




## St John's Catholic Primary School – Year 2 Long Term Curriculum Plan

	<b>Autumn 1</b>  <u>Autumn 1<sup>st</sup>:</u> Wednesday 2 <sup>nd</sup> September – Friday 23 <sup>rd</sup> October (7 weeks, 3 days)	<b>Autumn 2</b>  <u>Autumn 2<sup>nd</sup>:</u> Monday 2 <sup>nd</sup> November – Friday 18 <sup>th</sup> December (7 weeks)	<b>Spring 1</b>  <u>Spring 1<sup>st</sup>:</u> Monday 4 <sup>th</sup> January – Friday 12 <sup>th</sup> February (6 weeks)	<b>Spring 2</b>  <u>Spring 2<sup>nd</sup>:</u> Monday 22 <sup>nd</sup> February- 31 <sup>st</sup> March (5 weeks, 3 days)	<b>Summer 1</b>  <u>Summer 1<sup>st</sup>:</u> Monday 12 <sup>th</sup> April – Friday 21 <sup>st</sup> May (6 weeks)	<b>Summer 2</b>  <u>Summer 2<sup>nd</sup>:</u> Monday 7 <sup>th</sup> June – Friday 16 <sup>th</sup> July (6 weeks)
Art and Design & Design Technology	<b>Drawing</b> – lines with pens, creating doodles and pattern work inspired by the Artwork of Bridget Riley.	<b>Textiles:</b> Puppets The children will design, make and evaluate their own Christmas character puppets. <b>(English                      link- Instructions)</b>	<b>Printing</b> - The children will paint to several pieces of different music. They will paint to show texture by learning how to make a wide range of brush strokes  Investigating printing from a surface. The children will draw into an inked board to create a pattern/image. This will be then transferred by pressing paper onto the board.	<b>(Link to Science-                      Materials)</b> <b>Mechanisms:</b> Wheels and Axles The children will investigate wheels and axels and then use this knowledge to make their own wheeled vehicle.	<b>Food:</b> Vegetables and Salads The children will look at healthy eating and a range of salad ingredients. They will then design and make their own savory salads. <b>(Link to PHSE                      and Science-                      Healthy living                      and English                      Instructions)</b>	<b>Collage</b> - The children will use various textured and patterned papers to create collages of owls.


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Computing	<b>Communicating (including E-safety)</b> Use the internet for learning, communicating with others and navigating sites. Investigate online safety through videos, activities and posters online	<b>Communicating (including E-safety) <i>continued</i></b> Use the internet for learning, communicating with others and navigating sites. Investigate online safety through videos, activities and posters online	<b>Data Retrieving and Organising (including E-safety)</b> To experiment with text, pictures and animation to make a simple leaflet.	<b>Data Retrieving and Organising (including E-safety) <i>continued</i></b> To experiment with text, pictures and animation to make a simple leaflet.	<b>Algorithms and Programs (Part 1)</b> Create a number of algorithms to have backgrounds, avatar movement, additional characters using different movements and speech bubbles. <b><i>(Linked to English topic)</i></b>	<b>Algorithms and Programs (Part 2) <i>continued</i></b> Create a number of algorithms to have backgrounds, avatar movement, additional characters using different movements and speech bubbles. <b><i>(Linked to English topic)</i></b>


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English	<p><b>Different stories by the same author</b> Explore a range of stories written by Oliver Jeffers.</p> <p><b>Information Texts (Liverpool landmarks)</b> Investigate how non-fiction books are different to storybooks and how they can be used to retrieve information about different topics. <b>(Link to Art-Observational drawings and Computing-researching and word processing)</b></p> <p><b>Poetry (Similes),</b> Write poetry from their own observations of the world. <b>(Linked to science)</b></p>	<p><b>Traditional Tales</b> Explore a variety of new, familiar and traditional tales with a focus on plot, character and setting. Children will write their own alternative version of a story.</p> <p><b>Instructions</b> Sequence, respond to and write instructions, for example, to accompany a variety of food recipes. <b>(Linked to DT topic- Making Puppets)</b></p>	<p><b>Stories with familiar settings</b> Narrative based on the theme of 'Superheroes'.</p> <p><b>Traditional Tales (Book Study)</b> Explore a variety of new, familiar and traditional tales with a focus on character, particularly the point of view of a supporting character and how they would have told the story differently.</p>	<p><b>Information Texts (Dinosaurs)</b> Investigate how non-fiction books are different to storybooks and how they can be used to retrieve information about different topics.</p> <p><b>Poetry (Silly stuff)</b> Write poetry from their own observations of the world.</p>	<p><b>Significant Authors</b> Explore extended books by well-known authors including Roald Dahl. Focus on character description and development, and story-writing. <b>(Link to previous learning-instructions, recipes, diary writing)</b></p>	<p><b>Consolidation of the skills taught this year</b></p> <p>Diary entries Letters Instructions Short stories Poetry</p>


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Humanities (Geography and History)	<p><b>Our City: Liverpool</b> Children will learn about Liverpool and its famous landmarks. They will develop their locational awareness and learn about the features and symbols involved in basic mapping.</p> <p><b>(Link to English- Research and write an Information text on a Liverpool Landmark, Link to History- How our city has developed from the past to the present)</b></p>	<p><b>Remembrance</b> Children focus on World War 1 and the effects on the local area. We also look into the Christmas truce of 1914 and the origins of remembrance day <b>(English link- diary entry from a WWI soldier, ICT link research a significant event, Art Link- paint a picture of a poppyfield.)</b></p>	<p><b>Liverpool Football Club (Yr 2)</b> Events within living memory. Recent achievements of the club, parent links e.g. Going to the match, community, charity work. Link with local heroes</p>	<p><b>A Contrasting Locality: Africa</b></p> <p>The children will be introduced to a distant locality (in Africa) through aspects of life that will be familiar to them such as housing, cooking and going to school. <b>Links with English writing e.g. diary entries or letters</b></p>	<p><b>A Contrasting Locality: Africa continued</b> They will compare life in different localities in Africa to life here in the UK. <b>Links with English writing e.g. diary entries or letters</b></p>	<p><b>People In The Past</b> Looking at heroes in local, national and international contexts. <b>(English link- Information text about chosen Hero)</b> Look at changes in nursing throughout British history focusing on Florence Nightingale and Mary Seacole. <b>(English link- Write a letter from Florence to her sister Parthenope)</b> Learn about why people acted in the way that they did by using evidence and the influence it had on nursing today.</p>


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Maths	<u>Number:</u> Number and Place Value, <u>Number:</u> Addition and Subtraction	<u>Number:</u> Addition and Subtraction <u>Number:</u> Multiplication and Division <u>Statistics:</u> Graphs	<u>Measurement:</u> Money  <u>Number:</u> Fractions,	<u>Number:</u> Fractions, <u>Geometry:</u> Properties of Shape <u>Measurement:</u> Length and Mass	<u>Measurement:</u> Time, <u>Measurement:</u> Capacity, Volume & Temperature	– <u>Consolidation of                      all Topics</u>
Music	reinforcement of work on pitch, tempo and rhythm	reinforcement of work on pitch, tempo and rhythm with links to Christmas performance	pitch, tempo and rhythm used to enhance class performances and topic work	pitch, tempo and rhythm used to enhance class performances and topic work	use of more complex rhythms to reinforce topic work with the children applying their knowledge of different untuned and tuned instruments to perform as a class	use of more complex rhythms to reinforce topic work with the children applying their knowledge of different untuned and tuned instruments to perform as a class

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Physical Education	<b>Fundamental games</b> - Boccia, target games and simple lacrosse	<b>Dance</b> Perform dances using simple movement patterns	<b>Gymnastics (agility and balance)</b> Agility and balance Develop flexibility, strength, technique, control and balance	<b>Net and Wall</b> Racket skills and small games. Apply basic principles suitable for attacking and defending	<b>Athletics</b>	<b>Striking and Fielding (target games)</b>
PSHE	<u><b>Being me in my world</b></u>  Hopes and fears, rights and responsibilities, rewards and consequences, our learning charter and owning our learning charter.	<u><b>Celebrating differences.</b></u>  Boys and girls, why does bullying happen, standing up for myself and others, making a new friend and <b>celebrating differences and still being friends.</b>	<u><b>Dreams and goals</b></u>  Goals to success, my learning strengths, learning with others, <b>a group challenge</b> and celebrating our achievement	<u><b>Healthy me</b></u>  Being healthy, being relaxed, medicine safety, healthy eating and <b>the 'healthy me' café.</b>	<u><b>Relationships</b></u>  Families, keeping safe – exploring physical contact, <b>friends and conflict</b> , secrets, trust and appreciation and celebrating my special relationships.	<u><b>Changing me</b></u>  Life cycles in nature, growing from young to old, the changing me, <b>boys' and girls' bodies</b> , assertiveness and looking ahead.

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Science	Animals Including Humans	Animals Including Humans <i>continued</i>	Materials: Properties and Sorting	Materials: Properties and Sorting <i>continued</i> (DT Link- Mechanisms)	Living things and their habitats	Living things and their habitats <i>continued</i>  Plants