



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

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	How words combine to make sentences					
<b>Spelling</b>	Little Wandle Spelling and Fluency					
	*Common exception words are ongoing					
<b>Reading</b>	Prediction Pip Retrieval Rex	Inference Iggy	Inference Iggy Vocabulary Victor	Vocabulary Victor Sequencing Suzi	Consolidation of skills	
<b>Reciprocal reading</b>	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
<b>Maths</b>	Place value Addition and subtraction Shape		Money Multiplication and division Length and Height Mass, capacity and temperature		Fractions Time Statistics Position and direction	
<b>Science</b>	<b>Animals; including humans</b> (biology)	<b>Everyday materials</b> (chemistry)	<b>Living things and Habitats</b> (biology)	<b>Plants</b> (biology)	Environment	
<b>Geography</b>	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
<b>History</b>				Kenya		
<b>Computing</b>	<b>Information technology around us</b>	<b>Digital photography</b>	<b>Making music</b>	<b>Programming quizzes</b>	<b>Pictograms</b>	<b>Robot algorithms</b>
<b>Religious Education</b>	<b>BB Expressing Beliefs</b> 2.1 How are symbols used to welcome new life?	UC God <i>1.1 What do Christians believe God is like?</i>	<b>BB A Good Life</b> 2.2 How can we make good choices?	UC Gospel <i>1.4 What is the good news that Jesus brings?</i>	<b>BB Personal Journey</b> 2.5 How and why do some people pray?	<b>BB The Big Picture</b> F1.14 How do bible stories show good keeps promises?
<b>DT</b>		<b>Textiles</b> – making  Link to Christmas	<b>Making vehicles - Wheels &amp; axles</b>  Make a space buggy to link with 'Explorers'			

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

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

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

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