

Woodham Burn Primary



Year 1/2 Long term plans Cycle A

Woodham Burn Primary

Long term plan - YEAR 2



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Local area study
Core Text	Wild Emily Hughes	Man on the Moon Simon Bathram	Traction Man – Mini Grey	The Owl and the Pussycat – Edward Lear	Bringing the Rain to Kapiti Plain	The Great Fire of London – Emma Adams and James Weston Lewis
Science	Animals Including Humans	Animals including Humans	Materials	Materials	Plants	Living things and their habitats.
Geography	Seaside	Seaside	Local Study – Newton Aycliffe	Local Study - Newton Aycliffe	Non European Study Kenya	Non European Study Kenya
History	Heroes / Changes over time Victorians Seaside	Explorers Armstrong / Cook	Pioneers Stephenson / Hackworth	Key event Titanic	Pioneers Amelia Earhart / Rosa Parks	Key events Fire of London
Art	Printing Artist – William Morris	Sculpture	Weaving	Artist study	Drawing and Sketching	Painting
R.E						
ICT	E safety Information Technology – typing skills	Information Technology Word - Images	Programming ALEX	Information Technology Consolidation of Skills	Programming Scratch	Programming Scratch

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Core Text						
PE – JS	YOGA JSJ / OAA	YOGA JSJ	DANCE – COACH GAMES - INVASION	GYMNASTICS DANCE	GYMNASTICS – COACH FITNESS	ATHLECTICS GAMES
PE – SA	YOGA JSJ / OAA	YOGA JSJ	GYMNASTICS FMS	DANCE FMS	GAMES – BEAN BAG THROW GYMNASTICS - COACH	ATHLETICS GAMES – INVASION
Music	Pulse, rhythm and pitch	Performing – Singing Christmas Related	Singing and listening (interpreting the music)	Playing a melody	Sound sequences	Singing and Listening
PSHE	Citizenship – Rules and Responsibilities	Citizenship – Rules and Responsibiliti es	Personal Well Being	Personal Well Being	Health and well being	Health and well being
Rights Respect Articles	Article 28 (right to education) Every child has the right to an education. Primary education must be free and diffe5rent forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.	Article 6 (life, survival and development) Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.	Article 17 (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.	Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to- day home life.	Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.	Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities