**Roseberry Primary School Working Long term Map 2018-2019**

**Year 2**

|  |  |  |  |  |  |  |  |
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| new logo | | **Aut 1** | **Aut 2** | **Spring 1** | **Spr 2** | **Sum 1** | **Sum 2** |
| **Topic Question** | | Who lives in a castle?  (8 Weeks) | Great Explorers (7 Weeks) | What is the best way to travel (6 Weeks) | Where is my home?  (6 Weeks) | India Vs UK - Children’s Choice? End of Year Production  (5 Weeks / 7 Weeks) | |
| **NC Coverage** | | Raby & Barnard Castle  Kings and Queens | Significant Individuals nationally and internationally | Travel and Transport Over Time – linked with George Stephenson | Animals and their habitats | Comparison of UK and non-European country | |
| **British Values**  **SMSC** | | Sense of enjoyment and fascination.   Rule of Law. | Responsibility for looking after ourselves.  Respect for faiths and beliefs. | Understand how key events from the past shape our history and values and continue to develop Britain. | Responsibility for looking after the environment.  Having respect for the environment and an understanding and respect for ethical issues. | Understanding and appreciating a wide range of cultural influences and the heritage of others. Understanding and appreciating different socio-economic backgrounds. | |
| **Global Goals/RRSA** | |  | 3. Good health and wellbeing | 13. Climate action | 15. Life on land | 9. Industry, innovation and infrastructure | |
| **National Curriculum Coverage** | **Science** | **Uses of everyday materials** Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | **Animals including humans** Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | **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 (water, food and air) | **Living things and their habitats**  Explore and compare the differences between things that are living, dead, and never been alive.  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.  Identify and name a variety of plants and animals in their habitats, including microhabitats.  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. | **Plants**  **O**bserve 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. | |
| **Working Scientifically**  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. | | | | | |
| **Computing** | DB primary  Unit 7 | DB primary Unit 8 | DB primary Unit 9 | DB primary Unit 10 | DB primary Unit 11 & 12 | |
| **History** | Significant historical events, people and places in their own locality.  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 | 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 | Significant historical events, people and places in their own locality.  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life |  |  | |
| **Geography** |  | **Locational knowledge**  Name and locate the world’s seven continents and five oceans.  **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. |  | **Human and physical geography**  Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles – linked to world habitats. | **Place knowledge**  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.  **Human and physical geography**  Use basic geographical vocabulary to refer to key physical features and key human features.  **Geographical skills and fieldwork**  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. | |
| **Art** | Use a range of materials | Drawing | Painting | Sculpture | Famous Artist/ designers | |
| **DT** | Build/improve structures and mechanisms  Use a range of materials  Textiles | Cooking and nutrition |  |  |  | |
| **Music** | Sing songs and chant rhymes. | Sing songs and chant rhymes - Performance | Play tuned and un-tuned instruments musically | Experiment with, create, select and combine sounds using the inter-related dimensions of music. | Listen with concentration and understanding to a range of high-quality live and recorded music. | |
| **PE** | Locomotion (fluency of movement) Playground games | Dance  Fitness | Object Control | Gymnastics  Dance | Invasion games | Athletics |
| **RE** | **Sacred Texts (Islam):**  What is the Quran and why is it important? | **Festivals/Beliefs and Practices (Christianity):** How and why do Christians celebrate Christmas? | **Sacred Texts (Sikhism):** What is the Guru Granth Sahib and why is it important? | **Festivals/Beliefs and Practices (Christianity):** What are the key symbols associated with the Easter Story? | **Founders and Leaders (Christianity):** Who was Jesus and who were his friends (disciples)? | **Founders and Leaders (Sikhism):** Why is Guru Nanak important to Sikhs? |
| **Visits, Visitors and Enrichment** | | **Visit Focus**  Visit to a Barnard Castle and Raby Castle | **Visit Focus**  Church  Nursing home | **Visit Focus**  Visit National Railway Museum | **Visit Focus**  Local habitats – Charlie’s Pond Zoo lab | **Visit Focus**  Bollywood dancing – company to come in | |
| **English** | | Traditional, Folk and Fairy Stories Recounts: who, what, when and where | Reading Journals Visual Texts Stories set in imaginary worlds Explanations/Instructions | Information Texts: labels, lists and captions Note making Recounts: who, what, when and where | Reading, writing and reciting poetry including pattern and rhyme Non-chronological reports | Planning and writing stories Letters | |
| **Maths** | | Shape | Data handling | Measures | Shape | Measures | |
| **Suggested Texts to use** | | A range of stories with castle setting George and the dragon | Little minds little people | Journey | Above and below | Non-fiction  Rama and Sita | |
| **Assessment Focus** | | History  Science | History  Geography  Science | History  Science | Geography Science | Geography Science | |
| **WOW Activity** | | Make a model castle | Message in a bottle | Guess the sound… Guess the picture Quiz/game | What are these creatures? Zoo Lab | Dependent on chosen country | |

**English/Maths/Science assessments to be carried out termly**