



# WAINWRIGHT PRIMARY ACADEMY LONG TERM PLANNING 2017 – 2018 YEAR 2



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title	Abracadabra!	Reduce, Reuse, Recycle	The Great fire	I have a dream	Nottingham	Farm to Fork
First-hand experience / stimulus	Magna-Science Museum	Recycling plant-free trip		Panto- May-Alice in wonderland- ballet 25 <sup>th</sup> April goldilocks and the three bears- ballet Mansfield palace theatre	Local visit - creating local maps Train to Notts to explore a city?  Nottingham Castle	Tesco-farm to fork in school.
English POR: Power of Reading (CLPE) NFT4W: Non-fiction Talk 4 Writing	PoR Magic Finger – Roald Dahl  Poems to perform	PoR 10 things I can do to help my world	PoR: The Dark  Diaries	PoR: Anna Hibiscus	PoR: Claude in the City  Robin Hood	Instructions – link to DT  PoR <b>I will not ever NEVER eat a tomato</b> by Lauren Child (Orchard)
Differentiated Read, Write, Inc groups						
Computing	*Hectors world - <a href="http://www.thinkuknow.co.uk/">http://www.thinkuknow.co.uk/</a>  <u>E safety</u>  use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	digital animations about saving the planet  <u>Digital literacy and ICT#</u>  <i>use technology purposefully to create, organise, store, manipulate and retrieve digital content</i>	create a comic about the great Fire of London (Comic Life) <u>Digital literacy and ICT</u>  <i>use technology purposefully to create, organise, store, manipulate and retrieve digital content</i>	Research famous heroes. <u>Digital literacy and ICT</u>  <i>use technology purposefully to create, organise, store, manipulate and retrieve digital content</i>	Maps??  <u>Computer science</u>  <i>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</i>  <i>create and debug</i>	<u>Digital literacy and ICT</u>  <i>use technology purposefully to create, organise, store, manipulate and retrieve digital content</i>



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					<p><i>simple programs</i></p> <p><i>use logical reasoning to predict the behaviour of simple programs</i></p>	
Science	<p><b>State of Matter</b></p> <p>55 - Early exploration of solids and liquids</p> <p>56 - Early discussions about characteristics of a solid</p> <p>57 - Early discussions about characteristics of a liquid</p> <p>58 - Early observation of melting</p> <p>59 - Early observation of freezing</p> <p>60 - Classifying materials as solid or liquid.</p>	<p><b>Animals</b></p> <p>30 - Notice that animals, including humans, have offspring which grow into adults</p> <p>31 - Find out about and describe the basic needs of animals, including humans, for survival (water, food, air)</p> <p>32 - Describe the importance for humans of exercise</p> <p>33 - Describe the importance for humans of eating the right amounts of different types of food</p> <p>34 - Describe the importance for humans of hygiene.</p>	<p><b>Everyday Materials</b></p> <p>45 - identify the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. 46 - Compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. 47 - Compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. 48 - find out about people who have developed useful new materials, for example</p>	<p><b>Magnets</b></p> <p>50 - Early exploration of magnets</p> <p>51 - Early exploration of materials that are/not magnetic</p> <p>52 - Early use of vocabulary repel and attract</p> <p>53 - Describe magnets as having two poles.</p> <p>54 - Predict whether two magnets will attract or repel each other, depending on which ways the poles are facing.</p>	<p><b>Habitats</b></p> <p>35 - Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>36 - Identify that most living things live in habitats to which they are suited</p> <p>37 - describe how different habitats provide for the basic needs of different kinds of animals and plants</p> <p>38 - Describe how animals and their habitats depend on each other</p> <p>39 - Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>40 - identify and name different sources of</p>	<p><b>Plants</b></p> <p>21 - Observe how seeds grow into mature plants</p> <p>22 – Observe how bulbs grow into mature plants</p> <p>23 – Describe how seeds grow into mature plants</p> <p>24 – Describe how bulbs grow into mature plants</p> <p>25 – Find out and describe how plants need water to temperature to grow and stay healthy</p> <p>26 – Find out and describe how plants need light to grow and stay healthy</p> <p>27 – Find out and describe how plants need a suitable temperature to grow and stay healthy</p> <p>28 – introduced to the</p>



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			<p>John Dunlop, Charles Macintosh or John McAdam. 49 - Investigate the suitability of different materials for certain job: as an umbrella etc</p>		<p>food 41 - introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). 42 - identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals 43 - compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest. 44 - construct a simple food chain that includes humans (e.g. grass, cow, human)</p>	<p>requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants. 29 – Understand that seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them.</p>
History			<p>events beyond living memory that are</p>	<p>Florence Nightingale, Nelson Mandela, Rosa</p>	<p>Significant historical events, people and</p>	<p>Significant historical events, people and</p>



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			<p>significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p><a href="#">The Great Fire of London</a> A set of worksheets exploring the main events and consequences of the Great Fire of London.</p> <p><a href="#">SEN Great Fire of London</a> A set of flashcards to help pupils to sequence the main events of the fire.</p> <p><a href="#">Samuel Pepys diary</a> A presentation that covers the main events of the day of the fire.</p> <p><a href="#">Great Fire of London planning</a> A scheme of work and resources to help plan a sequence of lessons.</p>	Parks, Martin Luther King	places in their own locality. Robin Hood	places in their own locality. <a href="#">Farming history</a> A collection of farming pictures and a worksheet to help build a local study about agricultural changes.
Geography		identify seasonal and daily weather patterns in the United Kingdom and the location of hot		<b>Link to heroes from around the world</b> name and locate the	Human and Physical geography - where we live UK. Look at the local area. Maps of the	Where things are grown - link to where we get food from



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		<p>and cold areas of the world in relation to the Equator and the North and South Poles</p> <p><a href="#"><u>Interactive weather chart</u></a>An adaptable presentation to help identify key features of the UK weather.</p> <p><a href="#"><u>Weather station role play</u></a> An activity in which pupils present a fictional UK weather forecast.</p> <p><a href="#"><u>Weather word wall</u></a>A selection of key words to either stick on the wall or use during a lesson to recap weather.</p> <p><a href="#"><u>Around the world</u></a> A presentation that gets pupils talking about places around the globe in terms of climate and location.</p>		world's seven continents and five oceans	local area - make own maps.	
RE	1.8 How and why are some stories are important in religion? What can we learn from them?	Christmas story		1. 5 Leaders. Who makes some leaders inspiring to others?		<b>15<sup>th</sup> – 17<sup>th</sup> June</b> - Eid al Fitr - Ramadan ends * - <b>Islam</b>
MFL Spanish	Learn to count to 20	Colours/animals	Days of the week/months	Manners – please / thank you	Questions	Nouns in the classroom
Art See skills ladders.	Textiles:		3D buildings from clay		Printing – maps aboriginal	



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DT	Textiles: capes		Structures and mechanisms: London Eye, Big Ben Card		Cooking and nutrition: Healthy snacks	
Music Charanga						
PE						
Citizenship	The School Community Classroom rules Making a classroom a caring environment Thinking about self and others	Television and Me Favourite programmes Number of hours per day What time of day Where watched With whom How do I feel? Rights over our own body Responsibility to accept no.	How do I feel? My feelings and other people. Happy/sad Yes/no feelings	Body Parts Male/Female Similarities/differences Diet Analysis of diet Classification of food	Friendships Managing Friendships Coping with break ups.	What have I achieved? Review of learning developing of understanding of personal goals Transition to the next stage of learning.
PSHE	New beginnings	Getting on and falling out	Going for goals	Good to be me	Relationships	Changes
Religious festivals	5 - 11 Oct Jewish – Sukkot 19 Oct – Hindu/Sikh - Diwali (Deepvali) 19 Oct – Hindi - New Year	8 <sup>th</sup> Dec. – Buddhist - Bodhi Day 13 - 20 Dec- Jewish - Hanukah	5 <sup>th</sup> Jan - Guru Gobindh Singh birthday – <b>Sikh</b> 13 <sup>th</sup> Feb - Shrove Tuesday – <b>Christian</b> 14 <sup>th</sup> Ash Wednesday - Lent begins- <b>Christian</b> <b>16<sup>th</sup> Feb</b> - Chinese New Year 3 <sup>rd</sup> Holi - Hindu	18 <sup>th</sup> – 26 <sup>th</sup> Ramayana - <b>Hindu</b> 25 <sup>th</sup> March Palm Sunday – <b>Christian</b> 30 <sup>th</sup> March - Good Friday – <b>Christian</b> 31 <sup>st</sup> April - Pesach * - <b>Jewish</b> <b>April 1<sup>st</sup></b> - Easter – <b>Christian</b> 23 <sup>rd</sup> April - St. George's Day - <b>Christian</b>	16 <sup>th</sup> May – 15 <sup>th</sup> June – Ramadan – <b>Islam</b> <b>20-21<sup>st</sup> May</b> - Shavuot * - <b>Jewish</b>  <b>15<sup>th</sup> – 17<sup>th</sup> June</b> - Eid al Fitr - Ramadan ends * - <b>Islam</b>	