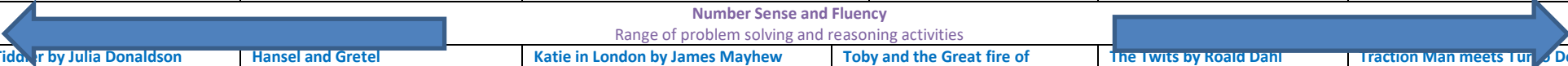


Coit Primary School Long Term Plan 2024-2025 Year Group: 2

LEARNING MINDSETS: Be Kind, Be Responsible, Be Confident, Be resilient, Be Co-operative, Be Respectful

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Visits/ Visitors	Penistone Paramount		Emergency Services Museum		Local Area Walk (business park)	Chatsworth Gardens Ecclesfield Church
Mathematics Problem Solving Finding rules and describing patterns Logic Problems Finding all possibilities Visual & Numerometric Puzzles	<p>NCETM Spine 1 Place Value</p> <p>Numbers to 100 Count objects to 100 by making 10s Recognise tens and ones Use a place value chart Partition numbers to 100 (tens and ones) Write numbers to 100 in words Partition numbers to 100 more flexibly Write numbers to 100 in expanded form Tens on a number line to 100 Tens and ones on a number line to 100</p> <p>Estimate numbers on a number line Compare objects Compare numbers Order objects and numbers Count in 2s 5s 10s Count in 3s Bonds to 10 Fact families – addition and subtraction bonds within 20 Related facts Bonds to 100 (tens) Add and subtract ones Add by making 10</p>	<p>NCETM Spine 1 Addition and Subtraction</p> <p>Subtract from a 10 Subtract a 1-digit number from a 2-digit number (across a 10) 10 more, 10 less</p> <p>Addition and Subtraction Add and subtract 10s <small>NCETM Spine 1.13 Addition and Subtraction</small> Add two 2-digit numbers (not across a ten) <small>NCETM Spine 1.14 Addition and Subtraction</small> Add two 2-digit numbers (across a ten) <small>NCETM Spine 1.15 Addition 2 digit</small></p> <p>End of unit assessment – place value</p> <p>Addition and Subtraction Subtract two 2-digit numbers (not across a ten) Subtract two 2-digit numbers (across a ten) <small>NCETM Spine 1.16 Subtraction 2 digit</small></p> <p>Addition and Subtraction</p> <p>Mixed addition and subtraction Compare number sentences Missing number problems</p> <p>Shape Recognise 2D and 3D shapes Count sides on 2D shapes. Count vertices on 2D shapes.</p>	<p>NCETM Spine 2 Money</p> <p>Count money – pence Count money – pounds Count money pounds and pence Choose notes and coins <small>NCETM Spine 2.1 Counting and Unitising coins (Y1)</small></p> <p>End of unit assessment - shape</p> <p>Money Make the same amount Compare amounts Calculate with money Make a pound</p> <p>Multiplication and Division Recognise equal groups Make equal groups <small>NCETM Spine 2.2 Equal groups</small> Add equal groups Introduce multiplication symbol</p> <p>Multiplication and Division Multiplication sentences Use arrays Make equal groups – grouping Make equal groups – sharing Odd and Even</p> <p>End of unit assessment – money</p> <p>Multiplication and Division 2xtable <small>NCETM Spine 2.3 Groups of 2 and commutativity</small> Divide by 2 10xtable Divide by 10 <small>NCETM Spine 2.6 Structures: quotative and partitive division</small></p>	<p>Length and Height Measure in cm Measure in m Compare lengths and heights</p> <p>Length and Height Order lengths and heights 4 operations with length and height</p> <p>End of unit assessment – multiplication and division</p> <p>Mass, Capacity and Temperature Compare mass Measure in grams Measure in kilograms</p> <p>Mass, Capacity and Temperature 4 operations with mass Measure in millilitres Measure in litres</p> <p>Mass, Capacity and Temperature Compare volume and capacity 4 operations with volume and capacity Temperature</p>	<p>NCETM Spine 3 Fractions Parts and wholes Making equal parts Finding half <small>NCETM Spine 3.0 Guidance on teaching KS1 fractions</small></p> <p>Fractions Recognise and find quarters Recognise and find thirds</p> <p>End of unit assessment – mass, capacity and temperature</p> <p>Fractions Unit and non-unit fractions Equivalence of two quarters and a half</p> <p>Fractions Find three quarters Count in fractions</p> <p>Time O'clock / half past Quarter past/to</p> <p>Time Tell the time to 5mins Write time</p> <p>End of unit assessment – fractions</p>	<p>Time Hours/days Durations</p> <p>Statistics Tally charts</p> <p>Pictograms Statistics Block diagrams</p> <p>End of unit assessment – time</p> <p>Position and Direction Describe position, movement and turns</p> <p>Position and Direction Make patterns with shapes</p> <p>End of unit assessment – statistics Consolidation and assessment</p> <p>End of unit assessment – pattern and direction</p>

	<p>Add three 1-digit numbers Add to the next 10 Add across a 10 NCETM Spine 1.11 Bridging ten Subtract across 10 NCETM Spine 1.12 Subtraction as difference</p> <p>Consolidation and assessment</p>	<p>Draw 2D shapes Shape Lines of symmetry Use lines of symmetry to complete shapes Sort 2D shapes Shape Count faces on 3D shapes Count edges on 3D shapes Count vertices on 3D shapes. Sort 3D shapes</p> <p>End of unit assessment – addition and subtraction</p>	<p>Multiplication and Division 5xtable Divide by 5 5 and 10xtable NCETM Spine 2.4 Groups of 5 and 10 Doubling Halving NCETM Spine 2.5 Commutativity doubling/halving</p>	<p>End of unit assessment – length and height</p>		
<p>Number Sense and Fluency Range of problem solving and reasoning activities</p> 						
<p>English Class texts</p>	<p>Tiddler by Julia Donaldson</p> <p>Grandad's Island by Benji Davies</p> <p>Seaside poetry</p>	<p>Hansel and Gretel</p> <p>Jack and the Jellybean Stalk by Racheal Mortimer</p>	<p>Katie in London by James Mayhew</p> <p>A Bear called Paddington by Michael Bond</p>	<p>Toby and the Great fire of London by Margaret Nash and Jane Cope</p>	<p>The Twits by Roald Dahl</p> <p>Giraffe Pelly and Me By Roald Dahl</p>	<p>Traction Man meets Turbo Dog by Mini Grey</p>
<p>English Reading Focus</p>	<p>Reading accurately words of two or more syllables that contain graphemes taught so far, especially recognising alternative sounds for graphemes. (KPI)</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Continuing to build up a repertoire of poems with simple recurring literary language, learning by heart and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Answering and asking questions. (KPI)</p> <p>Discussing the sequence of events in books and how items of information are related. (KPI)</p>	<p>Reading accurately words of two or more syllables that contain graphemes taught so far, especially recognising alternative sounds for graphemes. (KPI)</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Answering and asking questions. (KPI)</p> <p>Making inferences about characters, events and motives based on what has been read</p> <p>Discussing the sequence of events in books and how items of information are related. (KPI)</p>	<p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Continuing to build up a repertoire of poems with simple recurring literary language, learning by heart and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Answering and asking questions. (KPI)</p> <p>Making inferences about characters, events and motives based on what has been read</p> <p>Predicting what might happen on the basis of what has been read so far. (KPI)</p> <p>Demonstrating a knowledge of non-fiction books that are structured in different ways.</p>	<p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. (KPI)</p> <p>Making inferences about characters, events and motives based on what has been read</p> <p>Predicting what might happen on the basis of what has been read so far. (KPI)</p>	<p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. (KPI)</p> <p>Making inferences about characters, events and motives based on what has been read</p> <p>Predicting what might happen on the basis of what has been read so far. (KPI)</p> <p>Demonstrating a knowledge of non-fiction books that are structured in different ways.</p>	<p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. (KPI)</p> <p>Making inferences about characters, events and motives based on what has been read</p>

	Demonstrating a knowledge of non-fiction books that are structured in different ways.					
Developing throughout the year	<p>Reading accurately words of two or more syllables that contain graphemes taught so far, especially recognising alternative sounds for graphemes. (KPI)</p> <p>Reading further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Reading most words [at an instructional level 93-95%] quickly and accurately, without overt sounding and blending, when they have been frequently encountered. (KPI)</p> <p>Re-reading books to build up their fluency and confidence in word reading. (KPI)</p> <p>Using age appropriate texts, checking that the text makes sense to them as they read and correcting inaccurate reading. (KPI)</p> <p>Participating in discussions about books, poems and other works, explaining and discussing their understanding of these texts.</p>					
Phonics	<p>Phase 5 and 6</p> <p>1:1 intervention</p>					
English Writing Focus	<p>Composition (oral): Recounts – sequencing ideas Skill (co-ordination) Poetry</p> <p>Transcription skills: Narrative 1st person adventure Skill – use of capital letters, full stops, noun phrases</p>	<p>Composition (oral): Narrative 1st person settings Skill – use of capital letters, full stops, noun phrases Poetry</p> <p>Transcription skills: Recounts / diary entries Skill - subordination Narrative settings Skill – use of capital letters, full stops, noun phrases</p>	<p>Composition (oral): Persuasive writing Skill expanded noun phrases</p> <p>Transcription skills: Recounts / diary entries Skill - subordination Narrative Setting descriptions Writing in role Skill - subordination Non-chronological reports Skills – sentence openers, conjunctions</p>	<p>Composition (oral): Poetry Skill - suffixes</p> <p>Transcription skills: Recounts / diary entries Skill - subordination Non-chronological reports Skills – sentence openers, conjunctions</p>	<p>Composition (oral): Narrative – character descriptions Skill – apostrophes for possession</p> <p>Transcription skills: Narrative 3rd person Writing in role -setting Skill – expanded noun phrases Non-chronological reports Skills – sentence openers, conjunctions</p>	<p>Composition (oral): Non-chronological report pollinators (educational visit to Chatsworth) Transcription skills: Recount -educational visit to Chatsworth Non-chronological report- Florence Nightingale and Mary Seacole (History link) Skills – punctuation, time conjunctions</p>
Vocabulary, Grammar and Punctuation	<p>Word</p>	<p>Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found on page 57 in the year 2 spelling section in English Appendix 1) Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p>				
	<p>Sentence</p>	<p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>				

	Text	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>
	Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
	Terminology for pupils	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>

Science	Materials	Human Offspring and health and hygiene	Living things and their habitats	Plants
	<p>We will identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>We will find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>Disciplinary (Working Scientifically) Concepts:</p> <ul style="list-style-type: none"> • Asking question • Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results • Evaluating <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> • Identifying, Classifying and grouping • Observing over time 	<p>We will consider:</p> <p>What is meant by offspring? Why do animals reproduce? How and why do animals change as they grow? What are their basic survival needs?</p> <p>We will investigate how humans grow and learn about the importance of a healthy diet. We will also explore different methods of exercise and the impact that exercise has on our bodies. We will learn about different hygiene techniques including handwashing and teeth brushing.</p> <p>Disciplinary (Working Scientifically) Concepts:</p> <ul style="list-style-type: none"> • Asking question • Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results • Evaluating 	<p>We will identify what things are alive/dead/never been alive? We will explore and compare these</p> <p>We will 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</p> <p>We will 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> <p>Disciplinary (Working Scientifically) Concepts:</p> <ul style="list-style-type: none"> • Asking question • Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results • Evaluating <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Research using secondary sources 	<p>We will observe and describe how seeds and bulbs grow into mature plants</p> <p>We will find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Disciplinary (Working Scientifically) Concepts:</p> <ul style="list-style-type: none"> • Asking question • Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results • Evaluating <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Research using secondary sources • Pattern seeking

	<ul style="list-style-type: none"> Comparative and fair testing Research using secondary sources Pattern seeking 	Scientific Enquiry Types: <ul style="list-style-type: none"> Identifying, Classifying and grouping Observing over time Comparative and fair testing Research using secondary sources Pattern seeking 	<ul style="list-style-type: none"> Pattern seeking Primary Science 168 Teaching Adaptation	
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	Working Scientifically Asking questions, setting up enquiries, making observations gathering information, recording and reporting findings, drawing conclusions, pattern identification, using evidence to answer questions						
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History	Historical Skills Chronological Knowledge	Change and Continuity to create a sense of period and time, the sequence of when things happened, what changed, how fast/slow it changed and what continued, what we might see as progress.	Significance how do historians choose what is most important in history as there are too many events to use everything? 5Rs Resulting in change, Remarked upon, revealing resonated and remembered	Similarities and Differences and Diversity This relates to historical analysis of the extent and type of difference between people, groups, experiences, or places in the same historical period.	Interpretation of History The study of historical interpretations relates to an understanding of how and why interpretations of the past are different.	Cause and Consequence how historians explain why things happened in history, how did people make a difference to what happened? What followed because of these?	Historical Sources and Evidence what do historians use to find out about the past? How do historians use this material safely to produce the best history that they can? HOW DO WE KNOW?

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<p>It's a great big Ship Titanic 1912</p> <p>Polar the Titanic Bear</p> <p>Society Technology Invention Migration Sacrifice</p>	<p>Edwardian era Period of reign 20th century England Timeline of the sinking and subsequent events</p>	<p>What technological changes have happened since the Titanic disaster to improve ship safety? Do people in England still want to migrate? How do passenger ships now compare with the Titanic?</p> <p>Lifeboats Radar Sonar Sprinklers Non-combustible materials Furniture secured to walls</p> <p>What continued? Basic ship design Crew</p>	<p>Why was the sinking of the Titanic significant? Deadliest peacetime? Why was the ship built in the first place?</p>	<p>What similarities and differences were there between passengers? for different classes on board the Titanic Furniture/food/ Accommodation entertainment Reasons for travelling on board the Titanic Different jobs</p> <p>Why there were different reactions to the boat sinking from the passengers/crew?</p> <p>What can historians tell us about the impression people seemed to have of the Titanic at the time?</p>	<p>Why were there different versions of what happened on the night of the sinking?</p>	<p>What do historians know about what happened when the titanic hit the iceberg? Deaths Survivors</p>	<p>What can historians tell us about the different experiences a child might have on the Titanic? What do historians know about where the passengers on the Titanic going and why? Newspaper accounts Photographs Insurance companies The widespread use of the telegraph and photographs enabled the Titanic tragedy to be quickly and widely— although not always accurately—reported.</p>
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<p>Great File of London 1666</p> <p>Settlements Invention Architecture Monument Health</p>	<p>London in 17th Century</p> <p>King Charles 11</p> <p>Events of the fire</p> <p>Pre and post</p> <p>What was the order of events of the Great Fire of London</p>	<p>How did London change post the GFOL?</p> <p>Types of houses /materials used pre and post fire.</p> <p>Building improvements materials and regulations</p> <p>Public health and medicine improvements</p> <p>What has continued?</p> <p>Population density</p> <p>Recent fires in London Grenfell-limited to one building but an issue with flats</p> <p>How do we remember the GFOL?</p>	<p>Why do historians think that the GFOL was an important event at the time in London?</p> <p>Greatest tragedy of its time</p> <p>How do we remember the GFOL?</p> <p>monument</p>	<p>How was the architecture of homes pre and post fire different/same?</p>		<p>After the fire how do historians explain why life changed in London?</p> <p>Impact of the fire-city cleansing</p> <p>New London emerged.</p> <p>Removal of traces of the Plague</p> <p>Changes in population after the fire 25% did not return to London.</p> <p>Building improvements</p> <p>How did Londoners react to the fire? What did they do first?</p>	<p>What do historians think caused the Great Fire of London?</p> <p>(Pepys) What is an eyewitness account?</p> <p>What can historians tell us about what happened to London and the people who lived there after the fire?</p> <p>Do historians think that the fire might have been a positive event?</p> <p>How do historians know about the GFOL?</p> <p>Paintings</p> <p>Samuel Pepys diary</p> <p>Census data</p> <p>Primary sources-remnants of the fire</p>
<p>Nurses Florence Nightingale and Mary Seacole</p> <p>FN 1820-1910 MS 1805-1881 Crimean War 1853-1856</p> <p>Monument</p>	<p>Victorian England 19th Century Jamaica in the 19th Century Crimea before war</p> <p>FN timeline of events MS timeline of events</p>	<p>How do historians explain how nursing changed during FN lifetime?</p> <p>Infection control Statistics Hygiene Diet? Nursing Schools</p> <p>What has continued? Public service</p>	<p>Why was FN deemed to be an important character by historians? FN was a social reformer/statistician and founder of modern nursing Infection controls developed</p> <p>Historians view as to why FN was more significant than MS</p>	<p>What were the barriers Florence Nightingale faced and how did she overcome them?</p> <p>What can historians say about how treatment before and after FN arrived in the Crimea?</p> <p>Differences in FN and MS life and experiences in becoming a nurse</p>		<p>What impact do historians think FN and MS on the nursing care for a) soldiers b) changed the way that nurses worked</p>	<p>Why do historians 1) think we should remember Florence Nightingale? 2)she acted as she did? What were the barriers Florence Nightingale? Mary Seacole faced and how did she overcome them?</p> <p>What evidence is there to show how nursing</p>

<p>Innovation Invention Health Women's rights Culture Society Empire Hygiene</p>			<p>How do we remember important people? Plaques/statues/hospitals named after Nightingale for Covid</p>	<p>Difference between Scutari hospital and Sheffield hospital?</p>			<p>has changed because of FN and MS work? Was MS considered to be as important? How do historians know about FN/MS? Diaries Newspaper accounts Stories Paintings Photographs</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Computing</p>	<p>Strand 1 – Communicating: Text and images 1.2 How do I use a computer as a writer? In this unit children identify some different forms information can take (text, images) and learn that information can be personal e.g. school, address. They should also learn about responsible use of technology and come up with their own guidelines for acceptable use in school. Children will explore how to create content using two forms of media (text and images) with increasing independence. They will edit, organise and store content for a given purpose, and learn to give and act on feedback.</p> <p>Computing systems Effective use of tools Networks Safety and security</p>	<p>Strand 3 – Understanding and sharing data 3.2 What is a branching database? In this unit children understand that data can exist in a variety of forms, including in databases. They will explore a branching database and answer simple questions. They will focus on sorting and grouping data using yes/no questions. Children will create a simple branching database, and test, review and debug content. They will continue to learn about personal data and keeping it safe.</p> <p>Data and information Design and development</p>	<p>Strand 2 – Communicating: Multimedia 2.2 How do I create a multimedia story? In this unit, children will plan out digital content and present ideas and information by combining media including images and sound. They will identify the common features of digital content, such as photostories, and evaluate their own digital content. The children will recognise that digital content belongs to the person that created it and the need to keep personal information private.</p> <p>Creating Media Design and Development Impact of Technology</p>	<p>Strand 4 – Computational thinking: programming A 4.2 Extending Bee-Bot programs In this unit, children explain that an algorithm is a sequence of instructions that a human or computer can follow to complete a task. They will create and debug more complex programs for floor robots, planning out an algorithm first.</p> <p>Algorithms Programming</p>	<p>Strand 4 – Computational thinking: programming B 5.2 Simple drawing programs In this unit, children recognise that an algorithm is a sequence of precise instructions that a human or computer can follow to complete a task. They will create simple programs using online programming applications by planning out an algorithm first. They will debug and predict the outcome of programs in more than one application.</p> <p>Algorithms Programming</p>		
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Music Charanga</p>	<p>Glockenspiel Lessons Weeks 1-3</p> <p>Hands Feet Heart</p> <p>Style-South African Music 6-week unit 4-6</p>	<p>Hands Feet Heart</p> <p>Style of Music Afropop</p> <p>Aut 2 1-3</p>	<p>I Wanna Play in a Band</p> <p>Style of Music- Rock</p>	<p>Zootime</p> <p>Style of Music- Reggae</p>	<p>Friendship</p> <p>Style of Music- Pop</p>	<p>Style of Music- Classical</p>
<ul style="list-style-type: none"> Hands Feet Heart The Click Song The Lion Sleeps Tonight Bring him back 			<ul style="list-style-type: none"> We Will Rock You by Queen Smoke on The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B.Goode by Chuck Berry 	<ul style="list-style-type: none"> Kingston Town by UB40 Shine by ASWAD IGY by Donald Fagen Feel Like Jumping by Marcia Griffiths 	<ul style="list-style-type: none"> Count On Me by Bruno Mars We Go Together (from the Grease soundtrack) You Give A Little Love (from Buggy Malone) 	<ul style="list-style-type: none"> Peer Gynt Suite: Anitras Dance by Edvard Grieg Romantic Brandenburg Concerto No 1 by Johann Sebastian Bach 	

			<ul style="list-style-type: none"> I Saw Her Standing There by The Beatles 	<ul style="list-style-type: none"> I Can See Clearly Now by Jimmy Cliff 	<ul style="list-style-type: none"> That's What Friends Are for by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John You've Got A Friend In Me by Randy Newman 	<ul style="list-style-type: none"> Baroque from The Diary Of A Fly by Béla Bartók – 20th Century Fantasia On Greensleeves by Ralph Vaughn Williams 20th century Dance of The Sugar Plum Fairy by Pytor Tchaikovsky – Romantic The Robots (Die Roboter) by Kraftwerk – Contemporary
Listening and Appraising						
	<p>Recognise and name two or more instruments</p> <p>Find the pulse-understand that it is the heartbeat of the music</p> <p>Clap Rhythms -long and short sounds</p> <p>Understand rhythm is different to pulse</p> <p>Copy and clap back rhythms</p> <p>Singing</p> <p>Recognise that songs sometimes have a question, an answer section and a chorus</p> <p>Play instrumental parts GAC see Glock section</p>	<p>Find the pulse</p> <p>Freestyle finding the pulse</p> <p>Clap Rhythms -long and short sounds</p> <p>Clap rhythm of name/favourite colour animal/game</p> <p>Pitch-high and low sounds</p> <p>Musical Style-understand that songs have a musical style</p> <p>Singing</p> <p>Sing and rap together and in time</p> <p>Rap-understand that this is a spoken word</p>	<p>Recognise and name some of the instruments</p> <p>Keyboard bass drums bass electric guitars singers</p> <p>Find the pulse-march and find the pulse</p> <p>Clap Rhythms -long and short sounds</p> <p>Copy and clap back rhythm</p> <p>Create own rhythms</p> <p>Singing</p> <p>Sing and dance together, in time and using actions</p>	<p>Recognise and name the instruments</p> <p>Keyboard bass drums bass electric guitars singers</p> <ul style="list-style-type: none"> Patterns/Melody Solo? Hook? Style? <p>Find the pulse</p> <p>Clap Rhythms</p> <p>Recognise Pitch-high and low sounds</p> <p>Singing</p> <p>Sing and dance together in time and using actions</p>	<p>Recognise and name the instruments</p> <p>Keyboard bass drums bass female singer and a glockenspiel</p> <p>Patterns/Melody</p> <p>Find the pulse-decide how to find the pulse</p> <p>Clap Rhythms</p> <p>Physical Education Dancing with the elements</p>	<p>This Unit of Work consolidates the learning that has occurred during the year.</p> <p>All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>

	<p>Bring the Noise Take You Home https://www.bbc.co.uk/games/embed/bring-the-noise?exitGameUrl=http%3A%2F%2Fbbc.co.uk%2Fteach%2Fbring-the-noise%2Feyfs-ks1-music-play-it-bring-the-noise%2Fz4sq92p</p>	<p>Bring the Noise When the cold wind blows https://www.bbc.co.uk/teach/bring-the-noise/when-the-cold-wind-blows-song/zkw3f4j</p>	<p>Fire of London Theme https://www.bbc.co.uk/teach/school-radio/history-ks2-the-great-fire-of-london/z4bft39</p>	<p>Florence Nightingale OUT OF THE ARK RESOURCE</p>	<p>https://www.bbc.co.uk/teach/class-clips-video/physical-education--music-ks1-air/znd8qp3</p>	
Improvisation and composition	<p>Create simple rhythms and simple melodies Using GLOCKS note C and D</p>	<p>Create simple rhythms and simple melodies Using GLOCKS note C and D</p>	<p>A simple melody using simple rhythms and use as part of a performance Use glocks FGA</p>	<p>A simple melody using simple rhythms and use as part of a performance Use glocks</p>	<p>A simple melody using simple rhythms and use as part of a performance Use glocks</p>	
Performance	Harvest Festival	KS1 Christmas Performance	Y2 Family Assembly Spring showcase for children KS1 KS2		Summer showcase for children KS1 KS2	End of year performance for parents
PE	<p>Dance (GS4PE) Pupils will explore space and how their body can move to express an idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology. Key Skills: Travel, action, shape, perform, copy, using dynamics, using expression, using speed, using pathways</p>	<p>Gymnastics (GS4PE) Pupils learn through exploring and developing basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance. Key Skills: Shapes, balances, shape jumps, take-off and landing, travelling, barrel roll, straight roll, forwards roll Key Concepts: ● Movement</p>	<p>Sending and Receiving (GS4PE) Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe. Key Skills: Rolling, kicking, throwing, catching, tracking Key Concepts: ● Movement ● Agility ● Coordination ● Collaboration</p>	<p>Target Games (GS4PE) Pupils develop their understanding of the principles of target games. Pupils learn how to score points and play to the rules. They develop the skills of throwing, rolling, kicking and striking to targets. They begin to self-manage their own games selecting and applying the skills they have learnt appropriate to the situation. Key Skills: Underarm throwing, Overarm throwing, Aim Hand eye co-ordination Key Concepts: ● Movement ● Coordination ● Communication ● Tactics ● Decision making</p>	<p>Athletics (GS4PE) Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop. Key Skills: Running at varying speeds, combining running and jumping, throwing for distance Key Concepts: ● Movement ● Agility ● Coordination</p>	<p>Invasion (GS4PE) Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents. Key Skills: Throwing, catching, kicking, dribbling with hands and feet, dodging Key Concepts:</p>

	<p>Key Concepts:</p> <ul style="list-style-type: none"> ● Movement ● Balance ● Coordination ● Collaboration ● Sequence 	<ul style="list-style-type: none"> ● Balance ● Agility ● Coordination ● Sequence ● Technique 			<ul style="list-style-type: none"> ● Fitness ● Technique 	<ul style="list-style-type: none"> ● Movement ● Agility ● Coordination ● Competition
	<p>Striking and Fielding (GS4PE) Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.</p> <p>Key Skills: Throwing, catching, retrieving a ball, tracking a ball, striking a ball</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Agility ● Coordination ● Collaboration ● Fairness ● Technique 	<p>Fundamentals (GS4PE) Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.</p> <p>Key Skills: jumping, balancing, running, hopping, dodging, skipping</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Movement ● Balance ● Agility ● Coordination 	<p>Yoga (GS4PE) Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme.</p> <p>Key Skills: Breathing, balance, flexibility, strength, coordination</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Balance ● Coordination ● Fitness ● Sequence ● Technique 	<p>Fitness (GS4PE) Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, coordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.</p> <p>Key Skills: Agility, balance, coordination, speed, stamina, skipping</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Movement ● Balance ● Agility ● Coordination ● Fitness ● Sequence ● Evaluation and improvement 	<p>Sports Day Practice Children will practise races such as sprints, skipping, egg and spoon, and the sack race. Pupils will be ranked into seats so they are racing against children of similar ability. The children will also practise team work by taking part in team challenges.</p> <p>Key Skills: Running, throwing, catching, teamwork</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Movement ● Agility ● Coordination ● Competition ● Collaboration ● Fairness ● Technique 	<p>Net and Wall (GS4PE) Pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring. They will learn to play games honestly, abiding by the rules and showing respect towards their opponents and teammates.</p> <p>Key Skills: Throwing, catching, hitting a ball, tracking a ball</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Movement ● Coordination ● Fairness <p>Technique</p>



Travel

Drawing

Research:

Amiria Gale

Developing skills:

Sketching

Line

Shape

Pattern

Colour

Experiment using felt tips, ballpoint pen, crayons, chalk, pastels

Observational drawings:

<https://classroom.thenational.academy/lessons/observational-drawing-6th3ac>

NSEAD (shape):

<https://www.nsead.org/resources/units-of-work/uow-drawing-around-shapes/>

Applying skills:

Sketch, draw and shade own observation drawing of a shell in the style of the artist

Evaluation:

Evaluating own drawing of a seaside object against the object - focusing on the line and shape

Formal Elements:

Line

Shape

Tone

Texture

Pattern



Great Britain

3D form

Research: Sculptures in our environment

Antony Gormley

Compare to other sculptures found within our environment.

Are they as imposing? What impact do they have? What materials have been used? Why? Link to a visit to the Yorkshire Sculpture Park. Henry Moore, Richard Long

Developing skills:

Form

Scale

Structure

Experiment using clay and/or other natural and manmade materials

Moulding

Introduction to sculpture:

<https://classroom.thenational.academy/lessons/introduction-to-sculpture-6nhk4r>

Joining materials:

<https://classroom.thenational.academy/lessons/exploring-joining-techniques-for-sculpture-71gkgd?activity=video&step=1>

Designing and making a sculpture:

<https://classroom.thenational.academy/lessons/designing-and-making-our-own-sculpture-crt62t>

Applying skills:

Design and create own 'landmark' for a given place and theme (clay? Model making?)

Evaluation:

Children peer assess Angel of the North

Formal Elements:

Line

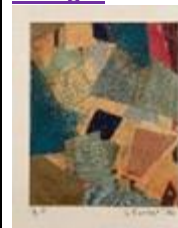
shape

Form

Space

Ecclesfield

Collages



Research:

Kurt Schwitters

Developing skills:

Collecting items from the local area – bus ticket; receipts; photographs – what could they represent? How could they be arranged to create a piece of art in the style of the artist? Practise with different options

Experimentation with collage:

<https://classroom.thenational.academy/lessons/introduction-to-collage-and-experimentation-with-paper-cgvpcd?activity=video&step=1>

Applying skills:

Design and create a collage in the style of the artist to represent Chapeltown

Evaluation:

What does the final product represent? Chn to reflect and interpret

Formal Elements:

Line

Shape

Texture

Colour

Mechanisms:

To design and make a moving picture for a Y2 child to retell a story.

Skill retrieval from previous years: Hinges and catches, strengthening and stiffening, joining fabrics

NC: Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Investigate, disassembly, evaluate:

- Look at moving picture books with sliders and levers
- Research/investigate how they move and the movements they make.
- Investigate how different sliders move and how they create a mechanism.

Focus Practical tasks

- Practise making different sliders using different material and compare their functionality
- Investigate what happens when split pins/mechanisms are moved into different positions Use materials to review gluing to strengthen products
- Cut materials safely using tools provided.
- Demonstrate a range of cutting and shaping techniques such as tearing, cutting, folding and curling.

Design

Design their own moving picture

- Generate ideas by drawing on their own and other people's experiences
- Develop their design ideas through discussion, observation , drawing and modelling
- Identify a purpose for what they intend to design and make
- Identify simple design criteria Make simple drawings and label parts

Make -

Children to follow their designs to create their moving picture.

- Begin to select tools and materials; use vocab' to name and describe them Measure, cut and score with some accuracy
- Use hand tools safely and appropriately
- Choose appropriate mechanisms to support their design
- Assemble, join and combine materials in order to make a product

Structures

To design and make a strong chair for a favourite toy.

Skill retrieval from previous years: Hinges, strengthening and stiffening

NC: Build structures, exploring how they can be made stronger, stiffer and more stable

Investigate, disassembly, evaluate:

- Explore the features of a stable structure.
- Explore and compare existing structures and their shapes.
- Investigate the strength of materials, features and think about their purpose
- Explore how products have been created.
- Research furniture designers and the approach they took

Focus Practical tasks:

- Explore the properties of different materials and think about which ones are suitable for each section of their stable structure. Think about strength, stability, malleability and other features.
- Investigate the properties and characteristics of materials Explore how materials can be made stronger and stiffer

Design:

Children to design their own Tudor building, thinking about which materials to use based on the investigations carried out.

- Generate ideas by drawing on their own and other people's experiences
- Develop their design ideas through discussion, observation , drawing and modelling
- Identify a purpose for what they intend to design and make
- Identify simple design criteria
- Make simple drawings and label parts

Make

Children will follow their own design plans and use the resources provided to build their own stable structures. They will develop their fine motor skills, concentration and perseverance as they draw, cut and stick with precision.

- Begin to select tools and materials; use vocab' to name and describe them

Food

To design and make a healthy, nutritious meal for a soldier.

Skill retrieval from previous years: segment, peel, crush, mix/stir, cut

NC: Use the basic principles of a healthy and varied diet to prepare dishes.

Investigate, disassembly, evaluate:

- Research/investigate what nutritious food are and how they help to provide a healthy and varied diet.
- Look at a selection of foods, fruits and vegetables.
- Find out where they originate from and how they are used within cooking
- Research chefs from UK and across the world

Focus Practical tasks:

- Children to look closely at a variety of different fruits and vegetables.
- Use their senses to describe the different features of the fruits and vegetables as well as their sense of taste.
- Discuss safety and hygiene in relation to food.
- Practice using different tools for cutting and chopping safely, using the appropriate language associated with food preparation.
- Group foods into the five groups in The Eatwell Plate.
- Cut, grate or peel ingredients safely.
- Measure or weigh using cups or electronic scales.

Design:

Children will be challenged to design a new recipe using healthy and nutritious ingredients making sure they are colourful, tasty and healthy.

- Generate ideas by drawing on their own and other people's experiences
- Develop their design ideas through discussion, observation , drawing and modelling
- Identify a purpose for what they intend to design and make
- Identify simple design criteria

Make

	<ul style="list-style-type: none"> Cut, shape and join fabric to make a simple garment. Choose and use appropriate finishing technique <p>Evaluate Children evaluate their own moving pictures and say what they think and feel about them</p> <p>children identify what they have done well and suggest how they could make improvements</p> <ul style="list-style-type: none"> Children give their opinion about the work of other children and give positive feedback 	<ul style="list-style-type: none"> Measure, cut and score with some accuracy Use hand tools safely and appropriately Assemble, join and combine materials in order to make a product Cut, shape and join fabric to make a simple garment. Use basic sewing techniques Choose and use appropriate finishing techniques <p>Evaluate Children will look at different criteria and assess whether their structures are successful. They will think about features including the stability and firmness of their structure as well as features specific to their own design criteria.</p> <ul style="list-style-type: none"> Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make <ul style="list-style-type: none"> Talk about their ideas, saying what they like and dislike about them 	<p>Children will make their recipe designs making sure they are being safe and hygienic. Prepare simple dishes-safely and hygienically-without using a heat source.</p> <p>Measure, cut with some accuracy Use hand tools safely and appropriately Cut using the bridge position, tear, peel Follow safe procedures for food safety and hygiene</p> <p>Evaluate Children to evaluate their finished products and say what they think and feel about them?</p> <ul style="list-style-type: none"> Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make <p>Talk about their ideas, saying what they like and dislike about them</p>			
<p>RE</p>	<p>Who is a Muslim and how do they live? Part 1</p> <p>Religion: Muslims</p>	<p>Why does Christmas matter to Christians? Religion: Christians</p>	<p>Who is a Muslim and how do they live? Part 2. Religion: Islam</p>	<p>Why does Easter matter to Christians? Religion: Christians</p>	<p>What is the 'good news' Christians believe Jesus brings? Religion: Christians</p>	<p>What makes some places sacred to believers? Religion: Thematic unit</p> <p>Visit to Ecclesfield Church</p>
<p>RHE</p>	<p>Rule of Law Online Safety Passwords C1 **</p> <p>Tolerance and mutual respect Rule of Law Democracy Community C1 How do we make a happy school?</p> <p>Tolerance and mutual respect Community C2 Who lives in my neighbourhood? *</p> <p>Online Safety Os2) Personal information (S1) *</p> <p>Online Safety Project Evolve</p>	<p>Tolerance and mutual respect Friendship Fr 4) How do we stop bullying? *</p> <p>Online Safety Os3 Online strangers (P1) *</p> <p>Financial capability L11. that people make different choices about how to save and spend money- PSHE Association Use the resource from Natwest Money Sense Why is it important to save?</p> <p>Financial capability L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want-PSHE Association</p>	<p>Tolerance and mutual respect Family Fa2) Do Families always stay the same?</p> <p>Mental wellbeing H20 – about change and loss (including death): to identify feelings associated with this; to recognise what helps people to feel better *</p> <p>Tolerance and mutual respect Family Fa3) How should families treat each other?</p> <p>Tolerance and mutual respect Rule of Law Online Safety Project Evolve I can explain how it makes others feel if I do not ask their permission or ignore their</p>	<p>Rule of Law Family Fa4) When should I say no? *</p> <p>Rule of Law Family Fa5) Who owns my body? I do! *</p> <p>Online Safety Accepting messages C3* *</p> <p>Growing Up G1) Will I always be a child?</p> <p>Tolerance and mutual respect Community Inclusion, belonging and addressing extremism</p>	<p>Online Safety Content Creators N1** Rule of Law Online Safety Os4) Fake News *</p> <p>Mental Wellbeing M2) Who am I?</p> <p>Physical health P4) How can I stay safe? *</p> <p>Rule of Law Drugs and Alcohol Drugs-Keeping Healthy-Medicines *</p> <p>Rule of Law Drugs and Alcohol Drugs-Keeping Safe-Medicines and Household Products *</p>	<p>Online Safety Feeling uncomfortable online * Growing Up C3) What makes a boy or a girl?</p> <p>Tolerance and mutual respect Family Fa 6) Are all families the same?</p> <p>Physical health P3) How do we stop getting ill *</p>

	<p>I can describe who would be trustworthy to share this information with; I can explain why they are trusted.</p> <p>Financial capability</p> <p>C4) How do I save up to buy something?</p> <p>Tolerance and mutual respect</p> <p>Racism</p> <p>Lesson 1: Talking about race and racism- (Recap from Year 1)</p>	<p>Use the resource from Natwest Money Sense Wants and Needs-</p> <p>Tolerance and mutual respect</p> <p>Racism</p> <p>Lesson 2: Defining anti-racism (Recap from Year 1)</p>	<p>answers before sharing something about them online.*</p> <p>Tolerance and mutual respect</p> <p>Rule of Law</p> <p>Online Safety</p> <p>Project Evolve</p> <p>I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.*</p>	<p>Sameness and difference *</p>		
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Geography

<p>Y2 Autumn Term</p> <p>Little Blue Planet</p> <p>Books</p> <p>Eliza and the Moonchild</p> <p>Window by Jeannie Baker</p> <p>Fieldwork</p> <p>External areas in school patterns in nature/colours in nature</p>	<p>Geographical Skills</p> <p>Geographical Skills and Fieldwork</p>	<p>Scale:</p> <p>How does my view of this place change when I zoom in or out?</p> <p>How and why are the places connected?</p> <p>What is the local/global story?</p> <p>Appreciating different scales (from personal and local to national, international, and global)</p>	<p>Location</p> <p>Space:</p> <p>Where is this place?</p> <p>How does it connect to other places?</p> <p>What is special about this location?</p> <p>How can it be mapped?</p>	<p>Place:</p> <p>What is this place ?</p> <p>What physical and human features does it have?</p> <p>What happens here?</p> <p>How does it compare to..?</p> <p>What do the people do who live?</p> <p>Similarities and Differences between places</p>	<p>Cultural understanding and diversity:</p> <p>Appreciating the differences and similarities between people, places, environments, and cultures</p>	<p>Interconnection</p> <p>Understanding the social, economic, environmental, or political connections between places</p>	<p>Sustainability:</p> <p>Exploring sustainable development and its impact on environmental interaction</p>	<p>Time Continuity Change:</p> <p>Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes, and societies.</p>	<p>Earth systems and Environments</p> <p>Earth Systems ideas about physical processes and cycles, dynamic biological, chemical and physical changes, exemplified in a range of landforms, landscapes and environments.</p> <p>Environmental ideas about interactions between physical and human geography, ecosystems, environmental change and impact, resources and sustainability, again followed up and revealed in a variety of contexts at micro to macro scales</p>
<p>Observation and Discussion</p> <p>Map Reading</p> <p>Use of globes</p> <p>Map of uk seas/rivers/lakes/land</p> <p>Map of Sheffield -</p> <p>Map of world -</p> <p>Identify Uk in the World</p> <p>Photographs</p>	<p>How much of the earth's surface is covered by ocean/seas/land?</p>	<p>Where is Earth located in planetary system?</p> <p>What are the names and locations of the 7 Continents of the world?</p>	<p>What are the key features of 7 continents?</p> <p>Are they similar different?</p> <p>Landforms</p> <p>Hemispheres</p>	<p>What do we use the ocean for?</p> <p>Leisure</p> <p>Jobs</p> <p>Health</p> <p>"Thank you ocean" poetry</p>	<p>What family connections do children have across the Earth?</p> <p>Family links across the world</p>	<p>How can the Earth sustain us?</p> <p>Reminder Y1 work on Food/water</p>	<p>How is our planet Earth changing over time?</p> <p>Population changes</p> <p>Landscape and Landform changes</p> <p>Use the Story "Window" to show how change over time affects our world</p>	<p>What is Earth?</p> <p>Earth blue/green/brown areas</p> <p>Physical Features</p>	

	Videos Analysing Simple climate graphs Globes Atlases Oblique views of Earth		What are the names and locations of the Oceans of the world are they all the same? (hotter/colder)	Mountain ranges Deserts rivers Climate Zones Define cold, temperate, warm and tropical climates and highlight the relevance of the equator		Map families on a large map of the world		Better or worse Advantages/disadvantages	
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Y2 Coasts THEME DAY Katy goes to the seaside Fieldwork	Google Earth Maps seaside resorts Photographs different seaside resorts range of features Aerial Photographs of coastal erosion changes/damage to house Map of uk coastline/popular seaside resorts Road maps-Journeys to seaside	How much of the Earth's surface is covered by oceans? Difference between oceans and seas	Where are coastal areas located in the UK? Landlocked countries	What is the seaside? How are seaside places different/similar to where we live? What is the Coast/coastline? Human features Port/harbour/pier/lighthouse Physical Features Beach/cliffs/stacks Settlement differences seaside/local area	Who goes to the seaside? Who with? Do people live differently when they go to the seaside? What is a tourist?	What jobs can people do at the seaside? Jobs at the seaside RNLI/Hotels/Shops/Arcades/ Tourism	What is done to support/stop coastal erosion and people losing homes/houses? Sea wall breakwaters	What happens to the cliffs when the waves and the wind wear them away? Human impact Physical impact	What causes the cliffs to erode?
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Y2 Spring Term	Geographical Skills and Fieldwork	Scale:	Location Space	Place	Cultural understanding and diversity:	Interconnection	Sustainability:	Time Continuity Change:	Earth Systems and Environment
The UK what makes it great									
Books Katie In London Paddington Fieldwork	Compass Directions Map of the UK Thematic maps-population across uk/sparsely populated/heavily populated Digimap -historical images London over time	Which UK country is bigger/smaller? Comparisons of size of each UK country Scotland England	Where is the UKs place in Europe/the world?	What are the British Isles? What is Great Britain? What is the United Kingdom?	What different Cultures/Ethnicities do we have in school? Population Official Languages Major Religions Famous People	Why do so many people live in London? New Delhi? Two cities London/New Delhi Uk/India	What benefits do tourists bring to the places they visit? Jobs Local economy Conservation of the natural environment	What impact has the increase in population had on the landscape? London skyline	

	<p>Rainfall graphs different part of the UK</p> <p>Aerial Photographs</p>	<p>Wales</p> <p>landmass</p>		<p>How are these places similar/different?</p> <p>Capital cities of UK?</p> <p>Physical Features - landmarks</p> <p>Human Features -landmarks</p> <p>Compare London with /New Delhi</p> <p>famous landmarks</p> <p>Climate types</p>	<p>Popular Food</p> <p>Festivals</p> <p>Sheffield/London/New Delhi</p> <p>Population</p> <p>Official Languages</p> <p>Major Religions</p> <p>Famous People</p> <p>Popular Food</p> <p>Festivals</p> <p>Tourism why do people visit London?</p> <p>Does Edinburgh and Cardiff have as many attractions as possible/visitors?</p> <p>New Delhi</p>	<p>Types of employment both countries farming plays large part in the economy</p>		<p>New Delhi</p> <p>Use of terminology</p> <p>Rural-urban</p>	
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<p>Y2 Summer Term</p> <p>Villages Towns Cities and Employment</p> <p>To the other side</p> <p>Boundless Sky</p> <p>Fieldwork Visit to local Business Park</p>	<p>Interviews and questionnaires (simple) Prior Audit where they go to work Data handling Employment graphs - parents Y2 Chapeltown population statistics Observation and Discussion Map Reading Map of uk Identify Uk in the World maps Photographs Videos</p>	<p>How does the scale of workspaces differ In a School/local areas? Fieldwork Visit Chapeltown Shops/Asda Business Park unis</p>	<p>What is a settlement? Features of a settlement</p>	<p>What are the Key Features of a village/ town/city? List the differences and similarities? Nearby towns/cities How are villages the same/different comparisons Bradfield/MUGURAMENO-Africa Where can parents work in Chapeltown? Industry/retail/office</p>	<p>What do workspaces look like in Chapeltown/Ecclesfield (School area) Business Park Chapeltown Centre What types of jobs are done there? What do humans need from a settlement? Shelter Health Education Freedom friends</p>	<p>What employment types are there in the local area? Investigate parent place of work/mode of travel to places of work Identify on a map</p>	<p>How has the business park been made environmentally friendly? Pond area Reclamation of the land</p>	<p>How was the land at the Business Park changed use/land development? Improvements made</p>	
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