

Aut 1 Habitats	Aut 2 India	Spr 1 Roald Dahl	Spr 2 Growing (food)	Sum 1 Houses	Sum 2 Seaside
<u>Science</u> -Working Scientifically -Living things and their habitats -Plants -Visitor/Wildspace? <u>Geography</u> -Seasonal/monthly weather -Human and physical key vocab <u>History</u> -Changes within living memory (comparing own houses). <u>Computing</u> -Use technology safely -Safe search on website (food chains) <u>Art</u> Drawing showing different tones using coloured pencils. Sewing flanimals. <u>DT</u> Sewing Baking bread (Harvest) <u>Music</u> Range of musical activities linked to objectives. <u>RE</u> School Designed:	<u>Science</u> -Working Scientifically -Animals including humans <u>Geography</u> -Seasonal/monthly weather -Continents and oceans, UK countries and capitals. -Place knowledge <u>History</u> -Significant individuals; Ghandi <u>Computing</u> -Use technology purposefully to create, organise, store content (postcards on PurpleMash) <u>Art</u> Painting colour wheels. Colour festival with powder paint? Henri Rosseau <u>DT</u> Design and evaluate Diva lamps (sculpture) <u>Music</u> Range of musical activities linked to objectives. <u>RE</u>	<u>Science</u> -Working Scientifically -Uses of everyday materials <u>Geography</u> -Seasonal/monthly weather -Discrete atlas work, UK knowledge. <u>History</u> -Significant individuals; Comparison of authors- Roald Dahl and Enid Blighton <u>Computing</u> -Algorithms, Beebots; PurpleMash. <u>Art</u> Quentin Blake inspired art. <u>DT</u> Mechanical levers- card for character in Roald Dahl book. <u>Music</u> Range of musical activities linked to objectives. <u>RE</u> People in Christianity: Who was Jesus? A great leader and teacher? Which great leaders do	<u>Science</u> -Working Scientifically -Plants <u>Geography</u> -Seasonal/monthly Weather -Skills: maps, compasses, aerial photos. <u>History</u> -Changes within living memory; Fenland Farming. <u>Computing</u> -Create and debug simple programs (PurpleMash coding) -Using logical reasoning to make predictions <u>Art</u> Collage- garden collage made from food. Print with food. <u>DT</u> Food technology- salad Design a healthy lunch box. <u>Music</u> Range of musical activities linked to objectives. <u>RE</u> Stories and Symbols:	<u>Science</u> -Working Scientifically -Animals including humans <u>Geography</u> -Seasonal/monthly Weather -Human and physical key vocab -Continents and oceans, UK countries and capitals. Place knowledge (Ely Eel Trail) <u>History</u> Events beyond living memory; Great Fire of London Locality- Ely Cathedral visit. <u>Computing</u> -recognise common uses of IT (what tech in house?) <u>Art</u> Drawing pattern and texture- dots and lines. Dip dye Eels and sew. <u>DT</u> Sewing <u>Music</u> Range of musical activities linked to	<u>Science</u> -Working Scientifically -Plants (return to allotment) -Uses of everyday materials <u>Geography</u> -Seasonal/monthly weather -Place knowledge -Human and physical key vocab <u>History</u> Events beyond living memory, changes within living memory; seaside past. -Trip to seaside. <u>Computing</u> -Use technology purposefully (typing, saving files). <u>Art</u> Painting- add white colours to make tints and black to make tones (seaside sunsets) <u>DT</u> Ice Cream Vans <u>Music</u> Range of musical activities linked to objectives.

<p>Harvest: Who do we need to thank for the bread we eat?</p> <p><u>PSHE</u> Working together</p> <p><u>PE</u> Out - Games: Rolling and Throwing In - Gymnastics: Bodyshape</p>	<p>Celebrations: Why is Christmas important to Christians?</p> <p><u>PSHE</u> Anti-bullying</p> <p><u>PE</u> Out - Games: Rolling and Throwing In - Dance: Fireworks & Xmas</p>	<p>we remember in our family?</p> <p>School Designed: Easter visitor</p> <p><u>PSHE</u> Managing risk</p> <p><u>PE</u> Out - Games: Dribble, kick and receive In - Gymnastics: Rock and Roll</p>	<p>How do the stories of the gurus and the concept of seva affect Sikh children?</p> <p><u>PSHE</u> My emotions</p> <p><u>PE</u> Out - Games: Dribble, kick and receive In - Dance: Ugly Bug ball</p>	<p>objectives.</p> <p><u>RE</u> Stories and Symbols: How do the stories of the gurus and the concept of seva affect Sikh children?</p> <p><u>PSHE</u> SRE</p> <p><u>PE</u> Out - Games: Throw, catch and strike In - Gymnastics: Core Task for Assessment OR Dance - Great Fire of London</p>	<p><u>RE</u> Self and Community: How does the Khalsa influence the lives of Sikh families?</p> <p><u>PSHE</u> Managing change</p> <p><u>PE</u> Out - Athletics In - Dance: Shoreline/Rainbow fish</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Long Term Plan 2016-17 Year 2