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| **Dane Bank Primary School**  **Long Term Curriculum Plan**  **Year 2** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Learning Challenge Topic Q**  **Lead subject** | ***How did the 1st flight change the world?*** | ***What are seasons?*** | ***How has food changed over time?*** | ***Who is our Royal family?*** | ***Who were the greatest explorers?*** | ***What are the 7 wonders of the world?*** |
| History | Geography | History | History | History | Geography |
| **Reading for pleasure** | **Fantastic Mr Fox**  By Roald Dahl | **Witches**- Roald Dahl | **The Twits**  By Roald Dahl | **James and the Giant Peach** by Raold Dahl | **BFG** by Roald Dahl | |
| **Science** | ***How can we grow our own salad?***  Y2 POS: Plants (Sc2/2.2) | ***How will 5 a day help me to be healthy?***  Y2 POS: Animals including humans (Sc2/2.3) | ***What is our school made of?***  Y2 POS: Use of everyday materials (Sc2/3.1) | | ***Why would a dinosaur not make a good pet?***  Y2 POS: Living things and their habitats (Sc2/2.1) | |
| **History** | Events beyond living memory that are significant nationally or globally |  | Identify similarities and differences between ways of life in different periods | The lives of significant individuals in the past who have contributes to national achievements | The lives of significant individuals in the past who have contributes to national achievements |  |
| **Geography** |  | Locational knowledge –  Name/locate/identify the 4 countries and capital cities of the UK  Human/physical –  Identify seasonal and daily weather patterns in the UK  Geographical skills/fieldwork –  Study the geography of the school and grounds |  |  |  | Geographical skills/fieldwork –  Use simple compass directions and locational/directional language  Use world maps/atlases/globes to identify countries, continents and oceans |
| **Computing**  (See objectives below) | ***You’ve got mail***  Using email DL1/IT1 | ***Super sci-fi***  Digital graphics/creating a game DL2/IT1 | ***Whatever the weather***  Representing data IT1 | ***Code-tastic!***  Coding CS1/2/3 | ***Young author***  Publishing – Powerpoint, Word DL5/IT2/3 | ***Let’s fix it***  Coding and debugging  CS1/2/3 |
| **Physical Education** | ***Infant agility***  Develop balance, agility and coordination and apply in a range of activities | ***Football***  Participate in team games, developing simple tactics for attacking and defending | ***Dance***  Perform dances using simple movement patterns | ***Tag Rugby***  Participate in team games, developing simple tactics for attacking and defending | ***Rounders***  Participate in team games, developing simple tactics for attacking and defending | ***Cricket***  Master basic movements including running, jumping, throwing and catching |
| **Design Technology** |  |  | Design purposeful, functional, appealing products – make a musical instrument  Evaluate – evaluate their ideas and products against design criteria | Make – use a range of tools to perform practical tasks, e.g. – cutting, shaping, joining… – create crowns for the royal family | Design – generate, develop, model and communicate ideas through talking, drawing, mock-ups and ICT – design a rocket for the astronauts |  |
| **Art** | Develop a wide range of art/design techniques in using colour, pattern, texture… – Use mosaic to create aeroplanes from the 1st flight | Taught about a range of artists – Andy Goldsworthy  Use painting, drawing and sculpture – create land art using natural materials | Taught about a range of artists – Arcimboldo – create a collage in the style of |  |  | Use drawing, painting and sculpture to develop and share ideas – create sketches and paintings of the Taj Mahal |
| **Religious Education** | ***How do Christians, Jews and Muslims say “thank you” to God for the natural world?*** | ***Why is light important in religion?*** | ***When do we co-operate?*** | ***Do our actions speak louder than words?*** | ***What does it mean to be a Muslim?*** | ***What have I learned about different religions?*** |
| **Music** | ***“The long and short of it”***  Experiment with, create, select and combine sounds using the inter-related dimensions of music. | ***“Feel the pulse”***  Use their voices expressively and creatively by singing songs and speaking chants and rhymes. | ***“Taking off!”***  Experiment with, create, select and combine sounds. | ***“What’s the score?”***  Play tuned and untuned instruments musically. | ***“Rain, rain go away”***  Listen with concentration and understanding to a range of high-quality live and recorded music. | ***“Sounds interesting”***  Play tuned and untuned instruments musically. |
| **French** | Non-statutory for Key Stage 1. | | | | | \* French games/songs/rhymes  \* “Hello”/”Goodbye”  \* My name is…  \* Colours |
| **PSHE** | **European day of languages**  Inter-cultural understanding & developing an understanding of the global dimension. | **Anti-Bullying Week** | **New beginnings**  Discussing changes and target-setting. Becoming our best selves. | **International Women’s Day**  Looking at the impact of women in England and across the world. | **Earth Day (22nd April)**  Caring for our world. British Values. Being responsible citizens. | **Changes**  Transition work – moving on. |

**Computing Objectives** (these will be woven through as cross-curricular objectives where appropriate, as well as taught explicitly through the Computing units)

**Key Stage 1**

CS1 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

CS2 Create and debug simple programs

IT1 Use technology purposefully to create, organise, store, manipulate and retrieve digital content

DL 1 Recognise common uses of information technology beyond school

DL2 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