

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

SPRING TERM – YEAR 2			
<p>Stories people tell</p>  <p><i>Many of the stories that we enjoy today are influenced by the stories that have been passed down through the ages. By studying older stories, such as myths and legends, we can become storytellers too, writing and performing our own stories to entertain people today.</i></p>	<p>SCIENCE</p> <p><u>Working Scientifically</u></p> <p>Pattern seeking – Do all tangerines have the same number of segments? (Links – healthy eating ? fractions).</p>	<p>PSHE/JIGSAW</p> <p>Dreams and Goals</p> <p>Piece 1: Goals to Success Piece 2: My Learning Strengths Piece 3: Learning with Others Piece 4: A Group Challenge Piece 5: Continuing Our Group Challenge Piece 6: Celebrating Our Achievement</p> <p>See Jigsaw planning</p>	<p>RE</p> <p>Symbols of belonging: what can we learn? (Hindu, Muslim, Christian)</p> <p>See Telford and Wrekin SACRE plan</p>
	<p>HISTORY</p> <p>NC: Significant historical places in own locality: Ludlow Castle</p> <ul style="list-style-type: none"> • Use variety of sources to find out about castles • Place pictures of monarchs in chronological order (link to Queen Elizabeth II visiting Ludlow Castle in 2003) 	<p>ART and DESIGN</p> <p>SPACE, SHAPE & FORM</p> <p>Paul Clee – The Castle</p> <p>NC:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	<p>PHYSICAL EDUCATION</p> <p>OWL</p> <p>Outdoor Wonder and Learning.</p> <p>Spring Season</p> <p>GYMNASTICS</p> <p>See Val Sabin</p> <p>Unit I</p> <p>Pathways: Straight, zig-zag, curving.</p> <p>See separate PE long term plan</p>

**ENTRY POINT
STORY TELLER**

**EXIT POINT
CHILDREN TO COME
DRESSED AS THEIR
FAVOURITE STORY
CHARACTER FOR A
BANQUET / TEA
PARTY**

	<ul style="list-style-type: none"> Identify differences between aspects of life in these castles, Victorian life and present day. 	<p style="text-align: center;">MUSIC Performing Composing Listening and appraising Linked to the IPC unit. See music</p>	<p>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p style="text-align: center;">QCA 2A Writing stories, communication information using text</p> <p>NC: Use technology purposely to create, organise, store, manipulate and retrieve digital content.</p>
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<p>Earth – Our Home</p>  <p><i>All living things – plants, animals and people – have a home or somewhere to live that we call a 'habitat'. A habitat can be huge like the ocean or small like a leaf. A habitat could be a forest on the other side of the world or it could be a tree in our local area. Do you know any habitats?</i></p>	<p style="text-align: center;">SCIENCE</p> <p>Engaging Science – Unit 2.3 Animals and their needs and 2.6 Habitats</p> <p><u>Working Scientifically:</u></p> <p><u>Identifying and classifying</u> –sorting alive or not alive? Can it move? Can it breathe? Can it have babies? Does it need water? Does it need food? (Hamilton trust – Y2 – Living things – session A alive or dead)</p> <p><u>Pattern Seeking</u> - Do taller children always have bigger shoes/feet? (Hamilton trust – Y2 – animals including humans – session A our bodies)</p> <p><u>Animals Including humans</u></p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults 	<p style="text-align: center;">PSHE/JIGSAW</p> <p style="text-align: center;">Healthy Me</p> <p>Piece 1: Being Healthy Piece 2: Being relaxed Piece 3: Medicine Safety Piece 4: Healthy Eating Piece 5: Healthy Eating Piece 6: The Healthy Me Café</p> <p style="text-align: center; color: green;">ECO: healthy living</p> <p>See Jigsaw planning</p>	<p style="text-align: center;">RE</p> <p style="text-align: center;">Symbols of belonging: what can we learn? (Hindu, Muslim, Christian)</p> <p>See Telford and Wrekin SACRE plan</p>
		<p style="text-align: center;">COMPUTING</p> <p>E – Safety</p> <p>Screen out the Mean</p> <p>NC: Introduction to cyberbullying (See Common Sense Media). Use technology safely and respectfully, keeping personal information private.</p>	<p style="text-align: center;">PHYSICAL EDUCATION</p> <p style="text-align: center;">GAMES</p> <p style="text-align: center;">Travelling See Unit on Workgroup.</p> <p style="text-align: center;">DANCE</p> <p style="text-align: center;">Cheerleading Aerobics (Routines) Street Dance Bangra</p>

<p><u>ENTRY POINT</u> VISIT TO CHESTER ZOO</p> <p><u>EXIT POINT</u> YEAR 2 ASSEMBLY</p>	<ul style="list-style-type: none"> find out about and describe the basic needs of animals, including humans, for survival (water, food and air) <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> 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 needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including micro-habitat <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> <p>ECO: global citizenship – looking at conservation and animals from around the world on our visit to Chester zoo.</p>	<p>QCA 2E Questions and answers</p> <p>NC: Use technology purposely to create, organise, store, manipulate and retrieve digital content.</p>	<p>See separate PE long term plan ECO: healthy living</p> <p>MUSIC Performing Composing Listening and appraising Linked to the IPC unit. See music</p> <p>DESIGN AND TECHNOLOGY FOOD Focus – preparing fruit and vegetables See projects on a page</p> <p>ECO: healthy living ECO: water</p>
<p style="text-align: center;">GEOGRAPHY</p> <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> Devise a simple map and construct basic symbols in a key (linked to route taken when looking at habitats) Use simple compass directions (North, South, East and West) and directional language to describe routes on a map. Identify seasonal changes and weather patterns in the United Kingdom (linked to how plants depend on seasons) 			

