



**Animals incl Humans**

To notice that animals, including humans, have offspring which grow into adults.  
 To find out about and describe the basic needs of animals, including humans, for survival (water, food and air).  
 To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.  
 To identify and classify.  
 To use their observations and ideas to suggest answers to questions.  
 To gather and record data to help in answering questions.  
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**R.E.**

**The Bible – Special Books (Non-Christian Faith Unit)**

To know that the Bible is our Holy Book;  
 To know that the Bible is split into the Old Testament and the New Testament;  
 To be able to name and retell stories found in the Old Testament and stories found in the New Testament;  
 To know that there are other Holy books which people consider to be special;  
 To know that the Bible is made up of many books and could be compared to a library;  
 To understand that people will go to great lengths to be able to have and read a bible;  
 To know that the Bible has been translated into many languages and has impact on people's lives across the world.

**Christmas Good News**

To be able to retell the Christmas story, including the story of Zechariah;  
 To understand that we/Christians believe that the Christmas story is good news;  
 To describe some forms of religious artwork;  
 To know the content of the good news and be able to describe its impact on the world then and now.  
 To talk about their own feelings and experiences of good news;

**Computing**

**E-Safety – exploring the internet and how we can use it. Cyberbullying.**

To understand the risks of using the internet  
 To understand what is meant by personal information and why they must keep it safe  
 To know what the internet can be used for, ie social networks, online gaming, emails etc  
 To know about cyberbullying and why it is wrong

**You've Got Mail.**

To understand what an email is  
 To learn about how emails are sent  
 To know the importance of keeping personal information private  
 To learn how to use the app 'edmodo'  
 To learn how to add a profile picture and participate in a class poll  
 To learn how to complete an assignment online

**Young Author.**

To learn about the history of the world wide web  
 To learn how computers have developed  
 To learn how to work in a group to present findings and share knowledge  
 To learn how to create an eBook based on research findings  
 To learn how to enhance their eBook by adding images, audio and video

**Art – Felt Making - Textiles**

To explore a range of starting points for their practical work.  
 To learn a brief history of felt and felt making.  
 To learn some uses for felt.  
 To know that many things around us are made by artists.  
 To use the work of others as a starting point for their own.  
 To make a design using elements of texture, colour and shape.  
 To know that there are many different types of art that do not always use paints or drawing materials.  
 To understand the terms texture, shape and pattern.  
 To follow an original design idea to make a finished piece.  
 To compare and evaluate their own work and that of others, thinking about how they could improve it.

**D.T. Healthy Sandwich Snacks**

To investigate a variety of sandwiches (structure and content)  
 To understand that people have different preferences  
 To know that sandwiches can form part of a healthy diet  
 To learn the importance of hygienic food preparation and storage  
 To use tools safely and effectively  
 To plan an order for their work before starting  
 To evaluate their product against their original design criteria

**Music Long and Short Sounds Nativity**

To learn songs to sing aloud.  
 To perform for others.  
 To understand the aspects of drama needed to perform a play.

**Britishness**

To recognise countries and locate cities.  
 To remember countries and capitals.  
 To find Britain on the globe.  
 To understand the number of people who speak English and where in the world.  
 To be familiar with the lives of 3 famous Britons.

**Barnaby Bear – Where in the World?**

To locate a variety of places at home and abroad  
 To find places on a map.  
 To recognise features of places  
 To identify continents in the world.  
 Identify countries in Europe  
 Identify types of weather experienced in places and seasonal change and their effects on people.  
 Identify weather changes in relation to the poles.

**Science – Uses of Everyday Materials**

To identify and compare the suitability of a variety of everyday materials for particular uses.  
 To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.  
 To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.  
 To find out about people who have developed useful new materials.

	<p>To be familiar with the work of <u>one</u> British artist.</p> <p>To be able to vote – 1 vote for each person.</p> <p>To recognise that many foods in Britain originated elsewhere – e.g. Pizza – Italy/USA.</p> <p>To listen to and learn a song e.g. Ferry Cross the Mersey. You'll Never Walk Alone.</p> <p>To recognise British stamps.</p>		
<p><b><u>Football</u></b></p> <p>To learn how to move whilst keeping a football under control</p> <p>To learn how to stop a football</p> <p>To learn how to control the football</p> <p>To learn different ways of controlling the football with their feet</p> <p>To learn how to pass a football with accuracy to a team mate</p> <p>To learn the correct technique for a football pass</p> <p>To learn how to shoot a stationary football</p> <p>To learn how to shoot a moving football</p>	<p><b><u>Using Small Equipment</u></b></p> <p>To be aware that being active is fun and good for them.</p> <p>To explore and practice throwing and catching small equipment – balls, quoits, beanbags..</p> <p>To use the skill effectively in a games situation.</p> <p>To use changes of speed and level in their movements.</p> <p>To be confident and safe in the space used for games.</p> <p>To learn the correct technique for underarm throwing and catching.</p> <p>To throw and catch with accuracy.</p> <p>To play a simple games using rules and scoring.</p>	<p><b><u>Hockey</u></b></p> <p>To learn the correct grip when holding a hockey stick</p> <p>To develop their understanding of basic hockey rules</p> <p>To learn the correct grip when holding a hockey stick</p> <p>To develop their understanding of basic hockey rules.</p> <p>To learn how to shoot in hockey</p> <p>To learn the correct technique when dribbling a ball in hockey</p> <p>To learn how to tackle safely and correctly in hockey</p> <p>To learn to tackle effectively in a game situation</p> <p>To create their own drills/games which will improve one or more skills in hockey</p>	<p><b><u>Dance</u></b></p> <p>To perform some simple dance moves.</p> <p>To use body parts to dance and sometimes put more than one body part movement together.</p> <p>To show rhythm and movement in my dance.</p> <p>To choose the best movements to show different ideas.</p> <p>To move with control.</p> <p>To use space in interesting ways.</p> <p>To know the effects of physical exercise on my body.</p>

<div style="display: flex; justify-content: space-between; align-items: center;">  <h2 style="margin: 0;">Cronton C.E. Primary School Long Term Plan</h2> <div style="text-align: right;"> <h3 style="margin: 0;">Year 2</h3> <h3 style="margin: 0;">Spring</h3> </div> </div>			
<p><b><u>History - Houses</u></b></p> <p>To know that people live in different sorts of homes</p> <p>To talk about homes using appropriate vocabulary</p> <p>To recognise and name different types of homes</p> <p>To identify key external features common to homes, eg windows, doors, chimneys</p> <p>To identify the key features of a home built a long time ago.</p> <p>To identify differences between two homes built at different times</p> <p>To recognise different rooms and household objects from a long time ago.</p> <p>To describe the characteristics of household objects from a long time ago.</p> <p>To make inferences about aspects of home life a long time ago.</p> <p>To learn about how inventions changed home life</p>	<p><b><u>Science - Living Things &amp; Habitats</u></b></p> <p>To explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>To identify the habitats they are suited to.</p> <p>To identify the names of plants</p> <p>To identify and classify.</p> <p>To use their observations and ideas to suggest answers to questions.</p> <p>To gather and record data to help in answering questions.</p> <p>To identify and classify.</p> <p>To gather and record data to help in answering questions.</p> <p>To use their observations and ideas to suggest answers to questions.</p> <p>To use their observations and ideas to suggest answers to questions.</p>	<p><b><u>R.E.</u></b></p> <p><b><u>Jesus – A Friend to Everyone</u></b></p> <p>To know and be able to retell the stories of Jesus covered in this unit;</p> <p>To begin to be able to make the connection between the Bible stories and Christian belief.</p> <p>To be able to talk about their own feelings and experiences;</p> <p>To ask and respond sensitively to questions about their own and others feelings and experiences;</p> <p>To be making links between values and behaviour.</p>	<p><b><u>Music</u></b></p> <p><b><u>Exploring pulse and Rythm</u></b></p> <p><b><u>Exploring Pitch</u></b></p>

<p><b><u>D.T. – Structures – Roly Polys</u></b></p> <p>To consider the performance and appearance of rolling toys</p> <p>To learn about different sorts of rolling motion and how these can be achieved by particular arrangement of wheels and axles</p> <p>To use three different ways of fixing materials.</p> <p>To decorate the face and body of a roly poly to display expression and features.</p> <p>To use their experience to design a roly poly.</p> <p>To combine materials</p> <p>To make a moving structure with a purpose</p> <p>To self evaluate against an agreed design criteria</p>	<p><b><u>Codetastic</u></b></p> <p>To have an understanding of what code does.</p> <p>To learn how you could change and improve upon a game.</p> <p>To understand the commands used in Daisy the Dino and creating your own code.</p> <p>To create code to draw shapes using “Move the turtle.”</p> <p>To create code using Hopscotch.</p> <p><b><u>Super Sci Fi</u></b></p> <p>To create a simple space invader game.</p> <p>To create and export digital graphics to use in game play.</p> <p>To apply advanced design concepts to create a complex game.</p> <p>To create an interactive quiz.</p> <p>To recall and recreate famous events.</p> <p>To create a podcast</p>	<p><b><u>Easter –Symbols – R.E.</u></b></p> <p>To be able to identify and name some of the symbols of Easter.</p> <p>To be able to explain simply what the symbols of Easter mean.</p> <p>To be able to describe briefly how the Church celebrates Easter.</p> <p>To be able to describe briefly why Christian people celebrate Easter.</p> <p>To be able to talk about their own experiences of Easter celebrations</p> <p>To have considered what they think to be the most important thing about Easter.</p>	<p><b><u>Artist Study</u></b></p> <p>To be able to express ideas and feelings.</p> <p>To learn about the contemporary artist Maeve Wright.</p> <p>To recognise examples of her work.</p> <p>To respond, evaluate and review what they think and feel about a piece of work.</p> <p>To use colour mixing and tones.</p> <p>To use colour matching and mixing.</p> <p>To recognise visual elements in images.</p> <p>To be aware of effects that can be obtained using types of brush strokes.</p> <p>To be aware of the effects of combining media.</p> <p>To produce a piece of work using an artist's work as a stimulus.</p> <p>To create own work in the style of an artist.</p> <p>To evaluate own work and that of others.</p>
<p><b><u>Gymnastics</u></b></p> <p>To balance and travel using combinations of body parts that are far way and close together on apparatus</p> <p>To match a partners sequence on apparatus</p> <p>To combine actions to make a sequence that can be performed leading and following a partner</p> <p>To travel around and on various pathways including straight, zig-zag, curved</p> <p>To combine ways of travelling with the use of different pathways</p> <p>To respond to instructions when working alone and with a partner</p> <p>To travel on straight, zig-zag and curved pathways alone and with a partner on apparatus</p> <p>To link movements as a pair to form a sequence</p> <p>To choose when to work alongside a partner and when to lead and follow</p> <p>To describe how it feels to work</p>	<p><b><u>Devising Own Games</u></b></p> <p>To be aware that being active is fun and good for them.</p> <p>To explore and practice throwing and catching small equipment – balls, quoits, beanbags..</p> <p>To use the skill effectively in a games situation.</p> <p>To use changes of speed and level in their movements.</p> <p>To be confident and safe in the space used for games.</p> <p>To learn the correct technique for underarm throwing and catching.</p> <p>To throw and catch with accuracy.</p> <p>To invent and play a simple games using rules and scoring.</p>	<p><b><u>Golf</u></b></p> <p>To control the direction of the ball using both a putter and a chipper.</p> <p>To understand where to stand safely when playing Tri-Golf games.</p> <p>To control the distance of the ball using both putter and chipper.</p> <p>To use a putter as a unit of measurement.</p> <p>To control the distance of the ball in the air using a chipper.</p> <p>To control the distance and height of the ball using a chipper.</p> <p>To identify the importance of persevering on a task.</p> <p>To work together as a team, measure out and build a challenge.</p> <p>To demonstrate a challenge to their peers.</p> <p>To demonstrate their understanding of aim and distance control through taking part in a number of skills challenges.</p> <p>To identify how they concentrated on a task.</p>	<p><b><u>High Fives/Ball Skills</u></b></p> <p>To develop their basic throwing and catching skills</p> <p>To develop their understanding of the rules and regulations in High 5</p> <p>Pupils will develop their footwork and movement skills</p> <p>To develop their understanding of the rules and regulations in High 5</p> <p>To further develop their footwork and changing direction skills</p> <p>To develop their high 5 shooting technique</p> <p>To learn how to pivot to change direction</p> <p>To develop their centre pass tactics and techniques</p> <p>To learn the shooting technique in high 5</p> <p>To be able to explain and demonstrate the correct shooting technique in high 5</p>



**Science - Plants**

To observe and describe how seeds and bulbs grow into mature plants.  
To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  
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To identify and classify.  
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**Geography -Australia**

To use globes, maps and plans,  
To describe what places are like  
To investigate a locality overseas  
To ask geographical questions  
To use geographical vocab  
To use secondary sources  
To identify and describe what places are like  
To compare places  
To investigate a locality overseas  
To learn about the main human and physical features that gives the locality its character

**Aboriginal Art – Art**

To explore a range of starting points for their work.  
To investigate different kinds of art, craft and design.  
To discuss differences and similarities in the work of artists in different times and cultures.  
To ask and answer questions about starting points for their work.  
To represent ideas and feelings.  
To learn technical vocabulary.  
To learn about materials and processes used in making art, craft and design.  
To learn about line, shape form and space.  
To try out tools and techniques.  
To discuss differences and similarities in the work of artists in different times and cultures.  
To develop an idea.  
To plan which tools and techniques for aboriginal painting they will need to use.  
To think about colour, shape, form and space when designing a piece of art work.  
To try out tools and techniques and apply these to their own work.  
To review their own work and that of others saying what they like/dislike about it and how they would change/adapt it.

**R.E.**

**The Church and Other Places of Worship**

To be able to use religious words to name the features of a church building;  
To know that Churches are special places where people pray and worship God;  
To know that the Bible describes the Church as the 'people' not just the building;  
To be able to describe the key features and symbolism of a church building.  
To begin to develop respect for other people's special things and places;  
To ask questions about the church and what happens there;  
To be able to talk about their own special places.

**Joseph**

**Famous People - History**

To know that Henry VIII, Mary I and Elizabeth I were king and queens of England during Tudor times  
To know the dates of the Tudor reign and the order of monarchs  
To know what each monarch looked like (study portraits)  
To know that Henry VIII was Mary and Elizabeth's father  
To know that Mary was only queen for a short time  
To know that Elizabeth I brought changes

**Music**  
**Exploring Instruments and Symbols**  
**Rain Go Away – Tempo, Timbre and Dynamics.**

**Computing**  
**Let's Fix It**

To understand what is meant by 'debugging.'  
To identify the key components of a computer program.  
To create a sprite and stage  
To program a sprite to move.  
To identify where code has gone wrong  
To be able to debug lines of code.  
To use 'sensors' and 'conditions' within their code.  
Are able to identify and use 'loops'.  
To identify loop problems within completed

**D.T. Joseph's Coat**

To investigate what coats are made of/used for  
To investigate how fabrics can be patterned in different ways.  
To use existing fabric designs as inspiration for their own pattern making  
To make and /or use a simple paper template/pattern  
To cut and shape fabric to make a simple garment  
To paint repeated pattern onto fabric  
To join fabric using stitching to make a simple garment

<p>during her reign (voyages of discovery) To know what conditions were like for people in Tudor times</p>		<p>code. <b>Whatever The Weather</b> To understand what it meant by 'interpreting data.' To explain what is meant by 'data.' To understand how to identify different ways of collating data. To be able to present findings. To be able to interpret data. To identify what information would be shown in a graphical format. To learn to input data accurately and present this information in graphical format. To learn how to compare data.</p>	
<p><b><u>Tennis</u></b> To hold a tennis racket correctly. To use forehand strokes to return the ball. To hit the ball accurately over the net. To hold a rally with a partner. To understand the basic rules of short tennis.</p>	<p><b><u>Gymnastics</u></b> To link movements as a pair to form a sequence To choose when to work alongside a partner and when to lead and follow To describe how it feels to work with someone else To jump in a variety of ways and land safely To jump high and perform a shape whilst in the air To combine jumping with travelling To know which muscles are working when jumping To step into a jump or balance To add 'stepping into' balances and jumping into sequences To describe what they are doing and why To know where else they could use 'stepping into...' To be confident to jump and land safely from apparatus at various heights To add a shape to their jump as they jump off apparatus To transfer a floor sequence to the apparatus To know muscles working relates to tension in the body To hang and swing in different directions using apparatus To combine hanging, swinging, travelling and jumping from height to form a sequence To explain if it is easy or hard to perform certain actions on certain apparatus</p>	<p><b><u>Athletics</u></b> To learn the correct technique for running. To learn the difference between sprinting and running. To throw using the underarm technique. To aim and hit a target. To throw over increasing distances. To know what happens to their bodies when they are active. To understand the importance of warming up their bodies. To achieve a balance on one leg. To understand how to hop, skip and jump and the difference between the three. To combine movements to create forward travel. To learn a sequence of movements and technique for long jumps.</p>	<p><b><u>Dance</u></b> To perform some simple dance moves. To use body parts to dance and sometimes put more than one body part movement together. To show rhythm and movement in my dance. To choose the best movements to show different ideas. To move with control. To use space in interesting ways. To know the effects of physical exercise on my body.</p>