




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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art and Design & Design Technology	<p><b>Drawing</b> – lines with pens, creating doodles and pattern work inspired by the Artwork of Bridget Riley.</p>	<p><b>Textiles:</b> Puppets                      The children will design, make and evaluate their own Christmas character puppets. <b>(English link- Instructions)</b></p>	<p><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</p> <p>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.</p>	<p><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.</p>	<p><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></p>	<p><b>Collage</b> - The children will use various textured and patterned papers to create collages of owls.</p>


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Computing	<p><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</p>	<p><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</p>	<p><b>Data Retrieving and Organising (including E-safety)</b> To experiment with text, pictures and animation to make a simple leaflet.</p>	<p><b>Data Retrieving and Organising (including E-safety) <i>continued</i></b> To experiment with text, pictures and animation to make a simple leaflet.</p>	<p><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></p>	<p><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></p>


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English	<p><b>Main Focus Text:</b></p> <p><b>Lost and Found</b> by Oliver Jeffers</p> <p><i>All main texts are supplemented by other quality extracts</i></p> <p><b>Fiction Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Found poster</li> <li>• Setting description</li> <li>• Alternative version of a story</li> <li>• Retelling a familiar story</li> <li>• Letter writing</li> </ul> <p><b>Poetry Outcomes (Similes),</b></p> <ul style="list-style-type: none"> <li>• Write poetry from their own observations of the world. <i>(Linked to science)</i></li> </ul> <p><b>Performance Poetry</b></p> <ul style="list-style-type: none"> <li>• Working with a poet</li> <li>• Listening and reciting poems</li> <li>• Writing and writing their own poem with the poet.</li> </ul>	<p><b>Main Focus Text:</b></p> <p><b>Jack and the Beanstalk</b> by Mara Alperin</p> <p><i>All main texts are supplemented by other quality extracts</i></p> <p><b>Fiction Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Explore a variety of traditional tales with a focus on plot, character and setting.</li> <li>• Character and setting description</li> <li>• Children will write their own alternative version of a story.</li> </ul> <p><b>Non-Fiction Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Write instructions Linked to DT topic- Making Puppets</li> <li>• Create an information text based on Liverpool Landmarks</li> </ul>	<p><b>Main Focus Text:</b></p> <p><b>Traction Man</b> by Mini Grey</p> <p><i>All main texts are supplemented by other quality extracts</i></p> <p><b>Fiction Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Creating a story map</li> <li>• Character description</li> <li>• Planning an alternative adventure</li> <li>• Lost poster</li> <li>• Diary Entry</li> </ul> <p><b>Non-Fiction Outcomes:</b></p> <ul style="list-style-type: none"> <li>• To write an Non-chronological report</li> </ul> <p><b>Book Author Visit via zoom</b></p> <p>Exploring the work of authors and celebrating their work</p>	<p><b>Main Focus Text:</b></p> <p><b>The Cat in the Hat</b> by Dr Seuss</p> <p><i>All main texts are supplemented by other quality extracts</i></p> <p><b>Fiction Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Character description</li> <li>• setting description.</li> </ul> <p><b>Non-Fiction Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Author study (biography style report)</li> </ul> <p><b>Poetry (Silly stuff)</b></p> <ul style="list-style-type: none"> <li>• Rhyming</li> <li>• Tongue Twisters</li> <li>• Alliteration</li> </ul>	<p><b>Main Focus Text:</b></p> <p><b>Lila and the secret of the rain</b> by David Conway</p> <p><i>All main texts are supplemented by other quality extracts</i></p> <p><b>Fiction Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Descriptive rhyming poem</li> <li>• Write own narrative</li> </ul> <p><b>Poetry Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Performance poetry</li> <li>• Kenning poems</li> </ul>	<p><b>Main Focus Text:</b></p> <p><b>George's Marvellous Medicine</b> by Roald Dahl</p> <p><i>All main texts are supplemented by other quality extracts</i></p> <p><b>Fiction Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Diary</li> <li>• Persuasive Writing</li> <li>• Creative writing</li> </ul> <p><b>Non-Fiction Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Author study (biography style report)</li> <li>• Instructions</li> </ul>


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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.</p> <p><i>Links with English writing e.g. diary entries or letters</i></p>	<p><b>A Contrasting Locality: Africa continued</b> They will compare life in different localities in Africa to life here in the UK.</p> <p><i>Links with English writing e.g. diary entries or letters</i></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>
Maths	<p><u>Number:</u> Number and Place Value, <u>Number:</u> Addition and Subtraction</p>	<p><u>Number:</u> Addition and Subtraction <u>Number:</u> Multiplication and Division <u>Statistics:</u> Graphs</p>	<p><u>Measurement:</u> Money <u>Number:</u> Fractions,</p>	<p><u>Number:</u> Fractions, <u>Geometry:</u> Properties of Shape <u>Measurement:</u> Length and Mass</p>	<p><u>Measurement:</u> Time, <u>Measurement:</u> Capacity, Volume &amp; Temperature</p>	<p>– <u>Consolidation of all Topics</u></p>

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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
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</b> <i>(target games)</i>
PSHE	<b><u>Being me in my world</u></b>  Hopes and fears, rights and responsibilities, rewards and consequences, our learning charter and owning our learning charter.	<b><u>Celebrating differences.</u></b>  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>	<b><u>Dreams and goals</u></b>  Goals to success, my learning strengths, learning with others, <b>a group challenge</b> and celebrating our achievement	<b><u>Healthy me</u></b>  Being healthy, being relaxed, medicine safety, healthy eating and <b>the 'healthy me' café.</b>	<b><u>Relationships</u></b>  Families, keeping safe – exploring physical contact, <b>friends and conflict</b> , secrets, trust and appreciation and celebrating my special relationships.	<b><u>Changing me</u></b>  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