



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>Bold Women in Black History</u> <ul style="list-style-type: none"> Fact file <u>Betsy the Bug lover</u> <ul style="list-style-type: none"> Non - chronological report on butterflies (Science link) <u>Butterfly</u> <ul style="list-style-type: none"> Concrete Poem 	<u>Toby and the Great Fire of London</u> <ul style="list-style-type: none"> Diary <u>Fire cat</u> <ul style="list-style-type: none"> Wanted poster 	<u>Man on the moon / Bob's moon tour</u> <ul style="list-style-type: none"> Recount of a visit to the moon (trip advisor) Instructions how to be a moon tour guide 	<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 <u>Non - fiction</u> Non- chronological report (animals)	<u>Story machine</u> <ul style="list-style-type: none"> Diary entry – in character <u>Something Fishy</u> Narrative - Retelling	<u>Aliens Stole My Underpants</u> <ul style="list-style-type: none"> Humorous poem <u>Flotsam</u> <ul style="list-style-type: none"> Story Recount of the trip to the seaside
SPAG	Place Value of Grammar (Y2) Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Full Stops	Pronouns Co-ordination conjunctions Adjectives Adverbs Expanded noun	Sentence types – Exclamations, commands Commas in a list Time adverbials Sub-ordinating conjunctions- when, if that, because	Sentence types- questions Apostrophes for contraction Apostrophes for singular possession Formation of adjectives using suffixes such as -ful, - less	Apostrophes for single possession	Consolidation of skills

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	How words combine to make sentences					
Spelling	Little Wandle Spelling and Fluency *Common exception words are ongoing					
Reading	Prediction Pip Retrieval Rex	Inference Iggy	Inference Iggy Vocabulary Victor	Vocabulary Victor Sequencing Suzi	Consolidation of skills	
Reciprocal reading	At the seaside. No harm done	Dinosaur Babies Prince Cinders	Snow babies Five Little Owls	Early Olympics Games Queen Neferati	Cassie and the Kiss Soldier Tim Peake	When I was young From a Railway Carriage
Maths	Place value Addition and subtraction Shape		Money Multiplication and division Length and Height Mass, capacity and temperature		Fractions Time Statistics Position and direction	
Science	Animals; including humans (biology)	Everyday materials (chemistry)	Living things and Habitats (biology)	Plants (biology)	Environment	
Geography	Ocean and continents Map skills lesson	Great Fire of London	Significant Explorers		History of Piece Hall and Shibden Hall.	Comparing Halifax and Lytham St Annes
History				Kenya		
Computing	Information technology around us	Digital photography	Making music	Programming quizzes	Pictograms	Robot algorithms
Religious Education	BB Expressing Beliefs 2.1 How are symbols used to welcome new life?	UC God 1.1 What do Christians believe God is like?	BB A Good Life 2.2 How can we make good choices?	UC Gospel 1.4 What is the good news that Jesus brings?	BB Personal Journey 2.5 How and why do some people pray?	BB The Big Picture F1.14 How do bible stories show good keeps promises?
DT		Textiles – making Link to Christmas	Making vehicles - Wheels & axles Make a space buggy to link with 'Explorers'			

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Art	Drawing Artist study – Picasso Look at the work of artist Picasso. Create sketches and paintings based on this.			Sculpture Making a thumb pot	Name and mix tertiary colours. Kandinsky	Printing
Music	Tony Chestnut	Carnival of the animals Composing music inspired by birdsong	Grandma Rap	Orawa Trains	Swing a-long with Shostokvich Charlie Chaplin	Tanczymy labada
PE	<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. Balance Travel <u>Real PE (Personal)</u> Multi-ability (Personal): I try several times if at first I don't succeed. I ask for	<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. Flight Rotation <u>Real PE (Social):</u>	<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. Dynamic Balance: on a line Static Balance <u>Dance</u> Multi-ability (Social) I can help, praise and	<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. Coordination: Ball Skills (9) Counter Balance with a partner (7) <u>Dance</u>	<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. Coordination – sending and receiving Agility – reaction and response <u>Athletics</u> Throwing	<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. Agility: Ball Chasing Static Balance: Floor work (3) <u>Athletics</u> Jumping

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	<p>help when appropriate.</p> <p>Coordination: Footwork</p> <p>Static Balance: One Leg</p>	<p>Multi-ability (Social) I can help, praise and encourage others in their learning.</p> <p>Dynamic Balance to Agility: Jumping and Landing Static Balance Seated</p>	<p>encourage others in their work.</p> <p>Dance Skills</p> <p>Compete/ Perform</p> <p>Evaluate</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>Running</p> <p>Compete and Perform</p> <p>Evaluate</p>	<p>Compete and Perform</p> <p>Evaluate</p>
PSHCE	<p><u>RELATIONSHIPS</u></p> <p>Families and friendships Making friends; feeling lonely and getting help</p> <p>Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions</p>		<p><u>LIVING IN THE WIDER WORLD</u></p> <p>Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>Media literacy and Digital resilience The internet in everyday life; online content and information</p> <p>Money and Work What money is; needs and wants; looking after money</p>		<p><u>HEALTHY AND WELLBEING</u></p> <p>Physical health and Mental wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>Growing and changing Growing older; naming body parts; moving class or year</p> <p>Keeping safe Safety in different environments risk and safety at home; emergencies</p>	
Charity event						A local charity fundraiser (linked to topic)
Enterprise event		Christmas jumper shop				

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Visits	St Michael's Church		Trip to the woods- linked to science looking at habitats			Lytham St Annes
Visitors						Police visit
Parent workshop	Reading Workshop					
Workshop						

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