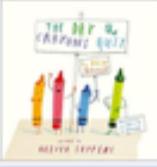
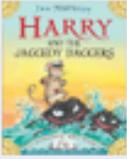


St. Paul's CE Primary School

Year 2 Long Term Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Theme	Significant People (history focus)	Animals (Science Focus)	Significant People (History Focus)		Plants (Science focus)	Compare UK (Geography focus)	
Quality Texts	<p>The BFG</p>  <p>Never Tickle a Tiger</p> 	<p>The Owl Afraid of the Dark</p>  <p>Red Riding Hood was Rotten</p> 	<p>The Hedgehog</p>  <p>The Day the Crayons Quit</p> 	<p>The Day the Crayons came home</p>  <p>Harry and the Jagged Daggers</p> 	<p>The Little Gardener</p>  <p>The Tin Forest</p> 	<p>Traction Man</p>  <p>The Cat and the King</p> 	
English (possible writing outcomes)	Re-write sections of the text. Character description. Innovate the story. Instructions for taking care of a tiger / making potion for BFG	Wanted Poster Report on owls / wolves. Recount of events. Owl / Wolf poetry Narrative with a different animal character.	Retell parts of the story. Retell a section from another character's perspective. Write a letter from a character. Report on a hedgehog.	Retell the story from another point of view. Setting description. Write a thank you letter. Short newspaper report. Wanted poster	Instructions on how to plant a seed. Think / Say / Feel bubbles. Retell the story Diary entry from a character. Setting description before and after.	Write a narrative with more detail. Write letters to and from characters. Write a report in Toys. Diary entry from a character.	
Writing Skills:	<p>Words/ Vocabulary: Add detail with two well-chosen adjectives: Dragons have long, spiky tails. An ugly, old witch Similes with like: tall like a skyscraper like a shining star Alliteration e.g. <i>wicked witch, slimy slugs</i> Use adverbs to add detail and information: The butterfly landed delicately on the colourful petals. Slowly mix in the flour. Introduce alliteration: slippery spaghetti flying frogs Use generalisers to inform: Many meerkats... some meerkats...</p>		<p>Sentence structure: Add detail to sentences with well-chosen adjectives and adverbs: The ginger cat ran along the high wall. Dan carefully opened the rusty gate. Expanded noun phrases: The poisonous dragon The dragon with rose-coloured scales Introduce further subordinating conjunctions: as soon as, if, although Introduce relative clause as an embedded clause: Noun + who, whom, which, that Charlie, who was walking along the path, heard a dog bark. Range of sentence starters: ly - Fortunately, unfortunately, gently - While, when, as Power of three to describe:</p>		<p>Text structure: Three-part narrative structure with an additional clear ending which shows the reader how a character is feeling. In non-narrative, related material grouped and organised appropriately. Diagrams and sub-headings. Instructions organised with list of required resources and clear steps needed to carry out the process. Correct choice and consistent use of present tense versus past tense throughout texts. Use of the progressive form of verbs in the present and past tense.</p>		<p>Punctuation: Capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. Apostrophes to mark where the letters missing in spelling and to mark singular possession in nouns.</p>

	<p>Osebo, the leopard, was fierce, proud and boastful. Just admiring your fine drum, your huge drum, your magnificent drum. Subordinating and coordinating conjunctions.</p>					
Reading Skills:	<p>Word reading / Vocabulary: Read aloud with fluency and expression, paying attention to punctuation. Self-monitor for understanding independently. Check the meaning of new vocabulary and may use in own writing. Re-read books to build up their fluency. Continue to apply phonic knowledge and skills as the route to decode words. Read words containing common suffixes. Read most words quickly.</p>		<p>Inference / Prediction / Making links: Use inferential skills automatically to fill the gaps left by the writer. Understand plot patterns in a stories and that they are different depending on the type of story. Show empathy with characters in books. Make connections between, compare and contrast books read both in and out of school. Retell a range of texts. Discuss and clarify the meaning of words linking new meanings to known vocabulary. Draw upon what they already know or on background information and vocabulary provided by the teacher. Make inferences on the basis of what is being said and done.</p>		<p>Explanation / Comprehension: Handle non-fiction texts confidently, finding relevant information in response to a research focus. Find word and language clues in the text that the writer has used to develop characters, set the scene or create suspense. Discuss their favourite words and phrases. Participate in discussions about the texts, taking turns and listening to what others say.</p>	
Maths	<p>Number: Place Value Number: Addition and Subtraction Measurement: Money Number: Multiplication and Division</p>		<p>Number: Multiplication and Division Statistics Geometry: Properties of shape Number: Fractions Measurement: Length and Height</p>		<p>Geometry: Position and Direction# Problem solving and efficient methods Measurement: Mass, Capacity and Temperature Investigations</p>	
	<p>Skills: Within maths lessons the children will develop their mathematical skills written above in a range of ways. They will be taught to be fluent in each area, developing a conceptual understanding. To become fluent, the children will experience the new concepts with practical activities, pictorial representations of the skills and developing mental and written methods to represent the skills being taught. They will extend their knowledge of these skills through reasoning where they follow a line of enquiry and problem solving where they will apply these skills to a variety of problems. Where possible the children will also take part in active maths, involving PE within their lessons.</p>					
Science	Use of everyday materials	Animals including humans	Living things	Habitats	Plants	Plants
	<p>Skills: Make observations relevant to their task, describe their observations, using some scientific vocabulary Begin to select and use simple equipment provided to aid observation and perform simple tests Begin to recognise when a test or comparison is unfair Make suggestions, ask questions and answer questions asked by the teacher Begin to draw simple conclusions, explain what they did and make suggestions for improvements Collect and record data (supported by the teacher) and suggest how they could collect data to answer questions</p>					

History	Comparison of significant historical figures e.g. Famous nurses - Florence Nightingale, Mary Seacole and Edith Cavell	Key National events - Remembrance Day <u>Family Tree?</u>	Historical figures - Queen Victoria, Charles Dickens, George Stephenson	Key National events - St. George's Day, St. Patrick's Day, Pancake Day	Historical figures - Pocahontas, Rosa Parks, Emily Davison	Key National events - Wimbledon, Queen's birthday, Eid
	Skills: <u>Chronological understanding</u> <input type="checkbox"/> Sequence photographs etc. from different periods of their life <input type="checkbox"/> Sequence artefacts closer together in time - check with reference book <input type="checkbox"/> Describe memories of key events in lives <u>Interpretations of history</u> <input type="checkbox"/> Compare pictures or photographs of people or events in the past <input type="checkbox"/> Discuss reliability of photos/ accounts/stories <input type="checkbox"/> Compare 2 versions of a past event			<u>Historical enquiry</u> <input type="checkbox"/> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. <u>Range and depth of historical knowledge</u> <input type="checkbox"/> Recognise why people did things, why events happened and what happened as a result <input type="checkbox"/> Identify differences between ways of life at different times <u>Organisation and communication</u> <input type="checkbox"/> Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...		
Geography		Seas of the UK / locating 7 continents and oceans		Comparison of cities in different countries Manchester and Beijing Royton and Gold Coast		Weather patterns – global warming
	Skills: <u>Drawing maps</u> <input type="checkbox"/> Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) <u>Representation</u> <input type="checkbox"/> Begin to understand the need for a key. <input type="checkbox"/> Use class agreed symbols to make a simple key. <u>Using maps</u> <input type="checkbox"/> Follow a route on a map. <input type="checkbox"/> Use a plan view. <input type="checkbox"/> Use an infant atlas to locate places. <u>Scale/Distance</u> <input type="checkbox"/> Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)			<u>Perspective</u> <input type="checkbox"/> Look down on objects to make a plan view map. <u>Map knowledge</u> <input type="checkbox"/> Locate and name on UK map major features e.g. London, River Thames, home location, seas. <u>Style of map</u> <input type="checkbox"/> Use teacher drawn base maps. <input type="checkbox"/> Use an infant atlas <input type="checkbox"/> Find land/sea on globe. <u>Geographical enquiry</u> <input type="checkbox"/> Children encouraged to ask simple geographical questions; Where is it? What's it like? <input type="checkbox"/> Use NF books, stories, maps, pictures/photos and internet as sources of information. <input type="checkbox"/> Investigate their surroundings. <input type="checkbox"/> Make appropriate observations about why things happen. <input type="checkbox"/> Make simple comparisons between features of different places.		
RE	2.1 The bible Non-Christian Link – Holy books of other faiths	2.2 Christmas – Good news (UC – 1.3) 2.7 Christmas – the journey to Bethlehem	2.3 Jesus friend to everyone (UC – 1.4) relationships	2.4 Easter – signs and symbols (UC – 1.5)	2.6 Ascension and Pentecost	2.5 Why is the church a special place for Christians? Non-Christian Link – Worship in other faiths
	Skills: Throughout the year the main skills taught are: enquiry, investigation, interpretation, empathising, reflecting and applying these skills by linking them with own lives. The Christian Concepts taught are: Incarnation, Gospel, salvation, people of God, kingdom of God. Values are key in the teaching of RE; the main values taught this year are: faith, reverence, respect, hope, love and courage: amongst others. These skills and values will be developed through some of the following experiences: handling bibles and holy books of other faiths, listening and responding to stories from the old and new testament, sending and receiving good news, looking at artwork of angels and Jesus and creating own interpretations, drama to explore feelings, symbolism of paschal candles and the Holy Spirit, creating a cross, poetry and visiting a holy place, such as a church or place of worship of another faith.					

Indoor PE Outdoor PE	Dance	Gymnastics	Gymnastics	Dance	Athletics	Athletics
	Invasion Games	Invasion Games	Net and Wall Games	Net and Wall Games	Striking and Fielding Games	Striking and Fielding Games
	Skills: <u>Dance:</u> Copies and explores basic movements with clear control; varies levels and speed in sequence; can vary the size of their body shapes; add change of direction to a sequence; uses space well and negotiates space clearly; can describe a short dance using appropriate vocabulary; responds imaginatively to stimuli. <u>Gymnastics:</u> Explores and creates different pathways and patterns; uses equipment in a variety of ways to create a sequence; link movements together to create a sequence. <u>Games:</u> Confident to send the ball to others in a range of ways; beginning to apply and combine a variety of skills (to a game situation); develop strong spatial awareness; beginning to develop own games with peers; understand the importance of rules in games; develop simple tactics and use them appropriately; beginning to develop an understanding of attacking/ defending. <u>Athletics:</u> Can change speed and direction whilst running; can jump from a standing position with accuracy; performs a variety of throws with control and co-ordination; preparation for shot put and javelin; can use equipment. <u>Evaluation:</u> Can comment on own and others performance; can give comments on how to improve performance; use appropriate vocabulary when giving feedback. <u>Healthy Lifestyles:</u> Can describe the effect exercise has on the body; can explain the importance of exercise and a healthy lifestyle.					
Art		Clay – Christmas animals	Printing – Artist study William Morris – repeated nature patterns – potato printing / polystyrene - ICT doodle	Painting – Victorian portraits – Queen Victoria portrait as a key individual	Collages – use of leaves / plants to produce pictures – Andy Goldsworthy	
	Skills: To try out lots of different art activities and make sensible choices about what to do next. To use drawings to make a record of ideas and experiences. To deliberately choose particular art techniques for what to do or create. To be careful when using different art materials. To practise and improve control when drawing, painting and creating in other ways. To say what is liked or not liked when looking at art work and give some reasons. To know that different forms of artwork are made by artists, crafts people from different cultures and times. To talk about the materials, techniques and art processes used.					
Design Technology	Trashion – recycling plastics – class animal in plastic					Food – multicultural – explore, design, try – make a book
	Skills: To start to generate ideas by drawing on their own and other people's experiences. To begin to develop their design ideas through discussion, observation, drawing and modelling. To identify a purpose for what they intend to design and make. To understand how to identify a target group for what they have intended to design and make based on the design criteria. To develop their ideas through talking and drawings and to label parts, make templates and mock ups of their ideas in card or paper and using ICT. To begin to select tools and make materials; use correct vocabulary to name and describe them. To build structures, exploring how they can be made stronger, stiffer and more stable. With help, measure, cut and score with some accuracy and use hand tools safely and appropriately. To start to assemble, join and combine materials in order to make a product. To demonstrate how to cut, shape and join fabric to make a simple product and use basic sewing techniques. To start to choose and use appropriate finishing techniques based on own ideas. To evaluate their work against their design criteria. To look at a range of existing products and explain what they like and dislike about a product and why. To start to evaluate their products as they are developed, identifying strengths and possible changes they might make. With confidence, talk about their ideas, saying what they like and dislike about them. To understand that all food comes from plants and animals and must that food has come to be farmed, grown or caught. To understand how to name and sort foods into the five groups in 'the eat well plate' and know that everyone should eat at least five portions of fruit and vegetables every day. To demonstrate how to prepare simple dishes safely and hygienically, without using a heat source and demonstrate how to use techniques such as cutting, peeling and grating.					

Music	Hands, Feet, Heart	Ho Ho Ho	I Wanna Play in a Band	Round and Round	Your Imagination	Reflect, Rewind and Replay
	Skills: To sing with a sense of awareness of pulse and rhythm, Sing a melody accurately at their own pitch. Follow pitch movements with their hands. Identify well defined musical features. Accompany a chant or sing by clapping or playing the pulse or rhythm. Identify how sounds can be changed. Identify and name classroom instruments. Handel instruments with control. Perform long and short sounds on instruments and play from simple dot notation. Perform together and talk about what went well and how they could improve.					
Computing	We are astronauts	We are games testers	We are photographers	We are researchers	We are detectives	We are zoologists
	Skills: Text and multimedia: Generate their own work, (with help where appropriate with multimedia) combining text, graphics and sound. Save and retrieve and edit work. Digital images: Use a range of tools in a paint package / image manipulation software to create / modify a picture to communicate an idea. Create a simple animation to tell a story. Sound and Music: Compose music from icons. Produce a simple presentation incorporating sounds the children have captured, or created. Electronic Communication: Work collaboratively by email to share and request information of another class or story character. Research and E-Safety: Use a search engine to find specific relevant information to use in a presentation for a topic. Save and retrieve work. Control and Algorithms: Control a device, on and off screen, making predictions about the effect their programming will have. Make predictions and plan ahead. Handling Data: Use a graphing package to collect, organise and classify data, selecting appropriate tools to create a graph and answer questions. Enter information into a simple branching database, database or word processor and use it to answer questions. Save, retrieve and edit work. Modelling Simulation: Play an adventure game and use a simple simulation, making choices and observing the results. Show understanding that computers are good at replicating real life events and allowing them to explore contexts that are otherwise not possible Understanding Technology: Show an awareness of a range of inputs to a computer (IWB, mouse touch screen, microphone, keyboard, etc.) Understanding Networks: Begin to show an awareness that computers can be linked to share resources Understanding the internet: Use websites and demonstrate an awareness of how to manage their journey around them (e.g. using the back/forward button, hyperlinks)					
PSHE	Relationships		Health and Well-being		Living in the wider world	
	Skills: Develop intrapersonal skills for self-management through self-reflection; learning from experience; setting challenging personal goals; making decisions and recognising ways that our brain thinks unhelpfully. Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. Develop intrapersonal skills for positive relationships in a wide variety of settings through active listening; empathy; verbal and non-verbal communication; team work and negotiation. Children can explain different ways that family and friends should care for one another. Develop skills of enquiry by formulating questions; gathering and using data; analysis of facts and opinions; planning and deciding; recalling and applying knowledge creatively; drawing and defending conclusions using evidence; management of risk and evaluating social norms. Children can explain ways of keeping clean and they can name the main parts of the body. They can explain that people grow from young to old. They know about healthy eating and exercise.					