




Stannington Infant School – Long Term Planner - 2020-21 – Year 2 – Cycle B

| | Autumn | Spring | Summer |
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| Theme | Toys | Our Country | Our Changing World |
| Sensational Start | Let's play – mystery toy box | What's in the box? Where are we learning about? | Creating the world together as a class |
| Fabulous Finish | Foundation Stage classes to watch an advert produced by Year 2 to choose their favourite board game. | Plan and play your own Our Country Quiz | Making a Promise Box (What can we do to change the world starting in Stannington?) |
| SMSC and values | <p>Being Me in My World Children will identify their hopes and fears Understand the rights and responsibilities of being part of a class and school through the creation of a Class Charter.</p> <p style="color: red;">Aim: to understand we all have hopes and fears.</p> <p>Celebrating Differences Children will recognise stereotypes Understand we are all different Understand bullying can be sometimes be about differences Recognise what is right and wrong. Aim: to understand that we are all different and valued. Anti-Bullying Week</p> | <p>Dreams and Goals Children will recognise success and how that makes them feel. Talk about how to achieve a goal Working with others can help you to achieve a goal. Work as part of a group to achieve the same goal. Aim: to set a goal and identify steps they need to carry out in order to achieve it.</p> <p>Healthy Me Children will learn what being healthy is. How to make healthy decisions. Aim: to make healthier choices</p> | <p>Relationships Children will learn to identify different members of their family. How to recognise and resolve conflicts. What a secret is and who they can trust. Aim: to be able to talk about worries and resolve problems with friends and family.</p> <p>Changing Me Children will learn to name body parts How our bodies change Aim: to be able to talk about how our bodies change</p> |
| Enrichment | Graves Gallery visit (postponed) History Van Toys Day | Visits to the City Centre (postponed) Visits to the local area (postponed) | Visit to Sheffield Cathedral (TBC) Visits to Nook Lane Swimming |

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| | Theatre Visit to see a pantomime (streamed into school) | Visit to Madina Mosque and local church (postponed) | |
| Being a Mathematician | Place Value Addition & Subtraction Money Geometry- Shape and symmetry | Multiplication and Division Statistics Measures – length and height Measures – Mass, Capacity, Temperature | Fractions Measures – time Investigations Geometry – position and direction |
| Being a Writer and a Reader | <u>Narrative – story retelling</u> Traction Man by Mini Gray Giddy Goat by Jamie Rixx <u>Whole class reading text:</u> The Man on the Moon by Simon Bartrum The Owl who was Afraid of the Dark by Jill Tomlinson | <u>Narrative – story writing</u> Fantastic Mr Fox by Roald Dahl Non – Fiction – recount of The Great Fire of London <u>Whole class reading text:</u> We Completely Must Go to London by Lauren Childs Fog Hounds by Joan Aitkin | <u>Narrative – story writing</u> The Proudest Blue by Ibtihaj Muhammad Non-Fiction – non-chronological report linked to our theme Our Changing World <u>Whole class reading text:</u> Fog Hounds by Joan Aitkin The Invisible by Tom Percival |
| Being a Scientist (green learning takes place during Forest School)  | Uses of everyday materials Identify and compare the suitability of a variety of everyday materials, including for particular uses Find out how the shapes of solid objects made from some materials can be changed. Ask scientific questions and think about how the answer might be found. Aim: to investigate why toys are made from certain materials. | Animals, including humans Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Aim: to know what animals and humans need to survive | Plants Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Aim: to investigate the best conditions for plant growth Living things and their habitats Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for |

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| | | | <p>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> <p>Aim: to find out how bees and other animals survive in our local area</p> |
| <p>Seasonal changes – ongoing</p> <p>I can observe change across the four seasons. I can observe and describe weather associated with the seasons and how day lengths vary. I can talk about weather patterns and make predictions.</p> | | | |
| <p>Being a Historian</p>  | <p>Changes within living memory</p> <p>Children will compare toys today and toys from the past (their grandparents and beyond)</p> <p>Sequence toys chronologically from the present and past</p> <p>Aim: identify similarities and differences between toys now and toys long ago</p> | <p>Events beyond living memory that are significant nationally or globally.</p> <p>Children will learn about the Great Fire of London and be able to order events chronologically</p> <p>Understand the consequences of the events and how it changed life in the future</p> <p>Use different sources of evidence to research people and events in the past.</p> <p>Explain what objects from the past might have been used for and why.</p> <p>Answer questions about the past using a range of sources.</p> <p>Aim: Write a chronological recount of the events</p> | <p>The lives of significant individuals in the past who have contributed to the national and international achievements.</p> <p>Children will learn about Charles Darwin, and David Attenborough.</p> <p>Order events chronologically while developing historical language</p> <p>Children will make comparisons about how the world has changed over time.</p> <p>Explain how events from the past have shaped our life today.</p> <p>Aim: To understand the impact Darwin and Attenborough have had on the world we live in, in particular nature.</p> |

Being a Geographer



Locational knowledge

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

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, harbor and shop

Geographical skills and fieldwork

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

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 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

Locational knowledge

Name and locate the world's seven continents and five oceans

Place knowledge

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, (Stannington) and of a small area in a contrasting non-European country (Kenya and the Galapagos Islands). Children will learn about the National Parks of Kenya, Galapagos Islands and the Peak District.

Human and physical geography

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

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

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| | | <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>Aim: identify and name the countries that make up the UK</p> <p>Name and describe famous London landmarks</p> <p>Compare Stannington to London</p> | <p>Compare Stannington with a contrasting environment such as Kenya.</p> <p>Sustainability and Conservation Understand what sustainability and conservation are and the impact they have on the world.</p> <p>Geographical skills and fieldwork 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 or routes on a map</p> <p>Aim: children will be able to identify different countries in the world</p> <p>Children will be able to identify human and physical features of a place.</p> <p>Children will understand the impact we have on the world we live in.</p> |
| <p>Being a Computer User</p> | <p>Computer and Networks Word processing</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> | <p>Programming and Data Handling</p> <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>Multimedia</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p> |



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| <p>Recognise common uses of information technology beyond school</p> <p>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>Aim: To find an image online, copy and paste it onto a word document to produce a set of instructions for a board game. Use word processing skills and then edit and manipulate the text.</p> | <p>Create and debug simple programs</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Use technology safely and respectfully, keeping personal information private;</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Aim: Use google maps and google street view to locate streets and locations in England and Stannington. Programme and debug a beetbot. Write a programme and debug it using a PurpleMash programme. Create a branching programme using data gathered in class.</p> | <p>Use technology safely and respectfully, keeping personal information private;</p> <p>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>Aim:</p> <p>Use a range of websites to research different countries and National Parks. Create a Stop Start animation film based on creative writing text/film clip using an iPad</p> <p>Aim: to use PicCollage to record Forest School work. Create weekly PowerPoints for the school website sharing our Forest School work</p> |
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Online Safety
 Use technology safely and respectfully, keeping personal information private;
Know how to use a password and why it is important to keep it safe.
 Stannington Stay Safe Team termly work

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| <p>Being a Designer</p> | <p>Construction – design and make a board game</p> <p>Explore and evaluate a range of board games</p> <p>Generate, develop, model and communicate their ideas through drawing and computing.</p> | <p>Construction – design and make a pop-up puppet (Textiles) postponed this term due to school closure</p> <p>Explore and evaluate a range of puppets (through images and existing puppets).</p> | <p>Cooking and Nutrition:</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Understand where food comes from. (Find out what food people grew. Match meat to animals).</p> <p>Measure and weigh using measuring cups and electronic scales.</p> |
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| | <p>Select from and use a range of tools and equipment to perform practical tasks. [for example, cutting, shaping, joining and finishing] (Use rulers to measure out squares on the board and boxes to the nearest cm/1/2 cm, using scissors with increasing accuracy).</p> <p>Make board games, exploring how they can be made stronger, stiffer and more stable</p> <p>Evaluate their ideas and products against design criteria.</p> <p>Aim - To design and make a board game and box. To record self/ peer evaluations against chosen success criteria.</p> | <p>Generate, develop, model and communicate their puppet ideas through detailed labelled designs.</p> <p>Design functional puppets for themselves and other users based on design criteria.</p> <p>Select from and use a range of tools and equipment to perform practical tasks.</p> <p>Measure and cut paper, card and fabric with increasing accuracy.</p> <p>Sew fabric together using a running stitch.</p> <p>Use a pop-up mechanism for their puppet.</p> <p>Explore different sewing techniques for attaching buttons/sequins/detail.</p> <p>Evaluate their ideas and products against design criteria.</p> <p>Aim – To create a ‘pop up’ puppet. To sew using a running stitch. To use sewing techniques for detail including sequins and buttons.</p> | <p>Select from and use a range of kitchen utensils and tools. Learn how to chop and peel food safely and hygienically. Evaluate their ideas and products against design criteria.</p> <p>Aim – To make a fruit crumble/soup at Forest Schools. To understand where food comes from. To chop and peel fruit safely.</p> <p>To make a bow and arrow.</p> <p>Mechanisms Explore and evaluate a range of vehicles with axles (through images and existing toys).</p> <p>Explore how vehicles are made from different materials appropriate to their function and purpose.</p> <p>Generate, develop, model and communicate their vehicle ideas through talking and drawing. Make model vehicles using construction kits and lego.</p> <p>Select from and use a range of tools and equipment to perform practical tasks.</p> <p>Fix and join components with glue and sellotape,</p> <p>Explore and use mechanisms.</p> |
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| | | | Evaluate their vehicle against design criteria. Aim – To create a sustainable vehicle (a bus) with an axle. |
| Being a Musician  | <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Aim: to be able to create a song to accompany an advert for their toy.</p> | <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically – Ukulele</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Aim: to appreciate music by local artists To learn to play the Ukulele</p> | <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically – Ukulele</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Aim: To learn to play the Ukulele</p> |
| Being an Artist | <p>Drawing and Observation - Portraits –</p> <p>Children to create self-portraits in the style of Richard Lichtenstein</p> <p>Use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>through:</p> | <p>Painting through local/British artist study</p> <p>Children learn 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.</p> <p>through:</p> <p>creating secondary colours through mixing primary colours</p> <p>learning how to create tints and shades</p> <p>learning how to create different shades of the same colour</p> | <p>3D Work</p> <p>Children will build on their understanding of the differences between 2 and 3D art forms.</p> <p>Learn to use a variety of techniques to create and explore 3D forms.</p> <p>Apply these techniques using 3D media to make representations from the real world.</p> <p>Aim – To create a 3D landscape of the Galapagos Islands.</p> |

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| | <p>using a view-finder to look closely and add increased detail. Positioning – the ‘structure’ for creating a portrait.</p> <p>sketching and rework their portraits – developing drawing skills to improve. using different/mixed media other than pencil (chosen appropriately)</p> <p>Aim – to use photo graphs of themselves/family members to create a ‘Portrait Gallery’ in the style of a particular artist. (Links to visit to Graves Gallery.)</p> <p>(To create a 3D model using other materials. To talk about the work of artists who inspired their sculptures.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Aim - To understand and comment on the properties of clay and to create a simple 3D model using clay for a Christmas decoration.) postponed until later this academic year</p> | <p>Varying the tools we paint with</p> <p>Aim: children will create a piece of art work in the style of the chosen artist.</p> <p>Painting and Textiles (Collage) Use a range of materials creatively to design and make products. Use painting to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern and texture. Aim: children will create a collage based around Fantastic Mr Fox</p> | <p>Forest School can be used to focus on observational drawing of plants, trees, leaves, insects and flowers, revisiting the use of viewfinders to add extra detail. These can then be used in groups to create large scale ‘pictures’ using natural materials. O’Keefe/Hockney Any opportunity to: paint using natural materials (sticks and berry juice / mud / vegetable juice.</p> <p>model using natural materials – willow/wood/soil should also be included. (Good extension tasks).</p> <p>Forest School can be used to create individual and large scale (group) textured and patterned art using natural materials – Goldsworthy / Mondrian /Riley / Kandinsky Any opportunity to: paint using natural materials (sticks and berry juice / mud / vegetable juice.</p> <p>model using natural materials – willow/wood/soil should also be included.</p> <p>Clay Children to explore the properties of clay Build on their understanding of the differences between 2 and 3D art forms. Learn to use a variety of techniques to create and explore 3D forms.</p> |
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| <p>Being a Sportsperson</p> | <p>Children will develop their fundamental movement skills with a focus on: Coordination- Floor Movement patterns Aim- to be able to side step with a reverse pivot and hopscotch forwards and backwards</p> <p>Static balance – One Leg standing Aim- Stand still for 30 seconds. Complete 5 mini squats</p> <p>Dynamic balance to agility Aim- Jump with a quarter turn. Jump from 2 feet to 1 foot and freeze on landing</p> <p>Static balance – Seated Aim – move a cone from one side to the other (no hands or feet on the floor)</p> <p>REAL PE has been held over until Spring Term 2021</p> | <p>Children will develop their fundamental movement skills with a focus on: Dynamic balance Aim- to be able to maintain balance on a line</p> <p>Static balance – Small base Aim- to be able to maintain balance standing on a low beam</p> <p>Coordination- Ball skills Aim- to be able to move a ball around my body using controlled movements</p> <p>Counter balance in pairs Aim –to be able sit with a partner and lean in together and then apart</p> <p>REAL PE has been held over until Summer Term 2021</p> | <p>Children will develop their fundamental movement skills with a focus on: Coordination- with equipment Aim- to be able to throw a tennis ball and catch with the other hand</p> <p>Agility- Reaction/Response Aim- to be able to catch a tennis ball dropped from shoulder height</p> <p>Agility- Ball chasing Aim- to be able to throw, chase and collect a bouncing ball in a balanced position</p> <p>Static Balance- Floor work Aim – to be able to place a cone on my tummy/back and take it off</p> <p>During the Summer Term- School will provide swimming instruction to support the children to be able to stay safe, improve their swimming skills and enjoy the water.</p> |
| | <p>Children will also develop their fundamental movement skills through Gymnastics and Dance sessions with a focus on balance, agility and coordination. Children will perform dances using simple movement patterns.</p> | | |
| <p>Studying Religions</p> | <p>E. Leaders: <i>What makes some people inspiring to others?</i></p> <p>Know about and understand religions and world views.</p> | <p>F. What does it mean to belong? <i>Beginning to learn about Islam: What is it like to be a Muslim in Sheffield today?</i></p> <p>Children to visit a mosque and find out about the meanings of symbols and artefacts seen there.</p> | <p>G. Believing: <i>How and why do people pray? (Christians, Muslims and Jews)</i></p> <p>Children learn about the important role prayer plays in different religions and the books they are read from. (How?/Why?)</p> |

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| | <p>Children hear and retell three moral stories of key leaders. They think about whether the stories say the same thing about how we should behave and consider questions about being good, kind, forgiving and generous.</p> <p>Children examine wise sayings from different people, choosing their favourite and talking about what makes them wise and how/why they would make a difference to our lives.</p> <p>Recognising religious symbols and their meanings.</p> <p>Aim: Children will to begin to understand what a leader is and how key leaders can make a difference to all our lives.</p> | <p>Children discuss the importance of holy buildings and prayer and think about why some people do not pray or go to a place of worship.</p> <p>Children discuss stories of co-operation from Islam and other sources and make a recipe for living together happily.</p> <p>Aim: To enable children to think about the core routines and rules of Islam and start to compare them to the routines and rules in their own lives.</p> <p>Children to visit the Madina Mosque</p> <p>D. Symbols: <i>In what ways are churches/mosques/Synagogues important to believers?</i></p> <p>Children to visit a local place of worship and find out about the meanings of symbols for God used there. They also look at the symbols used in a different community to the one they have visited.</p> <p>They compare the use of these symbols and sort and order other symbols they have come across in KS1, looking for those that belong to more than one religion.</p> | <p>Children examine some simple prayers and discuss what makes them wise.</p> <p>Children respond to the different ideas about God that we learn through these prayers and world views.</p> <p>Aim: To enable children to reflect on and discuss the role of prayer in religion and its' importance in helping people express their ideas about God.</p> |
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| | | <p>Aim: Children to begin to reflect on and talk about different faiths' ideas of God and compare them to their own. Children will visit one local place of worship.</p> | |
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