



Templemoor Infant and Nursery School – Long Term Plan 2017 to 2018

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| Year | 2 | Teachers | Debbie Campbell , Joan Wynne, Shirley Brown | 2017/18 |
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| 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 |
| | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 | | | | | |
| Imaginative learning project | Muck, Mess and Mixtures | Moon Zoom | Street detectives | Secret Garden | Towers, Tunnels and Turrets | Wriggle and crawl | | | | | |
| | Messy morning | Virtual Reality Space Experience | A walk round local area | | Visit to Chirk Castle | Mini beast hunt | | | | | |
| Science | Uses of everyday materials Identify and compare the uses 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 | Animals, including humans Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for | Plants & Living Things and their Habitats; Identifying plants in the local area Identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals obtain their food from plants and other animals, using the idea of a | Plants Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Identify and name a variety of plants and animals in their habitats, including | Uses of everyday materials Use of everyday materials. Identify and compare the uses 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 | Living Things and their Habitats; Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic | | | | | |



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| | stretching | humans of exercise, eating the right amounts of different types of food, and hygiene | simple food chain, and identify and name different sources of food | microhabitats | squashing, bending, twisting and stretching | <p>needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p> |
| Geography | | <p>Name and locate the world's 7 continents and 5 oceans.</p> <p>The location of hot and cold areas of the world in relation to the Equator and the North and South</p> | <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Key human features, including: city, town, village,</p> | <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a</p> | <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Use aerial</p> | <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding</p> |



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| | | <p>Poles</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> | <p>factory, farm, house, office, port, harbour and shop</p> <p>Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Use simple fieldwork and observational skills to study the geography of their</p> | <p>small area in a contrasting non-European country.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.</p> | <p>photographs and plan perspectives to recognise landmarks and basic human and physical features;</p> <p>Use simple fieldwork and observational skills to study the geography of Chirk Castle and its grounds and the key human and physical features of its surrounding environment.</p> | <p>environment</p> |
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| | | | school and its grounds and the key human and physical features of its surrounding environment | | | |
| History | | <p>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements (Neil Armstrong, Tim Peakes)</p> | <p>Learn about significant people and events in their own locality. (J.P. Joule, Suffragettes)</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements (Lowry)</p> | | <p>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Learn about events beyond living memory that are significant nationally or globally.</p> | |
| Art | Andy Goldsworthy and landscape sculptures. | Mixed media collage Christmas cards | L.S. Lowry Colour mixing Compare pieces of artwork | Orla Kiely and Mary Quant Line, shape and form | | |
| Design and | Fruit Smoothies | | | | Design and make a | Design and make a |



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| Technology | | | | | wheeled catapult | hand puppet. |
| Computing | We are photographers Use technology purposefully to create, organise, store, manipulate and retrieve digital content. | | We are astronauts Understand what algorithms are: how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions. | | We are zoologists Use technology purposefully to create, organise, store, manipulate and retrieve digital content. | We are detectives Use technology purposefully to create, organise, store, manipulate and retrieve digital content. |
| PE | Gymnastic Skills We are Adventurers | Dance We are Adventurers | Gymnastics | Invasion Games Skills | Net and Wall Games Skills We are Adventurers | Athletics |



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| | | | | | We are Adventurers | |
| We are Adventurers | | | | | | |
| PSHE | Getting on/falling out/say no to bullying We are Adventurers | We are Adventurers | Good to be me | | Changes | Relationships |
| Music | Christmas production songs | | Ukulele | Ukulele | History of music in context. Classical music. Placing the music from previous units in their time. Consolidate the foundations of the language of music. | Animals, poetry and the historical context of musical styles |
| RE | Multi faith celebrations Christianity: the church | | Unifying theme: celebrations and festivals | | Multi faith celebrations Unifying theme; leaders and teachers | Multi faith celebrations |
| Unicef Rights Respecting | Respect for the views of the child (Article 12) | | | | | |