




Stannington Infant School – Long Term Planner – 2021-22 – Year 2 Cycle A

| | Autumn | Spring | Summer |
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| Theme | Our Local Area | Sheffield | Rainforests |
| Sensational Start | Visit to the local area | A visit to the city centre | Visit to the Botanical Gardens |
| Fabulous Finish | Tourist Information Centre/Victorian Carol service | Invite the Lord Major to visit | Rainforest Presentation |
| 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 | Visits to the local area Visits to the Victorian Classroom Visit to Graves Gallery | Visits to the city, including The Sheffield Children’s Hospital Visit to Madina Mosque and local church | Visit to Sheffield Cathedral Visits to Nook Lane Visit to the Botanical Gardens |

| | Music in the Round visit | Young Voices | Swimming |
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| Being a Mathematician | Place Value Addition & Subtraction Money Geometry- Shape and symmetry | Multiplication and Division Statistics Fractions | Measures – length and height Measures – time Measures – Mass, Capacity, Temperature Investigations Geometry – position and direction |
| Being a Writer and a Reader | <u>Narrative – story retelling</u> Izzy Gizmo by Pip Jones Traction Man by Mini Gray <u>Whole class reading text:</u> Look Up by Nathan Byron 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 – diary entries <u>Whole class reading text:</u> Fog Hounds by Joan Aitkin | <u>Narrative – story writing</u> Little Red Riding Hood and other versions Non-Fiction – non-chronological writing about our school bees <u>Whole class reading text:</u> The Proudest Blue by Ibtihaj Muhammad 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 materials and their properties | 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 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 Aim: to create a food chain using rainforest animals Living things and their habitats |

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| | | | <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 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> <p>Aim: catergorise and sort living and non-living</p> <p>Create a habitat in Forest School</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>Events beyond living memory that are significant nationally or globally.</p> <p>Learn about 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 [Queen Victoria.</p> | <p>Changes within living memory</p> <p>Learn about 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)</p> <p>Learn about significant historical events, people and places in their own locality such as the Sheffield Children’s Hospital</p> | |

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| | <p>Know about significant historical events, people and places in their own locality such as the Sheffield Flood.</p> <p>Use different sources of evidence to research people and events in the past. Explain what objects from the past might have been used for and why. Answer questions about the past using a range of sources.</p> <p>Children will learn about changes within living memory and where appropriate, these should be used to reveal aspects of change in national life, with a focus on life in Victorian Stannington compare to life now in a modern Stannington.</p> <p>Aim: to write about why the Sheffield Flood happened. To experience life as a Victorian child</p> | <p>Use different sources of evidence to research people and events in the past. Explain what objects from the past might have been used for and why. Answer questions about the past using a range of sources.</p> <p>Aim: to be able to talk about the importance of Sheffield Children’s Hospital.</p> | |
| <p>Being a Geographer</p>  | <p>Locational knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Aim: Know where Stannington is in the U.K.</p> <p>Human and physical geography Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, | <p>Locational knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Human and physical geography 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, soil, | <p>Locational knowledge Name and locate the world’s seven continents and five oceans</p> <p>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</p> |

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| | <p>mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbor and shop</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 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>Aim: identify and name the countries that make up the UK</p> <p>Identify physical and human features of Stannington create a map.</p> | <p>valley, vegetation, season and weather</p> <ul style="list-style-type: none"> key human features, including: city, town, village, factory, farm, house, office, port, harbor and shop <p>Geographical skills and fieldwork</p> <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 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>Identify physical and human features of Sheffield and create a map.</p> <p>Place knowledge</p> <p>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 such as Kenya.</p> | <p>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, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <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 or routes on a map</p> <p>Aim: to name countries where rainforest are found. Explain the difference between climate and weather. Describe what life is like in a rainforest.</p> |
| <p>Being a Computer User</p> | <p>Getting Started Communicating – Texts and Images Strands 0 and 1</p> | <p>Programming and Data Handling Strands 3 and 4</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by</p> | <p>Multimedia Strands 2 and 5</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> |



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| | <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <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 publish a self-written poem.</p> <p>Use word processing skills and then edit and manipulate the text.</p> | <p>following precise and unambiguous instructions</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 Sheffield and Stannington.</p> <p>Programme and debug a beetbot.</p> <p>Write a programme and debug it using a PurpleMash programme.</p> <p>Create a branching programme using data gathered in class.</p> | <p>Recognise common uses of information technology beyond school</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 rainforests.</p> <p>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.</p> <p>Create weekly PowerPoints for the school website sharing our Forest School work</p> |
| | <p>Online Safety</p> <p>Use technology safely and respectfully, keeping personal information private;</p> <p>Know how to use a password and why it is important to keep it safe.</p> <p>Stannington Stay Safe Team termly work</p> | | |
| <p>Being a Designer</p> | <p>Construction – design and make a pop-up puppet (Textiles)</p> <p>Explore and evaluate a range of puppets (through images and existing puppets).</p> | <p>Mechanisms design and make a vehicle with a functioning axle</p> <p>Explore and evaluate a range of vehicles (through images, watching cars and existing toy vehicles).</p> | <p>Construction – design and make a well with a functioning pulley</p> <p>Explore and evaluate a range of wells (through images, models)</p> |

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| | <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>Explore how cars have different sized wheels appropriated to their function and purpose.</p> <p>Generate, develop, model and communicate their vehicle ideas through talking and drawing.</p> <p>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>Cut paper and card with increasing accuracy.</p> <p>Fix and join components with glue and Sellotape,</p> <p>Explore and use mechanisms.</p> <p>Attach a fixed or rotating axle and wheels to the vehicle.</p> <p>Evaluate their vehicle against design criteria.</p> <p>Aim – To create a bus to explore the Sheffield. To assemble and combine different materials.</p> | <p>Generate, develop, model and communicate their ideas through drawing and computing.</p> <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>Build well structures, exploring how they can be made stronger, stiffer and more stable (use card strips as supports between walls).</p> <p>Evaluate their ideas and products against design criteria.</p> <p>Aim - To design and make a well with a pulley. To record self/ peer evaluations against chosen success criteria.</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 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>Being a Musician</p>  | <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically.</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 be able to perform a song</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 or recorder</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 or recorder</p> | <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</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 make a rainforest piece of music</p> |
| <p>Being an Artist</p> | <p>Drawing and Observation – Buildings and Portraits.</p> <p>Children to: create self-portraits in the style of a chosen artist.</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</p> | <p>3D Work (photography and animation)</p> <p>Children will build on their understanding of the differences between 2 and 3D art forms.</p> |

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| | <p>use a range of materials creatively to design and make products use drawing and painting to develop and share their ideas, experiences and imagination develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space through: using a view-finder to look closely and add increased detail. using positioning – the ‘structure’ for creating a portrait / drawing. using perspective and shape. sketching and reworking their observational drawings / portraits. using different/mixed media other than pencil (chosen appropriately)</p> <p>Aim – to initially use photographs of local buildings to create observational drawings in the style of a local artist. Then to use photos of themselves/family members to create a ‘Portrait Gallery’ in the style of a particular artist. (Links to visit to Graves Gallery.)</p> | <p>disciplines, and making links to their own work. through: creating secondary colours through mixing primary colours learning how to create tints and shades learning how to create different shades of the same colour Varying the tools, we paint with.</p> <p>Aim: children will create a piece of art work in the style of the chosen Sheffield artist. (James Green)</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>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>Use photography to create simple ‘Stop Start’ animation linked to a story we are learning. Learn about 3D sculpture looking at the work of various artists and compare with 2D work – looking at the similarities and differences Aim – To create a stop start animation using clay model figures.</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. Children to create a coil pot using colour and pattern as well as using joins glued used ‘slip’ – based on Leach / Withers.</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</p> |
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| | | | <p>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 / weave using natural materials – willow/wood/soil should also be included.</p> |
| <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 Static balance – One Leg standing Aim- Stand still for 30 seconds. Complete 5 mini squats Dynamic balance to agility</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 Static balance – Small base Aim- to be able to maintain balance standing on a low beam Coordination- Ball skills</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 Agility- Reaction/Response Aim- to be able to catch a tennis ball dropped from shoulder height Agility- Ball chasing</p> |

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| | <p>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>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>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>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>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>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</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> <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>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>to compare them to the routines and rules in their own lives. Children to visit the Medina 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>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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