



## Copthorne Curriculum Long Term Plan: Year 2



Theme/Timescale (number of weeks/term etc.)	Theme	<b>National Primary Curriculum 2014 Coverage</b>	
7 Weeks Autumn 1	<b>Let's Go, Flamenco!</b>	<b>Geography</b>	Name, locate and identify characteristics of a country. (dancing/map work/places) Understand differences and similarities between countries. (descriptions/comparisons) Use basic geographical vocabulary. (throughout) Use world maps. (throughout)
		<b>History</b>	The lives of significant people in the past. (Picasso/Dali) Significant historical places. (Aqueducts – Romans/History of buildings)
		<b>Art</b>	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. (Pablo Picasso style paintings/Sculptures using clay/making Spanish flags)  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. (Picasso/Dali)
		<b>DT</b>	To use a range of materials creatively to design and make products. (Musical instruments)  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.
		<b>ICT</b>	Use technology safely. Recognise uses of technology outside of school. Communicate using ICT. (Link via Skype with other school) Use the internet to search for relevant information safely. (research online) Use programs to create and present information. (making power points and presentations)
		<b>Music</b>	Listen to a variety of music from other cultures. (Spanish music) Understand how music is made. Use key vocabulary associated with music.(Making and investigating musical instruments)
		<b>P.E</b>	Dance/sequences (Flamenco, Bolero dancing) Participate in team games, developing simple tactics for attacking and defending (football)

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6 weeks Autumn 2	<b>Creepy Castles and Caves</b>	<b>Geography</b>	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. 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 Compare and contrast key features. (Create own maps/comparing places in Britain)
		<b>History</b>	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Events beyond living memory that are significant nationally or globally (compare house styles across time)
		<b>Art</b>	To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (Reproduce images using clay and weave)
		<b>DT</b>	Design functional products. Generate, model and communicate ideas. Use range of tools. Evaluate own ideas. (make food castles/make houses – movable doors and windows)
		<b>ICT</b>	Understand use of algorithms. Recognise use of ICT outside school. (programmable toys)
		<b>P.E</b>	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. (Gymnastics) Participate in team games, developing simple tactics for attacking and defending. (tag rugby)

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6 weeks Spring 1	<b>The Lady With The Lamp</b>	<b>History</b>	Key events in history/significant historical events. (Crimean War) Comparison of lives of historical figures. (Florence Nightingale/Edith Cavell) Identify changes across time (nurses clothing then and now)
		<b>Art</b>	Range of materials. Develop techniques of pattern, shape and space. (charcoal portraits)
		<b>DT</b>	Evaluate existing products. Design products (Make own functional nurse uniform)  Functional products. Evaluate. Generate ideas.(Make a lamp)  Design purposeful, functional, appealing products for themselves and other users based on design criteria  Generate, develop, model and communicate their ideas through talking, drawing. Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
		<b>ICT</b>	Uses of ICT. Organise and manipulate text and images. (make a big book)
		<b>Science</b>	uses of different materials and electricity: identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard (make a lamp)
		<b>Music</b>	Understand and explore how music is created/inter-related dimensions of music. evaluate music across a range of historical periods
		<b>P.E</b>	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. (games) (using equipment safely)

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6 weeks Spring 2	<b>Dragons and Yetis</b>	<b>Geography</b>	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. (adopting an elephant in Kenya)
		<b>History</b>	Events beyond living memory that are significant nationally or globally (Great Fire of London)
		<b>Art</b>	To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (Using natural materials to make 2D and 3D art)
		<b>ICT</b>	use technology purposefully to create, organise, store, manipulate and retrieve digital content Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet Recognise common uses of information technology beyond school. (share work via EcoPals/record data using Excel/)
		<b>Music</b>	Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians (Listen to music from around the world – make music using different instruments)
		<b>P.E</b>	Participate in team games, developing simple tactics for attacking and defending Perform dances using simple movement patterns. (dance)(orienteeering)

6 weeks Summer 1	<b>Out of the Darkness</b>	<b>Geography</b>	Use basic geographical vocabulary 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 (local area)
		<b>History</b>	Events beyond living memory that are significant nationally or globally (Light through history)
		<b>Art</b>	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  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. (paintings/sketches)
		<b>DT</b>	To use a range of materials creatively to design and make products (Moving pictures)
		<b>ICT</b>	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions . Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet (search for information/make games)
		<b>Science</b>	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 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 micro-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. (Day and night/Investigate plants and animals in the local area)
		<b>Music</b>	Listen with concentration and understanding to a range of high-quality live and recorded music (Night sounds)
		<b>P.E</b>	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities (Athletics)(Gymnastics)

6 weeks Summer 2	<b>Oi! Get off my train!</b>	<b>Geography</b>	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. (local traffic survey)
		<b>History</b>	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally Significant historical events, people and places in their own locality (transport – first aeroplane flight/trains/Bradford canals)
		<b>Art</b>	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (collage)
		<b>Science</b>	Compare how things move on different surfaces. (forces and motion)
		<b>D.T</b>	Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing. Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria. Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products. (make vehicles)
		<b>ICT</b>	Recognise common uses of information technology beyond school. (take pictures of vehicles)
		<b>Music</b>	Experiment with, create, select and combine sounds using the inter-related dimensions of music. (sound effects)
		<b>P.E</b>	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending (Rounders)(Badminton)