



# Pendragon Community Primary School

## Year 2 – Long Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Heroes	All aboard!	Fire and Ice		Wild and Wonderful	Near and Far
English	<ul style="list-style-type: none"> <li>Narrative: Character description.</li> <li>Poetry: Vocabulary Building - Patterned language &amp; description.</li> <li>Non-Fiction: Recount.</li> </ul>	<ul style="list-style-type: none"> <li>Poetry: Structure - Calligrams</li> <li>Non-Fiction: Explanation</li> <li>Narrative: Author Focus</li> </ul>	<ul style="list-style-type: none"> <li>Poetry: Vocabulary Building</li> <li>Narrative: Stories with recurring language</li> <li>Non-Fiction: Report</li> </ul>	<ul style="list-style-type: none"> <li>Poetry: Structure - Calligrams</li> <li>Narrative: Traditional Tales (Myths)</li> <li>Non-Fiction: Recount (diaries)</li> </ul>	<ul style="list-style-type: none"> <li>Poetry: Vocabulary Building</li> <li>Narrative: Familiar Texts</li> <li>Non-Fiction: Explanations</li> </ul>	<ul style="list-style-type: none"> <li>Poetry: Poetry appreciation</li> <li>Non-Fiction: Instructions</li> <li>Non-Fiction: Reports</li> </ul>
	Pendragon Writers Club		Pendragon Writers Club		Pendragon Writers Club	
Maths	<ul style="list-style-type: none"> <li>Number and place value</li> <li>Addition and Subtraction</li> <li>Multiplication and Division</li> <li>Fractions</li> <li>Measurement</li> <li>Geometry: Properties of shape; Position and Direction</li> <li>Statistics (Interpreting Data)</li> </ul>		<ul style="list-style-type: none"> <li>Number and place value</li> <li>Addition and Subtraction</li> <li>Multiplication and Division</li> <li>Fractions</li> <li>Measurement</li> <li>Geometry: Properties of shape; Position and Direction</li> <li>Statistics (Interpreting Data)</li> </ul>		<ul style="list-style-type: none"> <li>Number and place value</li> <li>Addition and Subtraction</li> <li>Multiplication and Division</li> <li>Fractions</li> <li>Measurement</li> <li>Geometry: Properties of shape; Position and Direction</li> <li>Statistics (Interpreting Data)</li> </ul>	
Science	<ul style="list-style-type: none"> <li>Biology: Animals and Humans.</li> <li>Notice that animals, including humans, have offspring which grow into adults.</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>Physics: Light and Sound.</li> <li>Identify sources of light and that dark is the absence of light.</li> <li>Observe how sound causes vibrations and discuss how sound travels.</li> </ul>	<ul style="list-style-type: none"> <li>Chemistry: Uses of everyday materials.</li> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<ul style="list-style-type: none"> <li>Biology: Living things and their habitats.</li> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>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.</li> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Biology: Plants.</li> <li>Observe and describe how seeds and bulbs grow into mature plants.</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	<ul style="list-style-type: none"> <li>Physics: Electricity.</li> <li>Investigate how to create and then draw a simple circuit</li> </ul>
	<b>Working Scientifically:</b> Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.					
Art & Design	<ul style="list-style-type: none"> <li>Using paintings as first hand evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Sculpture/3d Artwork</li> </ul>	<ul style="list-style-type: none"> <li>Sketching/Painting/ Collage – exploring a variety of techniques –</li> </ul>	<ul style="list-style-type: none"> <li>Sketching/Painting/ Collage – exploring a variety of techniques –</li> </ul>	<ul style="list-style-type: none"> <li>Sketching/Printing/Sculpture, pattern – mini-beast artwork / designs.</li> <li>Artist, Artisan and Designer studies.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring colour, pattern, texture and shape – Indian artwork designs.</li> </ul>
	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>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.</li> </ul>					



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Computing	<ul style="list-style-type: none"><li>E-safety</li><li>Understanding technology</li><li>Digital Literacy</li></ul>		<ul style="list-style-type: none"><li>E-safety</li><li>Understanding technology</li><li>Digital Literacy</li></ul>		<ul style="list-style-type: none"><li>E-safety</li><li>Understanding technology</li><li>Programming</li><li>Digital Literacy</li></ul>	
	<ul style="list-style-type: none"><li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li><li>Create and debug simple programs.</li><li>Use logical reasoning to predict the behaviour of simple programs.</li><li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li><li>Recognise common uses of information technology beyond school.</li><li>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.</li></ul>					
Design & Technology	<ul style="list-style-type: none"><li>Cooking and Nutrition</li><li>Use the basic principles of a healthy and varied diet to prepare dishes.</li><li>Understand where food comes from.</li></ul>			<ul style="list-style-type: none"><li>Design, Make and Evaluate – Structures (Great Fire of London Houses).</li></ul>		<ul style="list-style-type: none"><li>Design, Make and Evaluate – Mechanisms.</li><li>Cooking and Nutrition</li><li>Understand where food comes from.</li></ul>
	<ul style="list-style-type: none"><li>Design: Design purposeful, functional, appealing products for themselves and other users based on design criteria; Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li><li>Make: Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]; Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li><li>Evaluate: Explore and evaluate a range of existing products; Evaluate their ideas and products against design criteria.</li><li>Technical knowledge: Build structures, exploring how they can be made stronger, stiffer and more stable; Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li></ul>					
Geography	<ul style="list-style-type: none"><li>Geographical skills and fieldwork:</li><li>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.</li></ul>	<ul style="list-style-type: none"><li>Locational knowledge:</li><li>Name and locate the world's seven continents and five oceans.</li><li>Geographical skills and fieldwork:</li><li>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.</li><li>Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</li><li>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.</li></ul>	<ul style="list-style-type: none"><li>Locational knowledge:</li><li>Name and locate the world's seven continents and five oceans.</li><li>Human and physical geography:</li><li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li><li>Geographical skills and fieldwork:</li><li>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.</li></ul>			<ul style="list-style-type: none"><li>Place knowledge (Cambridgeshire, UK &amp; Kerala, India):</li><li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</li><li>Geographical skills and fieldwork:</li><li>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.</li></ul>
	<ul style="list-style-type: none"><li>Human and physical geography: Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li></ul>					



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History	<ul style="list-style-type: none"> <li>Florence Nightingale and Mary Seacole</li> <li>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.</li> </ul>			<ul style="list-style-type: none"> <li>The Great Fire of London.</li> <li>Events beyond living memory that are significant nationally or globally.</li> </ul>		<ul style="list-style-type: none"> <li>Important people in the history of Papworth (road name investigation)</li> <li>Significant historical events, people and places in their own locality.</li> </ul>
Music	<ul style="list-style-type: none"> <li>Exploring pitch (1)</li> <li>Performance</li> </ul>	<ul style="list-style-type: none"> <li>Performance</li> <li>Exploring instruments and symbols (1)</li> </ul>	<ul style="list-style-type: none"> <li>Exploring timbre, tempo and dynamics (1)</li> </ul>	<ul style="list-style-type: none"> <li>Exploring pitch (2)</li> </ul>	<ul style="list-style-type: none"> <li>Exploring instruments and symbols (2)</li> </ul>	<ul style="list-style-type: none"> <li>Exploring timbre, tempo and dynamics (2)</li> </ul>
	<ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes; Play tuned and untuned instruments musically; Listen with concentration and understanding to a range of high-quality live and recorded music; Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>					
Physical Education	<ul style="list-style-type: none"> <li>Games – Fundamentals Unit 1 (Running, Throwing, Catching, Dribbling)</li> <li>Gymnastics – Points of contact (Movement / Balance)</li> </ul>	<ul style="list-style-type: none"> <li>OAA – Trails, Trust and Teamwork</li> <li>Dance – Magical Friendships (Penguins)</li> </ul>	<ul style="list-style-type: none"> <li>Games – Fundamentals Unit 2 (Running, Throwing, Catching, Dribbling)</li> <li>Gymnastics – Ball, Tall and Wall</li> </ul>	<ul style="list-style-type: none"> <li>Games – Fundamentals Unit 2</li> <li>Fielding and Striking Skills</li> <li>Dance – Great Fire of London</li> </ul>	<ul style="list-style-type: none"> <li>Games - Revisit Fundamentals 3.</li> <li>Dance – Ugly Bug Ball</li> </ul>	<ul style="list-style-type: none"> <li>Games - Revisit Fundamentals 1, 2 &amp; 3</li> <li>Athletics activities linked to Sports Day</li> </ul>
	<ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>Participate in team games, developing simple tactics for attacking and defending.</li> <li>Perform dances using simple movement patterns.</li> </ul>					
PSHE	<ul style="list-style-type: none"> <li>Conflict Resolution</li> <li>Citizenship 5: Rights, Rules and Responsibilities/New Beginnings</li> </ul>	<ul style="list-style-type: none"> <li>Myself and My: Relationships 7: Anti-bullying/Say No to Bullying</li> </ul>	<ul style="list-style-type: none"> <li>Citizenship 3: Working Together/Going for Goals</li> </ul>	<ul style="list-style-type: none"> <li>Healthy and Safer Lifestyles 9: Personal Safety</li> </ul>	<ul style="list-style-type: none"> <li>Economic Wellbeing 1: Financial Capability</li> <li>Healthy and Safer Lifestyles 8: Drug Education</li> </ul>	<ul style="list-style-type: none"> <li>Myself and My Relationships 8: Managing Change/Relationships/Changes</li> </ul>
Religious Education	<ul style="list-style-type: none"> <li>Core Unit: The Family in Christianity: What difference does belonging to a faith make to a family?</li> </ul>	<ul style="list-style-type: none"> <li>School Designed Unit: Religious Journeys</li> </ul>	<ul style="list-style-type: none"> <li>School Designed Unit: How can people today be part of the BIG Story of the Bible?</li> </ul>		<ul style="list-style-type: none"> <li>Core Unit: People in Christianity: Who was Jesus? A great leader and teacher? (linked to Easter)</li> </ul>	<ul style="list-style-type: none"> <li>Core Unit: Self and Community: How does the Khalsa influence the lives of Sikh families?</li> </ul>