




## 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>(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>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>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>IT:</b> What is a Computer?</p> <p>Pupils will learn how to identify a computer's different parts and talk about the role computers play in our society.</p>	<p><b>IT:</b> What is a Computer? <i>Continued</i></p> <p>Pupils will learn how to identify a computer's different parts and talk about the role computers play in our society.</p>	<p><b>CS:</b> Programming using Scratch Jr</p> <p>Pupils will use the Scratch Jr app to write their own block code several different projects that can easily be made cross curricula.</p>	<p><b>CS:</b> Programming using Scratch Jr <i>Continued</i></p> <p>Pupils will use the Scratch Jr app to write their own block code several different projects that can easily be made cross curricula.</p>	<p><b>DL:</b> Storing and Presenting Data</p> <p>Pupils to understand what data is, and how we store that data in different ways. Storing data on a computer allows us to quickly sort it and present it as information in graphs and charts.</p>	<p><b>DL:</b> Storing and Presenting Data <i>Continued</i></p> <p>Pupils to understand what data is, and how we store that data in different ways. Storing data on a computer allows us to quickly sort it and present it as information in graphs and charts.</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>Non-Fiction Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Write a fact-file about an animal found in the South Pole</li> </ul> <p><b>Performance Poetry</b></p> <ul style="list-style-type: none"> <li>• World Poetry Day</li> <li>• Playing with patterns and rhymes</li> <li>• Listening to and reciting poems</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>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>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>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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<p>Humanities (Geography and History)</p>	<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/Computing - Research and write a digital Information text on a Liverpool Landmark</b></p> <p><b>Link to History- How our city has developed from the past to the present</b></p>	<p><b>History of Nursing</b> Children will explore who nurses are, where they work and why they are important before looking at 3 key nurses from history: Florence Nightingale, Edith Cavell and Mary Seacole.</p>	<p><b>Local history topic- Football in our city</b></p> <p>Children will learn about the founding of the first football club in Liverpool, hosted in Goodison in 1878. They will learn about the split into Everton &amp; Liverpool FC causing new stadiums to be build. Children will explore how visiting matches has changed in terms of stadiums, players and supporters and the causes of these changes. A focus on Hillsborough and the unity of the two teams. Significant person: Anne Williams and her campaign as well as looking at how sources can be bias. Children also look at the inequality of gender in football.</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><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.</p> <p><b>Links with English writing e.g. diary entries or letters</b></p>	<p><b>Heroes</b> Identifying more changes within different time periods and places, describing effects of key people such as Florence Nightingale and Kitty Wilkinson, why they are so significant in our history and looking at sources to understand more about the time periods. Compare the lives of heroes in the past to heroes in today. Compare nursing from then to now.</p> <p><b>(Links with English writing e.g. information text, newspaper article, diary entries or letters)</b></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>Geometry</u> : Properties of Shape	<u>Number</u> : Multiplication and Division	<u>Number</u> : Fractions,  <u>Measurement</u> : Money	<u>Measurement</u> : Length and Mass, <u>Measurement</u> : Time, <u>Measurement</u> : Capacity, Volume & Temperature	<u>Statistics</u> : Graphs – Consolidation of all Topics
Music Unit  Musical style  Musical themes	Hands, Feet, Heart  Afropop/ South African  South African music	Ho, Ho, Ho  A song for rapping and improvising for Christmas  Festivals and Christmas	I Wanna Play in a Band  Rock  Playing together in a band	Zootime  Reggae  Reggae and Animals	Friendship Song  Pop  A song about being friends.	Music that Makes you Dance  Classical  The history of music, look back and consolidate your learning, learn some of the language of music
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>

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PSHE	<p style="text-align: center;"><b><u>Relationships</u></b></p> <p>Families and friendships</p> <p>Safe relationships</p> <p>Respecting ourselves and others</p>		<p style="text-align: center;"><b><u>Living in the wider world</u></b></p> <p>Belonging to a community</p> <p>Media literacy and digital resilience</p> <p>Money and work</p>		<p style="text-align: center;"><b><u>Health and Wellbeing</u></b></p> <p>Physical health and Mental wellbeing</p> <p>Growing and changing</p> <p>Keeping safe</p>	
Science	Animals Including Humans	Animals Including Humans <i>continued</i>	Materials: Properties and Sorting (DT Link-Mechanisms)	Materials: Properties and Sorting <i>continued</i>	Plants Living things and their habitats	Living things and their habitats <i>continued</i>