys and girls

Piece 3 – Why does bullying happen?

Piece 4 – Standing up for myself and others

Piece 5 – Making a new friend

Piece 6 – Celebrating difference and still being friends

## **HISTORY**

5<sup>th</sup> November: Bonfire Night  
**Significant event beyond living memory:**

Gunpowder Plot.

## **DESIGN AND TECHNOLOGY STRUCTURES**

Free standing structures  
Elf House (Linked to Christmas)

## **MUSIC**

**Performing, Composing  
Listening and Appraising  
linked to the IPC**  
See Music Medium Term Plan

	<p style="text-align: center;"><b>COMPUTING</b></p> <p style="text-align: center;"><b>E-Safety and Digital Literacy:</b> <i>Follow the Digital Trail</i></p> <ul style="list-style-type: none"> <li>▪ Recognise common uses of information technology beyond school</li> <li>▪ Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul> <p style="text-align: center;"><b>Recording and Editing</b></p>	<p style="text-align: center;"><b>GEOGRAPHY</b></p> <p style="text-align: center;"><b>Locational Knowledge:</b> <i>Name and locate the world's seven continents and five oceans</i> (where are toys made?)</p> <p style="text-align: center; color: green;"><i>ECO: Global Citizenship – where do toys come from?</i></p>
		<p style="text-align: center;"><b>RE</b></p> <p style="text-align: center;"><b>Holy Books: Why do religious people love their scriptures?</b> See Telford and Wrekin SACRE plan</p>
		<p style="text-align: center;"><b>PHYSICAL EDUCATION</b></p> <p style="text-align: center;"><b>CREATIVE DANCE</b> See Primrose Dance 'A load of old rubbish'</p> <p style="text-align: center;"><b>GAMES</b> Sending. See Unit on Workgroup.</p>