



# Templemoor Infant and Nursery School – Long Term Plan 2016-17

|             |   |                 |                               |         |
|-------------|---|-----------------|-------------------------------|---------|
| <b>Year</b> | 2 | <b>Teachers</b> | Rachel Evans, Debbie Campbell | 2016/17 |
|-------------|---|-----------------|-------------------------------|---------|

|                                     |   |   |   |  |  |  |                  |           |             |              |    |
|-------------------------------------|---|---|---|--|--|--|------------------|-----------|-------------|--------------|----|
| English skills                      | Cross-curricular Maths skills   | Science skills  | Geography skills  | History skills   | Art skills   | Design technology skills   | Computing skills | PE skills | PSHE skills | Music skills | RE |
|                                     | <b>Half Term 1</b>  | <b>Half Term 2</b>  | <b>Half Term 3</b>  | <b>Half Term 4</b>   | <b>Half Term 5</b>   | <b>Half Term 6</b>   |                  |           |             |              |    |
| <b>Imaginative learning project</b> | Dinosaur planet   | Muck, mess and mixtures   | Land Ahoy   | Street detectives  | Wriggle and crawl  | Towers, tunnels and turrets  |                  |           |             |              |    |
| <b>Memorable experience</b>         | Dinosaur dome   | Messy morning   | Art gallery visit   | A walk round local area  | Mini beast hunt  | Visit to Chirk Castle  |                  |           |             |              |    |
| <b>Science</b>                      | Classification of animals in to 5 groups<br>Carnivores, herbivores, omnivores | To gather and record data<br>To observe materials closely<br>Changes of state<br>To work scientifically | To identify and compare every day materials for particular uses<br>To find out how materials can be changed | Identifying and comparing everyday materials; identifying plants in the local area   | Living Things and their Habitats;<br>Animals, including Humans;<br>Working Scientifically<br>Food chains | Living things and their habitats; Use of everyday materials;<br>Working scientifically |                  |           |             |              |    |
| <b>Geography</b>                    | Naming and locating continents and oceans                                     | Naming and locating continents and oceans   | Compass directions and locational language  | key human and physical features of local area  | Fieldwork<br>Key human and physical features of the school grounds                                       | Amazing structures around the world; Towers and bridges in the local area              |                  |           |             |              |    |
| <b>History</b>                      | Mary Anning Fossils<br>Dinosaur extinction                                    | Discrete<br>Pieter Bruegel the Elder and LS Lowry<br>Guy Fawkes   | Christopher Columbus and Neil Armstrong<br>Grace Darling  | Significant historical people; Captain James Cook, Grace Darling; George Mottershead | Discrete<br>Significant historical people: William Caxton and Tim  | Castles and castle life; Significant individuals - Isambard                            |                  |           |             |              |    |



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|                              |  |   |  |  |  |  |
|------------------------------|--|---|--|--|--|--|
|                              |  | Remembrance day   | Famous pirates   | J P Joule  | Berners-Lee  | Kingdom Brunel   |
| <b>Art</b>                   | Self portraits<br>Dinosaur art work  | Use a range of materials to design and make products<br>Andy Goldsworthy  | To develop a range of techniques in colour, pattern, texture, line, form and shape   | Observational drawing; Printing  | Observational drawing; Model making of minibeasts.   | Sculpture using natural materials  |
| <b>Design and Technology</b> | To select and use a range of tools -<br>Dinosaur habitats  | To understand where food comes from<br>Basic principles of a healthy and varied diet  | Food tasting;<br>Origins of food;<br>Healthy meals   | Mechanisms;<br>Structures  | Origins of food;<br>Selecting natural materials  | Making models of towers, bridges and tunnels   |
| <b>Computing</b>             | <b>We are researchers</b><br>Use technology purposefully to create, organise, store, manipulate and retrieve digital content | <b>We are photographers</b><br>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. | <b>We are games testers</b><br>exploring how computer games work: understand what algorithms are and how they are implemented as programs on digital devices | <b>We are astronauts</b><br>Understand what algorithms are: how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions. | <b>We are detectives</b><br>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. | <b>We are zoologists</b><br>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. |



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|              |  |  |   |   |  |  |
|--------------|--|--|---|---|--|--|
| <b>PE</b>    | Net and Ball skills                                  | Dance  | Gymnastics  | Dance   | Outdoor team games   | Athletics  |
| <b>PSHE</b>  | New beginnings<br>Special places                     | Getting on/falling out/say no to bullying            | Going for gold  | Good to be me   | Relationships  | Changes  |
| <b>Music</b> | Trafford Music Service<br>Voice and Violin lessons   | Christmas production songs                           | Introduction to the language of music, theory and composition | Teamwork. The Beatles. Historical context of musical styles | Animals, poetry and the historical context of musical styles     | History of music in context. Classical music. Placing the music from previous units in their time. Consolidate the foundations of the language of music. |
| <b>RE</b>    | Multi faith celebrations<br>Christianity: the church | Multi faith celebrations<br>Christianity: the church | Unifying theme: celebrations and festivals                    | Unifying theme: celebrations and festivals                  | Multi faith celebrations<br>Unifying theme; leaders and teachers | Multi faith celebrations<br>Unifying theme; leaders and teachers   |