


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

SUMMER TERM – YEAR 2		
<p><b>Live and Let Live</b></p>  <p><i>What do living things such as animals and plants need in order to survive and grow? Do humans have the same needs? What is the difference between a living thing and something that has never been alive? We are going to find the answers to these key questions in this unit.</i></p> <p><b>ENTRY POINT</b> <b>1 NIGHT</b> <b>RESIDENTIAL</b> <b>AT EDMUND</b> <b>HALL /</b> <b>LOCAL WALK</b> <b>TO IDENTIFY</b> <b>PLANTS AND</b> <b>MICRO</b> <b>HABITATS</b></p>	<p style="text-align: center;"><b>SCIENCE</b></p> <p style="text-align: center;"><b>Engaging Science – unit2.2 Living things and 2.4 Plants</b></p> <p><b>Working Scientifically</b> <u>Fair test/observations over time</u> - What is the best way to grow cress? I wonder what will happen if we put the cress in the dark? Will the seeds germinate in the dark? (Hamilton trust – Y2 – plants -Session B – germination and growth requirements) <u>Pattern seeking</u> -‘Which habitat do woodlice/worms prefer?’ (Hamilton trust – Y2 – plants - Session H –habitat enquiry) <u>Pattern seeking –</u> Do all daises have the same number of petals? <b>Plants</b></p> <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul> <p><b>Living things</b></p> <ul style="list-style-type: none"> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (started in year 1)</li> </ul> <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>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 (MICRO HABTATS)</li> </ul> <p style="text-align: center;">ECO: biodiversity</p>	<p style="text-align: center;"><b>RE</b></p> <p><b>Beginning to learn Islam</b> See Telford and Wrekin SACRE plan</p> <p><b>Visit mosque and church in this unit.</b></p> <p style="text-align: center;"><b>PSHE/JIGSAW</b></p> <p><b>Jigsaw 5 – Relationships</b> Piece 1 – Families Piece 2 – Keeping safe – exploring physical contact Piece 3 – Friends and conflict Piece 4 – Secrets Piece 5 – Trust and appreciation Piece 6 – Celebrating my special relationships</p> <p><b>See Jigsaw planning</b></p>
	<p style="text-align: center;"><b>COMPUTING</b></p> <p><b>E-Safety and Digital Literacy:</b> <b>Using Keywords</b> <b>NC:</b> Pupils should be taught to:</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</li> </ul>	<p style="text-align: center;"><b>GEOGRAPHY</b></p> <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> <li>Devise a simple map and construct basic symbols in a key (linked to route taken when looking at habitats)</li> </ul>

<p><b>EXIT POINT</b> <b>Tree of life display</b></p>	<p>the internet or other online technologies</p> <p><b>IT:</b> <b>Entrust DV3 Recording and Editing</b> – Use a digital video camera to record and make simple edits Pupils should be taught to:</p> <p><b>NC:</b> use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<ul style="list-style-type: none"> <li>• Use simple compass directions (North, South, East and West) and directional language to describe routes on a map.</li> <li>• Identify seasonal changes and weather patterns in the United Kingdom (linked to how plants depend on seasons)</li> </ul>	
	<p><b>PHYSICAL EDUCATION</b> <b>GYMNASTICS</b> See Val Sabin Unit J <b>Spinning, turning, twisting.</b> <b>ATHLETICS</b> See Unit on Workgroup.</p>	<p><b>ART &amp; DESIGN</b> <b>PATTERN &amp; TEXTURE</b> Look at patterns on skins of zoo animals. Explore patterns in nature. Look at the work of the artist Georgia O’Keefe (flower shapes and pattern. Create own patterns from flower shapes. Add texture using found materials.</p> <p><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> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>	<p><b>MUSIC</b> <b>Performing, Composing</b> <b>Listening and Appraising</b> <b>linked to the IPC</b> See Music Medium Term Plan</p>

From A to B



**ENTRY POINT 1**  
**TERRIFIC**  
**TRANSPORT**  
**DAY**

**EXIT POINT**  
**YEAR 2**  
**ASSEMBLY**

ECO: transport

### COMPUTING

#### E-Safety and Digital Literacy: Sites I like

NC:

- Recognise common uses of information technology beyond school
- 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

#### Programming: Say that again!

Pupils should be taught to:

NC:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs

### MUSIC

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

### GEOGRAPHY

Locational Knowledge: Name and locate the world's seven continents and five oceans.

Human and physical geography: Location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Place knowledge: Understand geographical similarities and differences through studying the human and physical geography of small area of the UK and a contrasting non-European country.

	<p><b>DESIGN AND TECHNOLOGY</b> Mechanisms <b>Focus</b> Wheels and axles</p> <p><b>PHYSICAL EDUCATION</b> <b>CREATIVE DANCE</b> See Primrose Dance 'Forces of nature'. or 'The Rainforest'. <b>GAMES CIRCUITS</b> Adult-led to child -led. Improving circuits.</p>	<p><b>PSHE/JIGSAW</b> <b>Child Safety Week</b></p> <p><b>Jigsaw 6 – Changing me</b> Piece 1 – Life cycles in nature Piece 2 – Growing from young to old Piece 3 – The changing me Piece 4 – Boys' and Girls' bodies Piece 5 – Assertiveness Piece 6 – Looking ahead <b>See Jigsaw planning</b></p>	<p><b>HISTORY</b> <b>NC: Changes within living memory:</b> Changes to transport for parents, grandparents when they were children and children today.</p> <ul style="list-style-type: none"> <li>• Order modes of transport in chronological order on a timeline</li> <li>• Compare old and new mode of transport</li> <li>• Understand how transport limited the distance people could travel (link to past and present holidays)</li> </ul> <p><b>NC: Significant event beyond living memory:</b> <b>The first aeroplane flight</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 to answer questions</li> <li>• Understand that stories may be about real people or fictional characters</li> <li>• Identify differences between experiences of Bonfire night, past and presence</li> </ul>
	<p><b>RE</b> <b>Beginning to learn Islam</b> See Telford and Wrekin SACRE plan</p>	<p><b>ART and DESIGN</b> <b>LINE, TONE COLOUR</b> Look at the work of the artist Stephen Wilture. Look at the city scapes and identify landmark buildings. NC:</p> <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> </ul>	<p><b>SCIENCE</b></p> <p><u><b>Working Scientifically</b></u> <u><b>Fair test</b></u> – Parachutes (air resistance).</p>

