

Class 2 Long Term Plan Spring Term 2020

Subject	Learning Hook	Context	Prior Learning
History	Investigate and interpret the past Build an overview of world history Understand chronology Communicate historically	<u>Leading Ladies:</u> This unit of work will teach the children about the influential nurses Florence Nightingale and Mary Seacole. It asks children to establish what makes a person significant, explores and compares the lives and work of these nurses and considers how these individuals have influenced nursing today.	Victorian toys (EYFS) Travel – artefacts / Victorian (Y1/2) Victorian holidays – Y1 Industrial revolution/ local area study
Geography	Investigate patterns Communicate geographically	<u>Our School:</u> This 'Our School' unit will teach children about the world, starting with their immediate environment and building on the firm foundations from the Early Years Foundation Stage. Children will explore their school environment using first-hand observation and experience to enhance their awareness along with essential map skills and fieldwork.	local area – Y1 wonderful world – continents and oceans – Y1/2
Design and Technology	Master practical skills Design, make, evaluate and improve Take inspiration from design throughout history	<u>Designing a lunchbox/ medical box for Florence Nightingale</u> This unit of work gives children the opportunity to develop their understanding of structures. The exploration of different types of lunch boxes gives children the experience and information to draw on when developing their own ideas. The children create their ideas following the design criteria, given at the beginning of the project, and go on to create models from reclaimed materials. Children gain a basic understanding of how structures can be made stronger, stiffer and more stable. At the end of the unit, children test their product and suggest further improvements.	Wheels and axels – Y1/2 Moving pictures (KS1) Canal boats (KS1)
Art and Design	Develop ideas Master techniques Take inspiration from the greats	<u>Portraits:</u> This Portraits unit will teach your class about portraits, and use of different materials and techniques when making their own. The children will also have the opportunity to explore the work of Pablo Picasso, Paul Klee, Henri Matisse and Andy Warhol, and create artwork inspired by them.	Describe the work of notable artists, artisans and designers: Monet – Y1 Colour chaos (colour for emotions) – Y1/2
Religious Education	Understand beliefs and teachings Understand practices and lifestyles Understand how beliefs are conveyed Reflect Understand values	The children will have the opportunity to discuss and explore the follow questions in detail: <ul style="list-style-type: none"> • Was it always easy for Jesus to show friendship? Thinking about what people can learn from religious traditions. • Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Thinking about whether people should follow religious leaders and teachings and discussing whether symbols are better than words at expressing religious beliefs. 	Is it true that Jesus came back to life again? – Y1

Physical Education	Develop practical skills in order to participate, compete and lead a healthy lifestyle	Gymnastics Dance Games	Gymnastics Dance Games
Music	Perform Describe Transcribe Compose	<u>Animals:</u> Animal movements is linked with pitch to help children develop understanding and recognition of changing pitch. Children interpret and create pitch line notation using both voices and instruments.	Body percussion, Ourselves Travel – using instruments/ voices
Computing	Code Collect Communicate Connect	<u>Y1 – Word processing</u> This Word Processing Skills unit will teach the children basic typing and word processing skills. They will learn how to type with two hands, use the shift, space and enter key properly, and edit work by using the backspace, delete and arrow keys. Children will then go on to learn how to use undo and redo and to select and format text. <u>Y2 – Presentation skills</u> This unit focuses on important computer skills needed for safe and effective computer use and introduce some further skills concerning the use of folders, searching for files and printing. It also introduces children to presentations and teaches the skills needed to create a simple presentation. <u>Internet safety:</u> We will continue to learn about Internet safety, linking to Internet Legends (safe, secure, brave, kind, alert). Children will look at how to improve the efficiency of their online searches, the types of websites that are best for them to access when looking for information, as well as how to identify inappropriate content and the actions they should take if they do. Children will be introduced to the term ‘cyberbullying’ and look at how they should communicate online and deal with instances of people being unkind via digital means.	Computer skills Internet safety
Maths	To multiply and divide. To use statistics. To use measures. To understand the properties of shape. To use fractions.	<u>A range of contexts:</u> Multiplication and division Statistics Length and height Geometry – shape Fractions	
English	Understand texts Transcribe Compose Analyse Present	<u>Fiction: Muddles and mishaps (Penny Dreadful and the rat/ The whole truth):</u> In this unit, the children read two longer, humorous stories by Joanna Nadin: <i>The Whole Truth</i> and <i>Penny Dreadful and the Rat</i> , building up their reading stamina. They use drama techniques to explore and empathise with the characters, role-playing scenarios and considering how characters change over the course of	The Storm Whale Non-fiction: All about orangutans Does chocolate grow on trees? Sensational senses - poetry

		<p>longer stories. They revise their knowledge of commands and apply these in the short writing tasks: writing an advert and writing a set of instructions. Finally, they write their own Penny Dreadful story using <i>Penny Dreadful and the Rat</i> as a model.</p> <p><u>Non-fiction: Why do elephants have big ears?</u> In this unit, the children explore the Big Question: Why do elephants have big ears? They read the interactive eBook, finding information and learning how to write labels and captions and use other non-fiction features. They answer the Big Question, planning and writing their own reports based on a model.</p> <p><u>Poetry: Pattern and rhyme:</u> The children discuss their favourite lines from the four poems, recognising simple rhythm and rhyme and discussing vocabulary choices. They identify patterns in the poetry and work towards class performances of the poems, trying to learn them by heart along the way. They create new whole class poems - based on those already read - and then they evaluate a class performance of one of their compositions.</p>	Guess What – fiction (Class Two at the Zoo, Aaagh Spider, Who’s our new teacher)
PSHE	<p>Understand positive relationships Be an Internet Legend Being a good citizen</p> <p>Physical Health and fitness Healthy eating Health and prevention</p>	<p><u>Aiming High:</u> This unit teaches children about careers, aspirations and goal setting while developing resilience and growth mindset.</p> <p><u>It’s my body:</u> This unit of work incorporates healthy lifestyles, looking after your body, making healthy choices and consent.</p>	<p>Identity Bullying Diversity Internet Legends</p>
Science	<p>Work Scientifically Understand animals and humans To understand the Earth’s movement in space</p>	<p><u>Growing and changing:</u> children consider the basic needs of humans for survival (food, water, air), the need for warmth and shelter, and additional needs for health and wellbeing, Children identify simple differences between living and non-living things and they are introduced to the sequence of the human life cycle, first through considering how they have changed since birth. They then research further changes that happen as a human baby grows and develops into and through adulthood. There will be opportunities to find out information from secondary sources, observe changes over time, identify and classify, and notice patterns.</p> <p><u>Taking care:</u> In this unit, children begin to learn about different ways to keep themselves healthy. They will consider the importance of eating a range of different types of</p>	<p>Ourselves (EYFS) Seasons/ Weather Senses</p>

		food and start to learn about the importance of exercise and hygiene. Children will work scientifically by identifying and classifying food, using tables, and Venn and Carroll diagrams. They will also make observations and collect data while carrying out exercises, and use their observations and ideas to suggest answers to questions.	
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