



Year 2 Long Term Objective Plan 2016-17



Objectives covered through-out the year

Science-

Sc1/1 Working Scientifically

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- Sc1/1.1 asking simple questions and recognising that they can be answered in different ways
- Sc1/1.2 observing closely, using simple equipment
- Sc1/1.3 performing simple tests
- Sc1/1.4 identifying and classifying
- Sc1/1.5 using their observations and ideas to suggest answers to questions
- Sc1/1.6 gathering and recording data to help in answering questions.

DT1/1.1 Design

- DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria
- DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

DT1/1.2 Make

- DT1/1.2a select from and use a range of tools and equipment to perform [practical tasks](#)
- DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

DT1/1.3 Evaluate

- DT1/1.3a explore and evaluate a range of existing products
- DT1/1.3b evaluate their ideas and products against design criteria

DT1/1.4 Technical Knowledge

- DT1/1.4a build structures, exploring how they can be made stronger, stiffer and more stable
- DT1/1.4b explore and use [mechanisms](#), in their products.

- Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes



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| Autumn 1 I want to be a Fireman! The world of work | Spring 1 I am the fastest Performance | Summer 1 Night and Dahl-You are not alone! Community and Sustainability |
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| <p>Sc2/3.1 Uses of everyday materials Sc2/3.1a identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses Sc2/3.1b compare how things move on different surfaces. Sc2/3.1c find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>Hi1/1.2 events beyond living memory that are significant nationally or globally <i>e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</i></p> <p>Mu1/1.2 play tuned and untuned instruments musically</p> <p>Co2/1.1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Co2/1.2 create and debug simple programs Co2/1.3 use logical reasoning to predict the behaviour of simple programs</p> | <p>Sc2/2.3 Animals including humans Sc2/2.3a notice that animals, including humans, have offspring which grow into adults Sc2/2.3b find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Sc2/2.3c describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>DT1/2.1 Cooking & Nutrition DT1/2.1a use the basic principles of a healthy and varied diet to prepare dishes DT1/2.1b understand where food comes from</p> <p>Ar1/1.1 to use a range of materials creatively to design and make products Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Ar1/1.4 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</p> | <p>Sc2/2.1 Living things and their habitats Sc2/2.1a explore and compare the differences between things that are living, dead, and things that have never been alive Sc2/2.1b 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 Sc2/2.1c identify and name a variety of plants and animals in their habitats, including microhabitats Sc2/2.1d 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> |



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| | <p>their own work.</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Co2/1.5 recognise common uses of information technology beyond school</p> | |
| <p style="text-align: center;">Autumn 2 Shop till you drop! Enterprise</p> <p>Hi1/1.3 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</p> <p>Ge1/1.1a name and locate the world's 7 continents and 5 oceans</p> <p>Ge1/1.4a 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>Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> | <p style="text-align: center;">Spring 2 Around the world and back Global Dimension</p> <p>Sc1/2.1 Plants</p> <p>Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Ge1/1.3 Human and Physical Geography</p> <p>Ge1/1.3a 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> <p>Ge1/1.3b use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river,</p> | <p style="text-align: center;">Summer 2 On Patrol Monitors Leadership</p> <p>Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p> <p>Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies</p> <p>Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> |



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| | soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | |
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