



King Edward Primary School Long Term Plan Year Two

Subject	Term One	Term Two	Term Three
Theme	Staying Alive	We Built this City	Wonderful World
Hook/Wow moments			
Significant people studied	Pablo Picasso—artist Florence Nightingale—nurse Mary Seacole—black nurse	Michelle Reader—local artist Karl Benz	Andy Wahol—artist Nicola Adams—Boxer Vivaldi
Places visited/visitors coming in	Rev Pippa visit (Harvest)	Crich tramway museum Rev Pippa visit Michelle Reader (visitors)	Perlethorpe residential Synagogue visit
Other enrichment activities	Sit by a campfire Write a letter and send it Make a sandwich Make bird feeders		
English	Key Texts - Reading		
	Whole school book: The Barnabus Project - intro reading skills. Narrative: Diary of a killer cat. Non-fiction: The Life of Florence Nightingale by Liz Gogerly or Florence Nightingale – Lucy Lethbridge Non-fiction: Great Women Who Changed The World by Kate Pankhurst (section about Mary Seacole) Poetry: The Windrush Child Poetry: The Jolly Christmas Postman	Narrative: Mr Majeika Narrative: The Ghost Teacher <i>Non-fiction: Inventor linked to the topic. – George Stevenson</i> Poetry: The Lost Property Office By Roger McGough	Narrative: George's Marvellous Medicine The giraffe, the Pelly and me. Non-fiction: It Starts With a Seed – Laura Knowles
	Writing Genres		
	1. Whole school text: <u>Punctuation and Grammar to be taught:</u> Capital letters for proper nouns and I Full stops, simple sentences, conjunction 'and' Commas in a list and expanded nouns phrases	1. Narrative - The Building Boy (adventure) (JC) <u>Punctuation and Grammar to be taught:</u> Sentence types using exclamation marks and question marks, comparatives 2. Narrative - The Crows Tale (fable) (JC)	1. Narrative: Little Red Reading Hood (JC) outcome to be a setting description. <u>Punctuation and Grammar to be taught:</u> Apostrophe for possession and speech



King Edward Primary School Long Term Plan Year Two

	<p>2. Non-fiction: Instructions text – How to make a birdfeeder <u>Punctuation and Grammar to be taught:</u> Commas to list nouns and commands</p> <p>3. Non-fiction: Recount – Mary Seacole (Little Leaders, Bold Women in Black History, Hoorah for Mary Seacole) <u>Punctuation and Grammar to be taught:</u> Co-ordinating conjunctions ‘and, or, but’</p> <p>4. Narrative – My Christmas Star (JC) My Christmas Star by The BBC, http://bit.ly/2q1sOPk <u>Punctuation and Grammar to be taught:</u> Subordinating conjunctions ‘when, because’</p>	<p><u>Punctuation and Grammar to be taught:</u> Forming the past tense by adding -ed Forming the progressive form by adding -ing</p> <p>3. Non-Fiction - Persuasive - The Day the Crayons Quit <u>Punctuation and Grammar to be taught:</u> Past tense sentences adding -ed and present and progressive tense by adding -ing</p> <p>4. Poetry – Riddles <u>Punctuation and Grammar to be taught:</u> Comparatives by adding -er Comparatives by adding -est Forming adjectives by adding -ful and -less Recap: Noun phrases listed with a comma, co-ordinating and subordinating conjunctions ‘because’</p>	<p>2. Non-Fiction: Non-chronological report – Travel brochure <u>Punctuation and Grammar to be taught:</u> Affixing patterns word recap -ing and -ed</p> <p>3. Non-fiction – Explanation text all about being in Year 2. <u>Punctuation and Grammar to be taught:</u> Compound sentences Commas in a list</p>
Maths	Place Value Addition and Subtraction Money Multiplication and Division	Multiplication and Division Statistics Properties of Shapes Fractions	Length and Height Position and Direction Time Capacity and Temperature
Science	National Curriculum Objectives		
	<p><u>Animals including Humans</u></p> <p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p><u>Use of Everyday Materials</u></p> <p>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>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p><u>Plants</u></p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p><u>Living Things and their Habitats</u></p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Identify that most living things live in habitats to</p>



King Edward Primary School Long Term Plan Year Two

			<p>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>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>
	Factual Knowledge		
	<p>To know the basic life stages of an animal</p> <p>To know the basic needs of animals (and humans)</p> <p>To know and explain what reproduction is.</p> <p>To know why exercise, a balanced diet and good hygiene are important for humans</p>	<p>To know the properties of materials</p> <p>To know what these materials could be used for – metal, glass, wood, plastic, rubber, brick, paper, cardboard.</p>	<p><u>Plants</u></p> <p>To know and explain the life cycle of a plant</p> <p>To know that plants need correct amount of water, nutrients, light and temperature to survive</p> <p>To know that plants need space and time to survive</p> <p><u>Living things and their habitats</u></p> <p>The characteristics of living things are - movement, respiration, growth, reproduction.</p> <p>To know that a habitat is a home environment for animals and plants.</p> <p>To know an example of a simple food chains</p>
	Knowledge Progression		
	<p>Know that sorting and grouping by features and characteristics can be refined to give more accurate and detailed identification (for example, tree/oak tree/deciduous)</p> <p>Know that animals go through different life stages</p>	<p>Know the effects and what affects the changing world using physical and abstract exploration</p> <p>Know that materials can change physically when subjected to force</p>	<p>Know that a light source is needed for life on earth</p> <p>Know that plants begin their life in different forms</p>
	Vocabulary		
	<p>Reproduce/reproduction, offspring, birth, growth, oxygen,</p>	<p>bending, twisting, stretching, squashing</p>	<p><u>Plants</u></p> <p>Deciduous, evergreen, germination, embryo, seed coat</p> <p><u>Living things and their habitats</u></p> <p>Habitat (recap), movement, respiration, growth, reproduction, herbivores, omnivores, carnivores</p>
Skills			



King Edward Primary School Long Term Plan Year Two

	<u>Animals including Humans</u> Observe closely, using simple equipment Gather and record data to help in answering questions Perform simple tests Identify and classify	<u>Everyday Materials</u> Use their observations and ideas to suggest answers to questions Gather and record data to help in answering questions	<u>Plants</u> Use their observations and ideas to suggest answers to questions Observe closely Perform and Set up a test using simple equipment Gather and record data to help in answering questions <u>Living Things and their habitats</u> Identify and classify Observe closely using simple equipment Gather and record data to help in answering questions
	Investigations		
	<u>Animals including Humans</u> Investigations: Do bananas (any fruit for that day) make us run faster? (Make sure the children run and gather data before they have their snack at playtime) Type of Enquiry: Comparative test Scientific Skill: Communicating results Investigations: Which offspring belongs to which animal? Type of Enquiry: Identify and Classify Scientific Skill: Observing Investigations: How much food and drink do I have over a week? Observation over time (Food journal)	<u>Everyday Materials</u> Investigations: Which material would be best for the roof of the little pig's house? Type of Enquiry: Comparative Test Scientific Skill: Making Predictions Investigations: Which materials can change shape? Type of Enquiry: Comparative test Scientific Skill: Communicating results	<u>Plants</u> Investigations: Do bigger seeds grow into bigger plants? Lettuce seed, sunflower seeds, acorn, tulips, cherry tree, apple seed (variety of seed sizes producing various size trees) Type of Enquiry: Research & noticing patterns Scientific Skill: making predictions Investigations: What happens to my bean after I have planted it? Type of Enquiry: observation over time Scientific Skill: record data (height of plant every day) <u>Living things and their habitats</u>



King Edward Primary School Long Term Plan Year Two

			Investigations: What minibeasts can I find in different habitats Type of Enquiry: Identifying and classifying Scientific Skill: observing and measuring & recording data
History	National Curriculum Objectives		
	<u>Florence Nightingale</u> The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods Florence Nightingale and Mary Seacole focus	<u>Transport</u> Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life	
	Factual Knowledge		
	Florence Nightingale was named Florence after the place she was born (in Italy) but lived in England, including in Derbyshire. Florence Nightingale was a nurse who saved the lives of many soldiers. Florence became known as the Lady with the Lamp. Florence won lots of awards. Mary Seacole went to a battlefield to help soldiers and looked after them in her 'hotel'. Mary and her two mules would go right onto the battlefield to help the soldiers.	Transport has changed a lot throughout history. The penny-farthing was a bicycle. Karl Benz invented the first petrol engine car. The Wright brothers were the first people to successfully fly in a plane. The development of transport has had impact on the world around To know that Raleigh is a cycle company based in Nottingham	
	Knowledge Progression		
	Know that one working timeline can be used to show where all events and people studied have occurred and lived. Know that periods in time have similarities and differences to the present time and that helps people make connections between their own lives and the past.	Know the difference between artefacts from 'then' and 'now'. Know that open questions elicit deeper responses. Know that change can lead to improvements and developments	



King Edward Primary School Long Term Plan Year Two

	<p>Know that books and the internet can be used to research specific questions.</p> <p>Know a wide range of sources that can be used to effectively learn about the past</p> <p>Know that there can be more than one cause for a consequence</p> <p>Know examples of similarities and differences when learning about objects and jobs from the past</p> <p>Know why historically significant people and events were important</p> <p>Know that fiction and non-fiction texts can provide useful perspectives into the past.</p>	<p>Know that improvements and inventions happen in history when figures persevere.</p>	
	Vocabulary		
	<p>Lady of the Lamp, mule, nurse, patient, soldier cause, change, conditions, improvement</p>	<p>bicycle, engine, penny-farthing, transport, improvement, invent, rich and poor</p>	
	Skills		
	<p>Use common words and phrases relating to the passing of time - before, after, a long time ago, old, new, now, then, past, present, future, older, newer</p> <p>Recognise some actions of people in the past and the consequences.</p> <p>Investigate the life of significant individuals in history</p> <p>Identify ways we can find out about the past.</p> <p>Discuss the reliability of pictures and photographs Use a wider range of sources such as pictures, photographs stories, artefacts, reference books, websites, visits and visitors to find out about the past.</p> <p>Raise simple questions about the past</p> <p>Compare pictures/ photographs of people or events in the past</p>	<p>Sequence artefacts/objects</p> <p>Use common words and phrases relating to the passing of time - before, after, a long time ago, old, new, now, then, past, present, future, older, newer</p> <p>Recognise some differences between ways of life at different times</p> <p>Investigate important events from the past which are beyond living memory</p> <p>Use a wider range of sources such as pictures, photographs stories, artefacts, reference books, websites, visits and visitors to find out about the past.</p> <p>Answer given questions using simple observation of historical sources</p> <p>Use some historical terms and vocabulary</p>	



King Edward Primary School Long Term Plan Year Two

Geography	National Curriculum Objectives		
	<u>Comparing UK to Jamaica</u>	<u>Local Area</u>	<u>The continents and oceans</u>
	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Use world maps, atlases and globes to identify continents and oceans studied at this key stage</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>
	Factual Knowledge		
	<p>To know there are hot and cold countries in the world.</p> <p>Jamaica is 7,352km from the UK and it takes approximately 8 hours to fly.</p> <p>Jamaica is hot and Mansfield is mild.</p> <p>Each area has different physical features such as, cliff, beach, coast, sea, and ocean.</p>	<p>A compass is a device that shows directions.</p> <p>A compass shows north, south, west, and east.</p> <p>Maps and photographs show landmarks.</p> <p>Key features, make up our local area and school grounds.</p>	<p>An atlas/globe shows us the whole world.</p> <p>A continent is a large solid area of land.</p> <p>The world is made up of 7 continents and 5 oceans.</p> <p>We live in Europe.</p> <p>I know where the equator is and the climate surrounding it.</p>
	Knowledge Progression		
	<p>To know that the world's countries belong to continents.</p> <p>To know that places from different continents may be similar or different from where I live.</p>	<p>To know that a map is an ariel perspective of an area with symbols representing features.</p> <p>To know that a symbol is a pictorial representation of a real-life object.</p>	<p>To know that maps, atlases, globes, and ariel photos can be used to identify places.</p> <p>To know that the world's countries belong to continents.</p>



King Edward Primary School Long Term Plan Year Two

		To know that different instruments can give more specific directions e.g. A compass using north, south, east, west.	Know that these continents are surrounded by oceans and know the names of these. To know that a location's seasons and weather can be influenced by its location in relation to the equator.
	Vocabulary		
	Hot, Mild , Physical, Cliff, Beach, Coast, Sea, ocean, temperate, tropical, climate	North, South, East, West , aerial, photograph, feature, local, compass	Continent, Europe , Asia, Africa, North America, South America, Antarctica, Australia, Arctic Ocean. , Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean, equator, North Pole, South Pole
	Skills		
	<p>Explore a simple map and atlas locate and label specific places including.</p> <p>Compare a small area of the United Kingdom and a small area in a contrasting non-European country by:</p> <ul style="list-style-type: none"> - Looking at their geographical location - Studying their human and physical features <p>Identify and use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> - Key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation, season, and weather. - Key human features including city, town, village, factory, farm, house, office, port, harbour, and shop <p>Use a range of aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>Explore a simple map</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map including:</p> <ul style="list-style-type: none"> - North, South, East, West - Right, Left, Near, Far <p>Devise a simple map, and use construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Explore a simple map and atlas locate and label specific places including:</p> <ul style="list-style-type: none"> - A world map and the seven continents <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>
Art	National Curriculum Objectives		



King Edward Primary School Long Term Plan Year Two

	<p>Key stage 1 Pupils should be taught:</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 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 		
	Drawing (Picasso) – Portraits. Linking with animals including human's science work.	Sculpture – Michelle Reader Artist Study – Nottinghamshire based Artist	Andy Warhol – Artist Study Painting
	Factual Knowledge		
	<p>Picasso was a Spanish painter know for his abstract art</p> <p>To know that a portrait is a piece of artwork of just the face or head and shoulders.</p> <p>To know that you should apply strokes in one direction when drawing/colouring.</p>	<p>To know that Michelle Reader makes sculptures out of recycled materials.</p> <p>To know that material can be joined together in different ways</p>	<p>To know that Andy Warhol was an American artist famous for creating Pop Art.</p> <p>To know that mixing all the secondary colours will give you brown.</p> <p>To know the differences between watercolour and poster paint and when you might use each one.</p>
	Knowledge progression		
	Know that artwork can be similar or different to the work of a well-known artist.	<p>Know that a range of different material can be joined to create a sculpture.</p> <p>To know that detail can be added using different materials and media</p>	<p>Know that primary colours can be mixed to create secondary colours.</p> <p>Know that paint can be mixed to create different shades.</p>
	Vocabulary		
	Pressure, Layering, Line (curved, straight), Circle, Spiral portraits	Recycled, Construct, Detail, Overlapping, Designer, Design	Designer, Design, Smooth, Sponge, Secondary colours
	Skills		
	Can push down to make bold and strong lines and apply less pressure to make soft lines with increasing accuracy	<p>Experiment with, construct and join recycled, materials.</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>Use a paint brush to: dab, smooth, sponge,</p> <p>Mix a range of secondary colours, shades and tones.</p>



King Edward Primary School Long Term Plan Year Two

	<p>Draw for a sustained period of time including from real objects.</p> <p>Experiment with the visual elements; line, shape, pattern.</p>		<p>Name different types of paint and their properties.</p>
DT	National Curriculum Objectives		
	<p><u>Food and Nutrition</u> <u>My Healthy Sandwich</u></p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><u>Make</u></p> <p>Select from and use a range of tools, equipment, materials and components to perform practical tasks.</p> <p><u>Evaluate</u></p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p>	
	Factual Knowledge		
	<p><u>My Healthy Sandwich</u></p> <p>I know that all food needs to be prepared safely and hygienically.</p> <p>I know the different techniques that can be used to prepare a sandwich.</p>	<p><u>Design a working vehicle</u></p> <p>I can identify the key features of a range of vehicles</p> <p>I can identify the wheels, axle, chassis and body of a vehicle</p> <p>I know that there are two ways to attach wheels to an axle</p>	<p><u>Puppets - Textiles</u></p> <p>To know that textiles need to be joined together to make a product.</p> <p>To know how to join textiles together.</p> <p>I know that there are many different textiles to use.</p>
	Knowledge Progression		
	<p>Begin to develop their design ideas through discussion, observation and drawing.</p> <p>Identify a purpose for what they intend to design and make.</p> <p>To know what a design evaluation is</p> <p><u>Technical knowledge</u></p> <p>To know how to prepare simple dishes safely and hygienically, without using a heat source</p>	<p><u>Wheels and axles Technical knowledge</u></p> <p>To know what wheels, axles and axle holders are</p> <p>To know the difference between fixed and free moving axles</p> <p>To know simple methods to fix wheels and axles to a product</p> <p>To know the names of some simple tools and their purpose</p>	<p><u>Technical knowledge</u></p> <p>To know why designers use templates</p> <p>To know how to use simple stitch techniques</p> <p>To know which finishing technique to use depending upon the required effect</p> <p>To know how to follow relevant health and safety protocols</p>



King Edward Primary School Long Term Plan Year Two

	To know how to use techniques such as cutting, peeling and grating with greater confidence and independency		
	Vocabulary		
	Slice, Grate , Spread , Chop, knife, filling, Ingredients , Hygiene	Axle , chassis, body, wheel , vehicle	Measure , Textiles , Product, Join , Fabric, Material, Needle , Thread, Design, Template, Evaluate
	Skills		
	Explain hygiene and keep a hygienic workplace Cut, peel and grate with increasing confidence	*begin to understand how to use wheels and axles	Measure textiles Join textiles together to make a product and explain how it was made Carefully cut textiles to produce accurate pieces Shape textiles using templates. Join textiles using running stitch. To evaluate a product based on design
Music	National Curriculum Objectives		
	Use their voices expressively and creatively by singing songs and speaking chants and rhymes (Florence Nightingale song) Listen with concentration and understanding to a range of high-quality live and recorded music – respond to music Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Experiment with, create, select and combine sounds using the inter-related dimensions of music. Use of voice and instruments to create soundscapes to recreate sounds of transport (if chosen as part of history)	Listen with concentration and understanding to a range of high-quality live and recorded music Play tuned and untuned instruments musically
	Singing Listening & Appraising	Composition - soundscape Listening & Appraising	Playing instrument – untuned percussion Listening & Appraising
	Factual Knowledge		
	Pitch is how high or low a note is Dynamics are loud or quiet A melody is a repetition of musical patterns.	The pulse is the heartbeat to the song Rhythm is a pattern of long and short sounds. Stick notation is a way to write down rhythms, showing fast and slow patterns	Vivaldi was a composer from Italy in the 1600's. An orchestra is made up of 4 types of instruments, woodwind, brass, percussion and strings.



King Edward Primary School Long Term Plan Year Two

	You need to stand with your feet slightly apart, a straight back and your hands by your side to show you are ready to sing.		Our voices and bodies can be used to make different sounds. The size of a stringed instrument affects the pitch. Big is low, little is high. Instruments can be played in different ways to make different sounds eg a violin can be plucked or bowed.
	Knowledge Progression		
	<ul style="list-style-type: none"> To know that unison is everyone singing at the same time To know why we need to warm up our voices To know that songs can include other ways of using the voice (rapping) <ul style="list-style-type: none"> To know some songs have a chorus To know songs have a musical style Performance is sharing music with an audience The audience can include friends and family A performance can be a special occasion 	<ul style="list-style-type: none"> To know composing is like writing a story but with music Compositions can be changed Compositions can be written down 	<ul style="list-style-type: none"> To know the names of untuned percussion instruments played in class.
	Vocabulary		
	pitch, melody, expression, dynamics	soundscape, pulse, rhythm, stick notation	orchestra, brass, woodwind, percussion, strings
	Skills		
	<p>Use voices expressively and creatively. To sing with the sense of shape of the melody</p> <p>To think about others while performing</p> <p>To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.</p>	<p>To create and choose sounds for a specific effect.</p> <p>To perform rhythmical patterns and accompaniments, keeping a steady pulse.</p> <p>To begin to explore and choose and order sounds (using the inter-related dimensions of music).</p>	<p>To perform rhythmical patterns and accompaniments, keeping a steady pulse.</p> <p>Repeat short rhythmic and melodic patterns</p> <p>To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.</p>



King Edward Primary School Long Term Plan Year Two

	<p>Talk to children about what the pulse is, can they clap along to the pulse</p> <p>Work through learning the song, focussing on creating a beautiful sound using breath and expression.</p>	<p>To identify and recognise repeated patterns and follow a wider range of musical instructions</p> <p>To confidently represent sounds with a range of symbols, shapes or marks.</p> <p>To understand how musical elements create different moods and effects.</p>	<p>To respond to different moods in music and explain thinking about changes in sound.</p> <p>To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.</p>
Computing	National Curriculum Objectives		
	Use technology purposefully to create, and retrieve digital content	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Use technology purposefully to create and organise digital content</p>	<p>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</p> <p>Use technology purposefully to manipulate digital content</p>
	Factual Knowledge		
	<p><u>Digital Literacy</u></p> <p>Know what bullying is, that it can occur online and what this can involve.</p> <p>I know what to do if I am being bullied online.</p> <p>Know the difference between things that are made up and things that are true.</p>	<p><u>Coding – Introduced through Beebot app and followed by code.org</u></p> <p>Know that programs work by following precise and clear instructions</p> <p>Know why passwords are important.</p>	<p><u>Creating a presentation about learnt and researched information – PowerPoint (laptops)</u></p> <p><u>Create digital pop art</u></p> <p>Know how information can be displayed in a presentation</p> <p>Know how to make a capital letter when typing.</p> <p>Know the meanings of: copy, paste and cut.</p> <p>Know how to navigate simple webpages to get to the information that I need (home, forward etc)</p> <p>Know how to take and edit photos</p>



King Edward Primary School Long Term Plan Year Two

	Knowledge Progression		
	Know what bullying online may look like. know that you can ask for help if one feels that they are being bullied online.	Know that algorithms can be used on digital devices (e.g. to program a sprite within an app).	Know that to accurately represent the correct structures of written text, buttons must be used in a correct order or a correct number of times (using Caps Lock and Shift to create capital letters and that the space bar should only be pressed once between each word). Know that filters can add affects and change the look of existing digital images
	Vocabulary		
	Bullying , help online, trust, truth Worried , effect , image	algorithm, debug/debugging , input, sprite, password, sign in , app , touch screen	Information , internet, search, bold, copy, cut, italics, keyboard, paste, shift , space bar , underline
	Skills		
	I can give examples of bullying behaviour and how it could look online I can explain why some information online may not be true I can discuss how someone can get help about being bullied online, including using a helpline if something makes them feel sad, uncomfortable worried or frightened	I can implement simple algorithms on digital devices I can create a simple program to perform a task I can debug algorithms I can independently log into a device, programme or app which requires me to sign in (e.g. using a set a password/code)	I can create & begin to edit presentation documents & text, experimenting with fonts, size, colour, alignment for emphasis & effect I can use keywords in search engines I can begin to use more complex keys correctly, such as the space bar only once between words and caps lock/shift where capital letters are needed I can select text and make simple changes including bold, italic and underlined I can copy and paste images and text
RE	<u>Celebrations and festivals:</u> Harvest (1.1/ 3.1) To be taught Autumn 1	<u>Locally Agreed Syllabus Units:</u> <u>Belonging:</u> What does it mean to belong? 2.3 To be taught Spring 1	<u>Locally Agreed Syllabus Units:</u> <u>Believing:</u> Jewish Creation 2.2 To be taught Summer 1
	<u>Factual Knowledge</u>	<u>Factual Knowledge</u>	<u>Factual Knowledge</u>



King Edward Primary School Long Term Plan Year Two

	<ul style="list-style-type: none"> Christians express their thanks through hymns. Christians want to say thank you to God at harvest time. Christians believe the story of how Jesus fed 5,000 people with the five loaves and two fish was a miracle. 	<p><i>Key Question</i> - What does it mean to belong? What is it like to belong to the Christian religion in Nottinghamshire today?</p> <ul style="list-style-type: none"> Belonging means feeling included in a group. You belong in your family; each member has a role. You may belong to other parts of the community Christian people often show they belong by having their baby christened. People who believe in God belong to a religious family. 	<p><i>Key Question</i> – What do Jewish people believe about God, creation, humanity and the natural world? What are some ways Jewish people show their beliefs and how they belong?</p> <ul style="list-style-type: none"> Jewish people write G-d to avoid being disrespectful. Jewish people believe G-d created the world. Jewish people rest on the 7th day known as Shabbat. Shabbat starts each week on a Friday evening and ends on a Saturday evening. Abraham is the father of the Jewish people.
	<p>Vocabulary</p> <p>Bible, Christian, grateful, hymns, harvest, charity, miracle, share, thankful</p>	<p>Vocabulary</p> <p>Christian, church, symbol, belonging, christening, community.</p>	<p>Vocabulary</p> <p>Jewish, Judaism, synagogue, Torah, Shabbat, creation story, worship, sacred.</p>
	<p>Knowledge Progression</p>		
	<p>Know that people's lives can be shaped by their beliefs and world views.</p>		
	<p><u>Celebrations and festivals:</u></p> <p>Christmas (1.1/3:1)</p> <p>To be taught Autumn 2</p>	<p><u>Locally Agreed Syllabus Units:</u></p> <p><u>Story:</u></p> <p>How and why are some stories important in religions?</p> <p>The Torah and the Bible 2.4</p> <p>To be taught Spring 2</p>	<p><u>Locally Agreed Syllabus Units:</u></p> <p><u>Leaders:</u></p> <p>What makes some people inspiring to others?</p> <p>Moses and Saint Peter 2.1</p> <p>To be taught Summer 2</p>
	<p>Factual Knowledge</p> <ul style="list-style-type: none"> On each of the four Sundays of Advent, a new candle is lit on the Advent wreath and prayers are said. Christians believe Jesus is a very important person. Gold, Frankincense and Myrrh were very expensive gifts and usually given to kings. 	<p>Factual Knowledge</p> <p><i>Key Question</i> – How and why are some stories important in religions? What can we learn from these stories from the Torah and the Bible?</p> <ul style="list-style-type: none"> Jewish stories can be found in the Torah and the old testament of the Bible The Bible is split into the Old Testament and New Testament. Christians believe Jesus performed miracles. Many of the stories give guidance to Jewish and Christian people on how to live. 	<p>Factual Knowledge</p> <p><i>Key Question</i> – What makes some people inspiring to others? Moses and Saint Peter.</p> <ul style="list-style-type: none"> A leader is someone who can inspire or motivate you. Christians believe Jesus was a leader. Jewish people believe Moses was a great leader. St Peter was a fisherman who became one of Jesus' apostles



King Edward Primary School Long Term Plan Year Two

	<ul style="list-style-type: none"> Christmas is a joyful time for many people. 		<ul style="list-style-type: none"> Stories about Jewish leaders guide Jewish people to trust in G-d. Stories about leaders guide Jewish and Christian people on how to live their lives.
	Vocabulary Advent, angel, candle, card, celebration, Christmas, Christian, Christingle, gift.	Vocabulary Christian, Jewish, Torah, Bible, courage, forgiving, God, Creator, miracle.	Vocabulary Christian, Jewish, leader, Moses, Jesus, St Peter, apostle
	Knowledge Progression		
		Know that there are sacred texts and other sources which are important in religions and that these can be used for worship and prayer.	Know that there are similar and different viewpoints, and questions about what can be seen as right and wrong.
RHSE	Talking Points: Recap Y1 consent unit Why should I exercise? What if I don't like vegetables? Are medicines always good? Can I stop myself getting ill? What does angry feel like? How do I make you feel?	Talking Points: Is it right or wrong? How can I compromise? What are rights and responsibilities? How do I contribute? How can I save our planet? Where could my money come from?	Talking Points: Do I know my money? What does private really mean? Who can I trust? Should I keep a secret? Am I safe online? What should I aim for? RSE To introduce the concept of gender stereotypes To identify the difference between male and female babies To understand the difference between males and females and how this is part of a lifecycle To be able to identify and name different parts of the body
	Knowledge Progression		
	Know that exercise and a healthy diet are good for my physical and mental health. Know that there are things I can do to help me when I feel poorly and to help prevent me being poorly. Know that my actions affect others.	Know that worries can be shared	Know that some things are private Know how my body feels if I feel angry
PE	Fundamentals	Sending and receiving	Net & Wall



King Edward Primary School Long Term Plan Year Two

	<p>(Year 2 Unit)</p> <p>Dance *Specialist dance coach based around topic theme</p> <p>Fitness (Year 1/2 Unit)</p> <p>Gymnastics (Year 2 unit)</p>	<p>(Year 1/2 unit)</p> <p>Invasion Games (Year 1/2 unit)</p> <p>Ball Skills (Year 2 unit)</p> <p>Yoga (Year 1/2 unit)</p>	<p>(Year 1/2 unit)</p> <p>Team Building (Year 2 Unit)</p> <p>Athletics (Year 1/2 unit)</p> <p>Striking & Fielding (Year 2 unit)</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------