

**Woore Primary and Nursery School      Long Term Planning      Class Two**

	Cycle A			Cycle B		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>English</b>	<p>Hansel and Gretel by Anthony Browne</p> <p>Writing narratives - familiar stories</p> <p>Writing about real events - Non Chronological Text - The Tudors</p> <p>The Tin Forest by Helen Ward</p> <p>Writing Poetry - jungle of dreams</p> <p>Writing narratives - stories set in imaginative worlds</p>	<p>Escape from Pompeii by Christina Balit</p> <p>Describe a setting - Pompeii</p> <p>Non-fiction Text - Leaflet - Come to Pompeii</p> <p>The Rainbow Bear by Michael Morpurgo</p> <p>Writing about personal experiences - Diaries - Polar Bear</p> <p>Writing poetry - Theme - I am what I am</p>	<p>Cinderella of the Nile by Beverly Naidoo</p> <p>Describe a character - villain - Three Sisters</p> <p>Writing for different purposes - Instructions - how to make a mummy</p> <p>The Hunter by Paul Geraghty</p> <p>Stories from other cultures</p> <p>Writing poetry - Theme - Animals</p>	<p>The Three Little Wolves and the Big Bad Pig by Eugene Trivizas and Helen Oxenbury</p> <p>Writing narratives - familiar stories</p> <p>Writing about real events - Non Chronological Text (WW2)</p> <p>The Lion and the Unicorn by Shirley Hughes</p> <p>Describe a setting</p> <p>Writing poetry - Haikus/Cinquains War poems</p>	<p>Journey by Aaron Becker</p> <p>Writing narratives - stories set in imaginative worlds</p> <p>Writing about personal experiences - letters and postcards - from a new world</p> <p>The Iron Man by Ted Hughes</p> <p>Describe a character - villain - Space Bat Angel</p> <p>Writing poetry- What Am I? - mystery machines - similes</p>	<p>Arthur and the Golden Rope by Joe Todd Stanton</p> <p>Describe a character - hero - Arthur</p> <p>Narrative - Myths and Legends</p> <p>The Promise by Nicola Davies</p> <p>Non-fiction Text - explanation - how do plants grow?</p> <p>Writing poetry - Concrete Poems - Plants and Trees</p>
<b>Maths</b>	<p>Number Place Value Addition &amp; Subtraction</p>	<p>Multiplication &amp; Division Fractions &amp; Decimals Measurement</p>	<p>Geometry Statistics Consolidation Recap and review</p>	<p>Number Place Value Addition &amp; Subtraction</p>	<p>Multiplication &amp; Division Fractions &amp; Decimals Measurement</p>	<p>Geometry Statistics Consolidation Recap and review</p>
<b>Science</b>	<p>Energy (Y3) Materials (Y3)</p>	<p>Animals including Humans (Y2) Making Connections (Y3)</p>	<p>Plants (Y2) Living Things and their Habitats (Y2)</p>	<p>Materials (Y2) Animals including Humans (Y3)</p>	<p>Living Things and Microhabitats (Y2) Forces, Earth and Space (Y3)</p>	<p>Plants (Y3) Making Connections (Y2)</p>
<b>Computing</b>	<p>E-Safety Online Safety</p> <p>Computer Systems/Networks IT around us.</p>	<p>Creating Media Digital Photography</p> <p>Programming A Robot Algorithms</p>	<p>Data and Information Pictograms</p> <p>Programming B Programming Quizzes</p>	<p>E-Safety Online Safety</p> <p>Computer Systems/Networks Connecting Computers</p>	<p>Creating Media Stop Frame Animation</p> <p>Data and Information Branching Databases</p>	<p>Creating Media Desktop Publishing</p> <p>Programming B Events and actions in programs.</p>

<b>History</b>	<b>British History</b> Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	<b>British History</b> Why did the Romans settle in Britain?	<b>Early Civilisations</b> What did the Ancient Egyptians believe?	<b>British History</b> How hard was it to invade and settle in Britain?	<b>Local History Study</b> How have children's lives changed?	<b>British History</b> Were the Vikings raiders, traders or something else?
<b>Geography</b>	<b>Earthquakes</b>	<b>Europe</b>	<b>Egypt</b>	<b>Map Skills</b>	<b>United Kingdom</b>	<b>Continents-Oceans</b>
<b>Art and Design</b>	<b>Gestural Drawing with Charcoal</b>	<b>Cloth, Thread, Paint</b>	<b>The Art of Display</b>	<b>Storytelling Through Drawing</b>	<b>Exploring Pattern</b>	<b>Sculpture, Structure, Inventiveness &amp; Determination</b>
<b>Design and Technology</b>	<b>Mechanisms</b> Levers & Linkages <i>(Moving History book)</i>	<b>Cooking &amp; Nutrition</b> Healthy & Varied Diet <i>(Sandwiches, Wraps, Toasties)</i>	<b>Structures</b> Shell Structures <i>(Packaging for Egyptian treasures)</i>	<b>Textiles</b> 2D Shape to 3D Product <i>(Beach bag)</i>	<b>Cooking &amp; Nutrition</b> Healthy & Varied Diet (including cooking & nutrition requirements for KS1 &2) <i>(Sea Food-Fish Dish)</i>	<b>Mechanisms</b> Pneumatics <i>(Mighty Mascots)</i>
<b>Religious Education (Shropshire Agreed Syllabus)</b>	1.6 Who is a Muslim and how do they live? (Part 1)  1.3 Why does Christmas matter to Christians?  Hanukkah Christmas	1.6 Who is a Muslim and how do they live? (Part 2)  1.5 Why does Easter matter to Christians?  Ramadan Easter	L2.10 How do Festivals and Family Life show what matters to Jewish People?  L2.8 What does it mean to be a Hindu in Britain today? (Dharma)	1.4 What is the 'good news' Christians believe Jesus brings?  L2.2 What is it like for someone to follow God?  Christmas	L2.9 How do Festivals and worship show what matters to a Muslim?  1.8 What makes some places sacred to believers? (C, M)  Eid ul-Fitr Easter	L2.4 What kind of world did Jesus want?  L2.12 How and why do people try to make the world a better place? (C, M/J, NR)  Divali
<b>Physical Education</b>	<b>Swimming</b>  <b>Gymnastics</b>	<b>Dance</b>  <b>Badminton</b>	<b>Cricket</b>  <b>Athletics</b>	<b>Swimming</b>  <b>Hockey</b>	<b>Dance</b>  <b>Alternative Sports</b>	<b>Athletics</b>  <b>Football</b>
<b>Music</b>	<b>Grimm Tales</b>  <b>Christmas Melodies</b>	<b>Space Odysseys</b>  <b>Performing Accurately</b>	<b>Walk Like an Egyptian</b>  <b>Celebration Songs</b>	<b>Swing Music</b>  <b>Carnival of the Animals</b>	<b>Folk Songs</b>  <b>Sea Melodies</b>	<b>Vikings Attack</b>  <b>Celebration Songs</b>
<b>French</b>	Phonetics  I am learning French	Animals  Musical Instruments	Little Red Riding Hood  I can	Phonetics  Presenting myself	The Tudors  Family	At the café  The Classroom
<b>PSHE/RSE</b>	<b>Keeping/Staying Healthy</b>	<b>Being Responsible</b>	<b>Relationships/Growing and Changing</b>	<b>Keeping/Staying Safe</b>	<b>Computer Safety</b>	<b>Relationships/Growing and Changing</b>

	<b>Fire Safety</b> <b>NSPCC PANTS</b>	<b>Feelings and Emotions</b>	<b>Our World</b>	<b>NSPCC PANTS</b> <b>Feelings and Emotions</b>	<b>Hazard Watch</b>	<b>A World Without Judgement</b>
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	Alternate Cycle		
	Autumn	Spring	Summer
<b>English</b>	<b>Little Red Riding Hood</b>  <b>Revolting Rhymes</b> <b>By Roald Dahl</b>  Writing narratives - familiar stories  Writing about real events - Non Chronological Text - The Tudors  <b>Lob</b> <b>by Linda Newberry</b>  Writing Poetry - imaginary friends  Writing narratives - stories with imaginary characters	Stories from other cultures  <b>Tales from India</b> <b>By Bali Rai</b>  Describe a setting -  Non-fiction Text - Leaflet  Writing poetry - Theme - I am what I am  Writing for different purposes - Instructions - soup recipes	<b>Coming to England</b> <b>By Floella Benjamin</b>  Writing about personal experiences - Diaries  Describing settings - comparison  <b>Madeline</b> <b>By Ludwig Bemelmans</b>  <b>A Walk in Paris</b> <b>By Salvatore Rubbino</b>  Writing poetry - Theme - cities  Adventure Story - Lost in Paris
<b>Maths</b>	Number Place Value Addition & Subtraction	Multiplication & Division Fractions & Decimals Measurement	Geometry Statistics Consolidation Recap and review
<b>Science</b>	<b>Light Year 3</b>  Light and Shadow  <b>Rocks</b>  Rocks, Fossils and Soils	<b>Animals including Humans</b> <b>Year 2</b>  <b>Plants</b>  How plants grow/growing plants	<b>Sounds</b>  Changing sound  <b>Living Things and their Habitats</b> <b>Year 2 and 3</b>
<b>Computing</b>	Computing systems and networks - IT around us	Programming - Robot algorithms	Creating media - Digital music

	Creating media - Stop Frame Animation	Data and information - Branching databases	Programming - Events and actions in programs
History	<b>Stone Age to Iron Age</b>  Skara Brae	<b>Early Civilisations</b>  The Indus Valley	<b>UK after 1066</b>  The British Empire
Geography	<b>Locational Knowledge</b>  Continents and 5 oceans - Pacific Ocean	<b>Geographical Skills &amp; Fieldwork</b>  Locality - Village (land use)	<b>Place Knowledge</b>  France and comparison to the UK
Art and Design	<b>Working with Shape and Colour</b>  "Painting with Scissors": Collage and stencil in response to looking at artwork.	<b>Exploring the World Through Mono Print</b>  Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership.	<b>Telling Stories Through Drawing &amp; Making</b>  Explore how artists are inspired by other art forms - in this case how we make sculpture inspired by literature and film
Design and Technology	<b>Mechanisms</b>  Levers & Linkages  ( <i>Moving History book</i> )	<b>Cooking &amp; Nutrition</b>  Healthy & Varied Diet  ( <i>Soups</i> )	<b>Structures</b>  Shell Structures  ( <i>Packaging for Egyptian treasures</i> )
Religious Education (Shropshire Agreed Syllabus)	1.6 Who is a Muslim and how do they live? (Part 1)  1.3 Why does Christmas matter to Christians?  Hanukkah Christmas	1.6 Who is a Muslim and how do they live? (Part 2)  1.5 Why does Easter matter to Christians?  Ramadan Easter	L2.10 How do Festivals and Family Life show what matters to Jewish People?  L2.8 What does it mean to be a Hindu in Britain today? (Dharma)
Physical Education	Tag Rugby  Gymnastics	Dance  Swimming	Cricket  Athletics

<b>Music</b>	<b>Grimm Tales</b> <b>Christmas Melodies</b>	<b>Space Odysseys</b> <b>Performing Accurately</b>	<b>Walk Like an Egyptian</b> <b>Celebration Songs</b>
<b>French</b>	<b>Phonetics</b> <b>I am learning French</b>	<b>Animals</b> <b>Musical Instruments</b>	<b>Little Red Riding Hood</b> <b>I can</b>
<b>PSHE/RSE</b>	<b>Keeping/Staying Healthy</b> <b>Fire Safety</b> <b>NSPCC PANTS</b>	<b>Being Responsible</b> <b>Feelings and Emotions</b>	<b>Relationships/Growing and Changing</b> <b>Our World</b>

Computing (objectives to be taught across the curriculum)

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
  - use sequence, selection, and repetition in programs; work with variables and various forms of input and output
  - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
  - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
  - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.