



ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

Long Term Curriculum Plan
Year Group: 2

	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
Writing	<u>Stanley's Stick</u> <ul style="list-style-type: none"> Character description Story <u>Flat Stanley</u> <ul style="list-style-type: none"> Letter postcard 	<u>Fire cat /Toby and the Great Fire of London</u> <ul style="list-style-type: none"> Diary Story recount <u>Sprout boy</u> <ul style="list-style-type: none"> Character description 	<u>Man on the moon / Bob's moon tour</u> <ul style="list-style-type: none"> Letter to NASA Recount of a visit to the moon (trip advisor) <u>Way back home</u> <ul style="list-style-type: none"> Character description Story <u>Butterfly</u> <ul style="list-style-type: none"> Concrete poem 	<u>Cinderella and other variations</u> <ul style="list-style-type: none"> Letter to the fairy godmother <u>Mufaro's beautiful daughters</u> <ul style="list-style-type: none"> Setting description Alternative version of Cinderella <u>Non - fiction</u> <ul style="list-style-type: none"> Non- chronological report (animals) 	<u>Story machine</u> <ul style="list-style-type: none"> Instructions Story Diary entry <u>History link</u> <ul style="list-style-type: none"> Letter to somebody from the past 	<u>Flotsam</u> <ul style="list-style-type: none"> Story Recount of the trip to the seaside <ul style="list-style-type: none"> Non-chronological report (advert for our area) Instructions for planting seeds (Science link)
SPAG	Word classes- Noun, verb & adjective Identifying subject and verb Sentence types (statement, command, question, exclamation) Conjunctions (BOA)	Expanded noun phrases Past and present tense Time adverbials Conjunctions (WBI)	Word classes- Noun, verb, adjective & adverb Commas in a list Conjunctions (BOAWBI) Apostrophe for possession	Apostrophe for omission Adverbials Suffixes Homophones - There, they're, their Present/ past progressive tense	Imperative verbs Adverbials Sentence types (statement, command, question, exclamation)	Inverted commas Conjunctions (AWHITEBUS)
Spelling *Common exception	-e /j/ sound spelled -dge - /j/ sound spelled -ge at the end of words.	a /r/ sound at the beginning of words Words ending in 'le' Words ending in 'el'	Words where '-es' is added to words ending in 'y'	Words where '-ing' is added to single syllable words	Words where 'a' makes an /o/ sound	Words that are homophones or near homophones Words ending in '-tion'

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words are ongoing	e /j/ sound spelled with a g. /s/ sound spelled c before e, i and y e /n/ sound spelled kn and gn at the beginning of words /r/ sound spelled 'wr'	Words ending in 'al' .Words ending in 'il' Words where 'y' makes an /igh/ sound	.Words where '-ed' is added to words ending in 'y' Words where '-er' and '-est' are added to words ending in 'y' Words where '-ing' is added to words ending in 'e' Words where '-er', '-est' and '-ed' is added to words ending in 'e'	Words where '-ed' is added to single syllable words Words where 'a' makes an /or/ sound Words where 'o' makes an /u/ sound Words where 'ey' makes an /ee/ sound	Words where 'or' and 'ar' make an /er/ or /or/ sound Words where 's' makes an /z/ sound Words ending in '-ment' and '-ness' Words ending in '-ful' and '-less' Words that are homophones or near homophones	Words containing an apostrophe for contraction Words containing an apostrophe for possession
Reading		Toby and the Great Fire of London		Prince Cinders Mufaro's daughters		
Maths	Place value Addition and subtraction Shape		Money Multiplication and division Length and Height Mass, capacity and temperature		Fractions Time Statistics Position and direction Problem solving	
Science	Animals; including humans (biology) Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, for survival (water, food and air) Describe the importance of exercise, eating the right amounts	Everyday materials (chemistry) Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Environment	Living things and Habitats (biology) Explore and compare the difference 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	Plants (biology) Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	

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	of different types of food and hygiene.			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		
Geography	Ocean and continents Map skills lesson			Kenya		Comparing Halifax and Lytham St Annes
History		Great Fire of London	Significant Explorers		History of Piece Hall and Shibden Hall.	
Computing	Information technology around us Identifying IT and how its responsible use improves our world in school and beyond.	Digital photography Capturing and changing digital photographs for different purposes	Robot algorithms Creating and debugging programs, and using logical reasoning to make predictions.	Pictograms Collecting data in tally charts and using attributes to organise and present data on a computer.	Making music Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	Programming quizzes Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.
Religious Education	BB Christianity and Islam 2.1 How is new life welcomed?	1.1 God <i>What do Christians believe God is like?</i>	BB Christianity and Islam 2.2 How can we make good choices?	1.4 Gospel <i>What is the good news that Jesus brings?</i>	(BB Christianity) 2.5 What did Jesus teach and how did he live?	BB Christianity, Islam and a non-religious view 2.4 How can we look after the planet?
DT		Textiles - Sewing to join materials – pre punched holes Add embellishments with glue.	Making vehicles - Wheels & axles Make a space buggy to link with 'Explorers'			

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		Link to Christmas				
Art	<p>Drawing Investigate tone – light and dark lines. Begin to use graded pencils (HB, 4B & 8B) Develop patterns.</p> <p>Artist study – Picasso Look at the work of artist Picasso. Create sketches and paintings based on this.</p>			<p>Sculpture Create an African pot from clay</p> <p>Techniques for using clay – rolling, thumb pots, cutting Clay – moulding and sculpting to create shapes.</p> <p>Select and use tools.</p>	<p>Name and mix tertiary colours.</p> <p>Lighten or darken colours using white and black paint.</p>	<p>Printing Sponges and other materials Mono printing</p>
Music	<p>Exploring simple pattern How does music help us make friends?</p>	<p>Focus on dynamic and tempo How does music teach us about the past?</p>	<p>Exploring feelings through music How does music make the world a better place?</p>	<p>Inventing a musical story How does music teach us about our neighbourhood?</p>	<p>Music that makes you dance? How does music make you happy?</p>	<p>Exploring Improvisation How does music teach us about looking after our planet?</p>
PE	<p><u>Real Gymnastics (Personal):</u> Multi-ability (Personal): I try several times if at first I don't succeed. I ask for help when appropriate.</p> <p>Balance</p> <p>Travel</p>	<p><u>Real Gymnastics (Cognitive):</u> Multi-ability (Cognitive): I can begin to order instructions, movements and skills. I can explain why someone is working or performing well. With help, I can recognise similarities and differences in performance.</p>	<p><u>Real PE (Cognitive):</u> Multi-ability (Cognitive) I can begin to order instructions, movements and skills. I can explain why someone is working or performing well. With help, I can recognise similarities and differences in performance.</p>	<p><u>Real PE (Creative):</u> Multi-ability (Creative) I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others.</p> <p>Coordination: Ball Skills (9)</p>	<p><u>Real PE (Physical):</u> Multi-ability (Physical) I can perform a sequence of movements with some changes in level, direction or speed. I can perform a range of skills with some control and consistency.</p>	<p><u>Real PE (Health and Fitness):</u> Multi-ability (Health and fitness) I use equipment appropriately and move and land safely. I can say how my body feels before, during and after exercise.</p> <p>Agility: Ball Chasing</p>

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	<p><u>Real PE (Personal)</u></p> <p>Multi-ability (Personal): I try several times if at first I don't succeed. I ask for help when appropriate.</p> <p>Coordination: Footwork</p> <p>Static Balance: One Leg</p>	<p>Flight Rotation</p> <p><u>Real PE (Social):</u></p> <p>Multi-ability (Social) I can help, praise and encourage others in their learning.</p> <p>Dynamic Balance to Agility: Jumping and Landing</p> <p>Static Balance Seated</p>	<p>Dynamic Balance: on a line</p> <p>Static Balance</p> <p><u>Dance</u></p> <p>Multi-ability (Social) I can help, praise and encourage others in their work.</p> <p>Dance Skills</p> <p>Compete/ Perform</p> <p>Evaluate</p>	<p>Counter Balance with a partner (7)</p> <p><u>Dance</u></p> <p>Multi-ability (Creative) I can begin to compare my movements and skills with that of others and I can select and link movements to fit a theme</p> <p>Dance Skills</p> <p>Compete/ Perform</p> <p>Evaluate</p>	<p>Coordination – sending and receiving</p> <p>Agility – reaction and response</p> <p><u>Athletics</u></p> <p>Throwing</p> <p>Running</p> <p>Compete and Perform</p> <p>Evaluate</p>	<p>Static Balance: Floor work (3)</p> <p><u>Athletics</u></p> <p>Jumping</p> <p>Compete and Perform</p> <p>Evaluate</p>
PSHCE	<p>How can we help?</p> <p>Group and class rules and why they are important; respecting own and others' rights and need; privacy; looking after the environment</p> <p>British Value- the rule of law</p> <p>Voting for School councillors</p>	<p>What is bullying? Hurtful teasing and bullying is wrong, what to do about bullying; unsafe secrets; inappropriate touch what to do if it happens</p> <p>Anti-Bullying Week</p>	<p>How can we be healthy? Things that keep bodies and minds healthy (activity, rest, food); hygiene routines; healthy choices. Can I learn when to ask, it is ok? Consent</p>	<p>What is the same and different about us?</p> <p>Recognise what they are good at; set simple goals; growing; and changing and being more independent; naming body parts correctly (including external genitalia); belonging to different groups.</p>	<p>How do we show our feelings? Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings</p>	<p>How can we keep safe in different places?</p> <p>Rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency. How to deal with emergency services if necessary. Basic first aid. Head injuries.</p>

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Charity event					A local charity fundraiser (linked to topic)	
Enterprise event	Fancy dress oop up shop					
Visits	St Michael's Church		Trip to the woods-linked to science looking at habitats			Lytham St Annes
Visitors		Fire fighter				
Parent workshop		Reading Workshop				

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