



**Eynesbury Church of England Primary School**  
**Long Term Planning 2017/2018 – Year 2**

	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>SCIENCE</b> National Curriculum Objectives	<p><b>Animals including humans</b></p> <p>notice that animals, including humans, have offspring which grow into adults</p> <p>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><b>Uses of everyday materials</b></p> <p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p><b>Plants</b></p> <p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><b>Living things and their habitats</b></p> <p>explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>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</p> <p>identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>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>
Additional Notes/ Info eg additional skills covered, how this links into other subjects.	<p>In this unit, children learn about how humans and other animals are born, grow and change, and what we need to survive and be healthy. Children classify different kinds of animal babies, learn about the basic needs that are shared by humans and animals, and research the differing needs of animals within our care. Focusing their own experiences, children explore the need for humans to eat a varied diet, to keep themselves clean, and to take regular exercise. Throughout the unit, the learning materials encourage children to make positive choices that contribute to a healthy lifestyle.</p>	<p><b>Uses of everyday materials</b></p> <p>This 'Uses of Everyday Materials' unit will teach your class about the uses of everyday materials including wood, plastic, metal, glass, brick, paper and cardboard. Children then go on to compare the suitability of different everyday materials for different purposes. They explore how objects made of some everyday materials can change shape and how the recycling process is able to reuse some everyday materials numerous times. It finishes with children learning about new discoveries which have made over time with a specific focus on</p>	<p>In this unit children will learn about a variety of habitats and the plants and animals that live there. They learn to tell the difference between things that are living, dead and things that have never been alive, and apply this in a range of contexts. They make observations of a local habitat and the creatures that live there, investigating conditions in local microhabitats and how they affect the minibeasts found within them. This unit allows children to research a range of global habitats and how the living things that live there are suited to their environments, and also provides an introduction to the idea of dependency</p>



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		<p>John McAdam. A range of learning activities are used in this unit including, discussions, debates, sequencing and a local walk where children work scientifically to identify the uses of everyday materials in the local area.</p> <p><b>Plants</b></p> <p>In this unit children have the opportunity to closely study plants and trees in the natural environment, taking measurements and making observational drawings. Children plant a seed and a bulb and compare them as they grow. They record changes in their plants in words and pictures, take measurements throughout the unit and finally draw bar charts to show the growth of the two plants. Children set up a comparative experiment to observe what plants need to grow well, and watch the germination process first hand by growing cress. Children begin to learn about plants we eat, and understand that farming involves creating the right conditions for food crops to grow.</p>	<p>between plant and animal species.</p> <p><u>Link to Geography:</u></p> <p>Use simple <b>fieldwork and observational skills</b> to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
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<p style="text-align: center;"><b>HISTORY</b> National Curriculum Objectives</p>	<p style="text-align: center;"><b>Great Fire of London</b></p> <p>develop an awareness of the past <b>in the context of comparing present-day London to the London that existed before 1666 and again in 1814</b></p> <p>Identify differences and similarities between ways of life in different periods <b>in the context of comparing present day living to how people of London lived during 1666 and in 1814</b></p> <p>To know and understand key features of an event beyond living memory that are significant nationally <b>in the context of finding out about the Great Fire of London and how it started and also by looking at the phenomenon of the famous Frost Fairs</b></p> <p>understand key features of events, choosing and using parts of stories and asking and answering questions <b>through discussing and thinking of ways in which London was changed and rebuilt after the Great Fire. Also, by looking at how the Frost Fair solved a problem for the traders in London.</b></p> <p>understand key features of events, choosing and using parts of stories and asking and answering questions <b>through creating a newspaper report, describing the main events of the great fire and, by writing a diary entry by a Frost Fair attend</b></p> <p>ee.</p>	<p style="text-align: center;"><b>Great Explorers</b></p> <p>events beyond living memory that are significant nationally or globally</p> <p>develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements <b>in the context of discussing the criteria for determining what makes a person significant.</b></p> <p>develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements <b>in the context of finding out about the experiences of Ibn Battuta / Christopher Columbus / Neil Armstrong / Robert Falcon Scott</b></p>	<p style="text-align: center;"><b>Nurturing Nurses</b></p> <p>develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements <b>in the context of discussing the criteria for determining what makes a person significant.</b></p> <p>develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements <b>in the context of finding out how Florence Nightingale &amp; Mary Seacole improved nursing, how Edith Cavell helped soldiers and by then comparing and encouraging remembrance of all three.</b></p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>events beyond living memory that are significant nationally or globally</p>
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<p>Additional Notes/ Info eg additional skills covered, how this links into other subjects.</p>	<p>This Great Fire of London unit will teach your class about the key events of the Great Fire of London, and help them develop an understanding of the ways in which we can find out about the past through discussing primary sources. In doing so, this unit also provides an introduction to Samuel Pepys and his infamous diary. The children will have the opportunity to increase their awareness of the past by comparing and contrasting past and present-day London, as well as looking at how life was different in the 17th century.</p> <p>Late Autumn 2: <i>The 1814 Frost Fair</i> allows us to leap a few years along the historical time line and extends our knowledge of life in the past, whilst still focusing on the same location, London. We look again and compare our lives to see the differences in day to day living, working and generally surviving!</p>	<p>Spring 1: The Great Explorers unit will teach your class about the experiences of Ibn Battuta, Christopher Columbus, Neil Armstrong and Robert Falcon Scott. It asks the children to discuss the criteria for what makes a person significant and also consolidates their understanding of chronology by comparing the historical periods in which these great explorers lived. Range of learning activities such as: debates, role play, sorting and analysing, drawing and designing, as well as writing tasks, are used to encourage the children to fully understand the historical concepts taught in this unit.</p> <p>Spring 2: We now switch over to geographical work on Antarctica</p>	<p>This nurturing nurses unit will teach your class about the influential nurses Florence Nightingale, Mary Seacole and Edith Cavell. It asks children to establish what makes a person significant, explores and compares the lives and work of these nurses and considers how these individuals have influenced nursing today.</p>
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<p><b>GEOGRAPHY</b> National Curriculum Objectives</p>	<p><b>Our country</b></p> <p><b>Place Knowledge</b></p> <p>understand geographical similarities and differences through studying the human and physical geography <b>in the context of the UK</b></p> <p>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 <b>in the context of comparing Brasilia with London</b></p> <p><b>Location Knowledge</b></p> <p>name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>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>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>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a</p>	<p><b>Antarctica</b></p> <p><b>Place Knowledge</b></p> <p>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 <b>in the context of comparing St Neots with Antarctica</b></p>	<p><b>Magical Mapping</b></p> <p><b>Location Knowledge</b></p> <p>name and locate the world's 7 continents and 5 oceans</p> <p><b>Human and Physical Geography</b></p> <p>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>use basic geographical vocabulary to refer to:</p> <ol style="list-style-type: none"><li>i. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li><li>ii. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li></ol> <p><b>Geographical Skills and Fieldwork</b></p> <p>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>use simple compass directions (North, South, East and West) and locational and directional language to describe the location</p>
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	<p>simple map; and use and construct basic symbols in a key</p>		<p>of features and routes on a map</p> <p>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</p> <p>Use simple <b>fieldwork and observational skills</b> to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
<p>Additional Notes/ Info eg additional skills covered, how this links into other subjects.</p>	<p>This Our Country unit will teach your class about the countries of the UK developing learning beyond children’s immediate environment and own locality to the UK in general. Children will explore the UK by looking at individual countries, capital cities, human and physical features along with comparing and contrasting the capital cities of London and Brasilia in detail. This unit provides everything you need to give your class a greater insight into the UK and beyond.</p> <p>Autumn 2: As part of the Great Fire of London topic, children will compare maps of London during historical key moments. Focus on the River Thames and importance to industry. This leads us into the Late term mini-topic The 1814 Frost Fair</p>	<p>This study of Antarctica takes over in Spring 2 after children spend the first half of this term looking at different explorers. The last explorer to be studied is Falcon Scott, hence this geographical comparison work.</p>	<p>This Magical Mapping unit will teach your class to develop key map skills through a range of engaging geographical skill based activities suitable for Key Stage One.</p> <p>Children will explore a range of maps at a local, national and global level, developing their understanding of how to navigate around an atlas to find key countries, continents, oceans and seas along with devising their own maps and routes.</p> <p>They will learn how to ‘view from above’ looking at aerial photographs to spot human and physical features, understand simple map symbols, compass directions and develop key geographical vocabulary throughout the unit.</p>



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<p><b>ART</b> National Curriculum Objectives</p>	<p><b>Landscapes and Cityscapes</b></p> <p>To develop a wide range of art and design techniques in using colour and texture in the context of:  painting a landscape in the style of Monet  using pastels  painting landscapes in the style of van Gogh  painting cityscapes in the style of van Gogh.  creating a landscape.</p> <p>To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, in the context of learning about Monet and Van Gogh and Metzinger.</p>	<p><b>Miro</b></p> <p>To use drawing to develop and share their ideas, experiences and imagination, in the context of drawing their own version of Joan Miró's 'The Farm' and by creating a Surrealist picture inspired by Miró.</p> <p>To know about the work of a range of artists, making links to their own work, in the context of learning about the Magical Realist paintings and sculptures of the artist Joan Miró.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, in the context of creating a Surrealist picture inspired by Miro and by using relief printing to create illustrations for a book.</p> <p>To know about the work of a range of artists and designers, in the context of learning about the Livres d'Artiste of Joan Miró, and Artist's Books made by modern practitioners.</p> <p>To use a range of materials creatively to design and make products, in the context of designing a Surrealist sculpture.</p> <p>To use sculpture to develop and share their ideas and imagination, in the context of making Surrealist sculptures, inspired by Joan Miró.</p> <p>To use painting and sculpture to develop and share their ideas and imagination, in the context of painting Surrealist sculptures inspired by Joan Miró.</p>	<p><b>Nature Sculptures</b></p> <p>To learn to use a range of materials creatively to design and make products in the context of making a clay model.</p> <p>To learn 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 in the context of thinking about nature sculptures, making a sculpture, learning about the artist Andy Goldsworthy and reflecting on work about nature sculptures.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of creating observational drawings of natural materials and making a collage.</p> <p>To learn to use a range of materials creatively to design and make products in the context of collecting material for nature sculptures.</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination in the context of making a land art sculpture from natural materials and making a large scale sculpture from natural materials.</p>
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<p>Additional Notes/ Info eg additional skills covered, how this links into other subjects.</p>	<p>In this Landscapes and Cityscapes unit your class will learn about the bright colours and bold brushstrokes used by the Impressionists, and other artists, when painting landscapes and cityscapes.</p> <p>They will be introduced to the work of Claude Monet, Vincent van Gogh, and Jean Metzinger.</p> <p>They will think about the similarities and differences between the work of the different artists, looking at the colours, painting styles, settings, and times of day.</p> <p>They will make paintings, drawings, and mosaic art, inspired by the three artists.</p>	<p>This Miró unit will teach your class about the Spanish Catalan artist, Joan Miró, inspiring them with colour, fun, dreams, and nonsense as they create their own pieces of art.</p> <p>They will learn all about his Magical Realist paintings, drawing on their own experiences to create dream-like pictures about their own lives.</p> <p>Children will have great fun exploring printmaking with lots of different objects and materials to illustrate a nonsense alphabet.</p> <p>Children will love using their imaginations as they delve into Miró's Surrealist paintings and sculptures, learning new techniques and making their own unique, colourful, and exciting artworks.</p>	<p>This 'Nature Sculptures' unit will teach your class about the concept of nature sculpture. The children will have the opportunity to learn about different kinds of nature sculptures and to explore the work of Andy Goldsworthy and other environmental artists.</p> <p>Each lesson in the unit focuses on a different technique using natural materials; model making, observational drawing, collecting material, ephemeral land art and group sculpture building.</p> <p>At the end of the unit children will create a multimedia collage to bring together and celebrate their work.</p> <p>Links to Forest School and Science: Animals and their Habitats.</p>
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<p align="center"><b>DT</b> National Curriculum Objectives</p>	<p><b>Improving and Rethinking</b></p> <p><b>Design</b></p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make</b></p> <p>select from and use a range of tools and equipment to perform practical tasks</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate</b></p> <p>explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p>	<p><b>Fabric Faces</b></p> <p><b>Design</b></p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria <i>in the context of using a design criteria to design a fabric face.</i></p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <i>in the context of generating and communicating ideas for a fabric face.</i></p> <p><b>Make</b></p> <p>select from and use a range of tools and equipment to perform practical tasks <i>in the context of joining fabrics and materials and cutting around a template to create a face shape. selecting fabrics and materials to match their faces and join together successfully.</i></p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <i>in the context of selecting materials to represent their own hair.</i></p>	<p><b>Sensational Salads</b></p> <p><b>Cooking &amp; Nutrition</b></p> <p>Understand where food comes from <i>in the context of looking at different fruits and vegetables / in the context of the fish we eat.</i></p> <p>To explore and evaluate a range of existing products <i>in the context of tasting salads made mainly from root vegetables.</i></p> <p>To use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes <i>in the context of preparing a salad made from root vegetables / in the context of preparing fish salads</i></p> <p>Select from and use a range of tools and equipment to perform practical tasks <i>in the context of preparing fruit salads.</i></p>
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	<b>Technical Knowledge</b>  build structures, exploring how they can be made stronger, stiffer and more stable	<b>Evaluate</b>  explore and evaluate a range of existing products <i>in the context of exploring fabrics and fabric dolls/characters and exploring what has been used to make hair on fabric dolls or characters.</i>  evaluate their ideas and products against design criteria	
Additional Notes/ Info eg additional skills covered, how this links into other subjects.	Introduction to the design process and design criteria.  Linked to Great Fire of London historical / geographical topic - children look at the reasons behind the fire spreading and come up with new and improved housing / street layout.  Links to Science: Materials and their uses.	Children will learn all about different fabrics. They will explore and become familiar with the names of different fabrics and learn how to choose and manipulate fabrics to create different effects; they will also learn how to join fabrics in a variety of ways.  Running stitch will be introduced during this unit. Finally, children get the chance to apply all of these skills to help them create their own fabric face which they will evaluate.  Links to Science: Materials and their Uses	This Sensational Salads unit will teach your class about peeling, zesting, cutting safely and applying these skills when preparing healthy dishes. Children will learn key information about healthy eating and where their food comes from. They will gain some practical ideas about ingredients that can be combined to make interesting and healthy salads.



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<p align="center"><b>COMPUTING</b> National Curriculum Objectives</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private.</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>
<p>Additional Notes/ Info eg additional skills covered, how this links into other subjects.</p> <p>Using Rising Stars scheme of work</p>	<p><b>Unit 1 - We are Astronauts</b> In this unit, the pupils will have a number of problems to solve. They tackle these in two stages – firstly thinking carefully about the steps to follow (i.e. the algorithm), and then programming the spaceship to follow the steps as precise and unambiguous instructions, i.e. implementing their algorithm as a program. The spaceship then follows these instructions exactly. The programs the pupils create are unlikely to work first time, and so they'll need to debug (fix) these. One important technique, used repeatedly here, is to make a prediction, using logical reasoning, about where the spaceship will end up.</p> <p><b>Unit 2 - We are Games Testers</b> In this unit, the pupils will try to work out how some simple Scratch games work. They also look at free online or open source games and share their favourite games with the class.</p>	<p><b>Unit 3 - We are Photographers</b> In this unit, the children review photos online, practise using a digital camera, take photos to fit a given theme, edit their photos, and then select their best images to include in a shared portfolio.</p> <p><b>Unit 4 - We are Researchers</b> The children research a topic – safely, effectively and efficiently – using a structured approach (mind mapping). They share their findings with others through a short multimedia presentation.</p>	<p><b>Unit 5 - We are Detectives</b> In this unit, the children are challenged to solve a mystery by reading, sending and replying to emails, and by listening to a witness statement. They use a fact file sheet to create a table and identify the culprit.</p> <p><b>Unit 6 - We are Zoologists</b> In this unit, the children go on a bug hunt, recording and identifying the small animals they find. They then organise the data they have collected, record it using a graphing package, and interpret the graph to answer questions about the animals.</p>



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<p>PE National Curriculum Objectives</p>	<p>Dance</p> <p>perform dances using simple movement patterns.</p>	<p>Gymnastics</p> <p>master basic movements including jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>Games / Athletics</p> <p>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</p> <p>participate in team games, developing simple tactics for attacking and defending</p>
<p>Additional Notes/ Info eg additional skills covered, how this links into other subjects.</p> <p><u>Using the Wirral scheme of work:</u> There are 3 options for each genre on the Wirral webpage. All units have 6 session long planning attached which guarantee progression through the curriculum. The units could easily be changed without affecting Year 2 / school curriculum coverage.</p> <p><u>Back up and additional guidance:</u> Val Sabin files in cupboard.</p>	<p><b>TITLE:</b> <a href="#">Toy Box</a> - variety of resources - soldier, puppet, train, Jack-in-the-box for dance stimulus. <b>OUTLINE:</b> The development of the use of stimuli will form the focus for this unit of work. Children's dance vocabulary and performance should be extended using their own ideas. Stimulated by the presentation of toys, words and music. Variety of speeds, levels and directions.</p> <p>Autumn 2: Time taken up by Christmas performance rehearsals and shows</p>	<p><b>TITLE:</b> <a href="#">Balancing</a> <b>OUTLINE:</b> Ways of travelling on large and small body parts showing clear balances, use of space, changes in direction and levels. Travelling along floor and apparatus taking weight on hands and other body parts. Explore travelling high and low. Jumping on and off. All ideas transferred to apparatus work.</p> <p>Spring 2: Swimming</p>	<p><b>TITLE:</b> <a href="#">Travelling and Control</a> <b>OUTLINE:</b> This unit reinforces work learned in previous units and develops the skills of travelling, sending and receiving using a wider variety of apparatus and further challenging activities. A higher degree of control is required with larger apparatus. Games situations involve more tactical awareness by the children.</p> <p>Summer 2: Sports Week</p>



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<p style="text-align: center;"><b>RE</b></p> <p>Overview based on 2013 Cambridgeshire Agreed Syllabus</p> <p>Units in blue are core units and some of these can be found on the server as indicated on grid (provided by LEA) The core units have descriptions of what children should be able to do at the end of the unit for each level</p> <p>Units in red have been supplied by the diocese and can be found via the following link: <a href="http://www.stir-up.org.uk/ChristianitySDUs.html">http://www.stir-up.org.uk/ChristianitySDUs.html</a></p>	<p>People in Christianity: Who was Jesus? A great leader and teacher? (server)</p> <p>Celebrations: Why is Christmas important to Christians? Focus on angels</p>	<p>Stories and symbols: How do the stories from the gurus and the concept of seva affect Sikh children?</p> <p>Self and community: How does the Khalsa influence the lives of Sikh families?</p> <p>Easter – focus money changers in temple</p>	<p><b>What is Christian worship?</b></p> <p>What do Christians believe about God and how does He affect their lives?</p>
<p>Additional Notes/ Info eg additional skills covered, how this links into other subjects.</p> <p>Skills which should be covered (taken from level descriptors from the Agreed Syllabus).</p>	<p>Retell and suggest meanings for religious stories and actions. Recognise that some questions cause people to wonder and are difficult to answer</p> <p>Use religious words and phrases to identify religion’s importance to some people recognise their own values and those of others ask and respond sensitively to questions about their own and other’s experiences</p>	<p>Begin to show awareness of similarities and differences in religions</p> <p>Retell and suggest meaning for religious stories and actions</p> <p>Use religious words and phrases to identify religion’s importance to some people ask and respond sensitively to questions about their own and others</p> <p>recognise their own values and those of others</p> <p>Identify how religion is expressed in different ways</p>	<p>Use religious words and phrases to identify religion’s importance to some people Suggest meanings for religious actions and symbols</p> <p>Identify how religion is expressed in different ways</p> <p>Use religious words and phrases to identify religion’s importance to some people recognise their own values and those of others</p>



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<p align="center"><b>MUSIC</b> National Curriculum Objectives</p>	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
<p>Additional Notes/ Info eg additional skills covered, how this links into other subjects.</p>	<p align="center">Violins weekly singing session collaboration day with Y1</p>	<p align="center">Violins weekly singing session Collaboration day with Y1</p>	<p align="center">Summer 1: Violins weekly singing session Summer 2: Y2 Music Festival</p>
<p align="center"><b>PSHE</b> Cambridgeshire PSHE Service Resources</p>	<p>Healthy Lifestyles</p> <p>Rights, Rules and Responsibilities</p> <p>Me and My Emotions</p> <p>Anti-bullying</p>	<p>Family and Friends</p> <p>Financial Capability</p>	<p>Diversities and Communities</p> <p>Managing Change</p>