**St. John's C.E. (VA) School Cliviger**

‘Learn, Pray, Care & Play’

**‘’Love one another as Jesus loved us” (John 13 v 34-35)**

*Anything in italics is a learning opportunity or link that is too good to miss! It shouldn’t be any more than a lesson or part of a lesson as it is an enhancer to the driver.* Threshold concepts for repetition highlighted in red.

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| Year 2 | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **LITERACY** | The Wild | Man on the Moon | Traction Man | Owl and Pussy Cat | Lila and the Secret of Rain | Little Evie and the Wild Wood |
| **NUMERACY** | Place value.  Addition & subtraction. | Addition and Subtraction  2D/3D Shape | Money  Multiplication and Division. | Length, mass and capacity.  Temperature. | Fractions  Time | Statistics  Position and Direction |
| **SCIENCE** | Animals and their Habitats  Plants | Materials  Animals inc humans (Basic needs, healthy eating, exercise, food types, hygiene) | Materials | Performing simple tests, gathering and recording data – Materials | Animals inc humans (healthy eating)  Materials – absorbing/Rainwater Harvester | Animals inc humans (offspring and basic needs)  Animals and their Habitats |
| **RE** | The Bible | 2.2 Christmas - Good news and news bringers | 2.3 Jesus friend to everyone | 2.4 Easter - symbols | Ascension & Pentecost | 2.5 The Church |
| **ART** | Formal elements | / | / | Art skills linked to Edward Lear –  Techniques sketch line and shape  Mono printing  Knowledge + inspiration | Human form linked to Kenya and  Martin Bulinya.  Techniques Patterns/colour/collage/use of ICT and Knowledge + inspiration | / |
| **DT** | Textiles  Pouch for character | Structures  Baby Bear’s chair/Bob’s chair | Mechanisms  Fairground ride .  Technical knowledge | / | / | Cooking – healthy lunch for Evie on journey to Cliviger  Cooking + nutrition – technical knowledg |
| **GEOGRAPHY** | *Geographical skills and fieldwork linked to sci* | / | / | Blackpool – Small area of UK  Human and Physical  Place Knowledge | Where would you prefer to live? England or Kenya? Africa/Kenya/Continents/Oceans  Human and Physical  Geog knowledge + enquiry | What would Evie find exciting about Cliviger/Burnley??  Place knowledge  Human and Physical |
| **HISTORY** | / | Significant historical people/events beyond living memory – Neil Armstrong/Time Peake  Chronological understanding  Interpretations + knowledge | Toys from Past – how they have changed  Evidential enquiry. | Blackpool in the past – focus on Victorian era  Chronological understanding  Interpretations + knowledge | / | / |
| **PE** | Fundamental Skills    Play a striking and fielding game with a simple tactic. | Perform a cheerleading dance phrase to music.  Perform a hip hop dance phrase to music. | Work together to complete a journey around school ground.  Throw and pass a ball within a tactical game. | Sequence using travel, balance, roll and jump. | Use a tactic(s)in a net/wall game.  Throw, catch and pass in a tactical game. | Throw over or underarm accurately within a game.  Fundamental Skills KS1 Assessment |
| **PSHE**  **GLOBAL NEIGHBOURS** | Caring Friendships/Respectful Relationships  Wildlife Trust - habitats | Mental Wellbeing and Physical Health | Internet Safety and harms  Online Relationships | Being Safe  Families and People who care for me | Health Education  Christian Aid / Water Aid | Living in the Wider World |
| **ICT** | Purple Mash  Unit 2.6 Creating Pictures  Presentations | Purple Mash  Unit 2.3 Spreadsheets  Data retrieving + organising | Purple Mash  Unit 2.1 Coding  Algorithms + Programs | Purple Mash  Unit 2.7 Creating Music  Unit 2.4 Questioning  Algorithms + Programs | Purple Mash  Unit 2.5 Effective Searching  Unit 2.8 Presenting Ideas  Data retrieving + organising  Presentations | Purple Mash  Unit 2.2 Online Safety  Communicating |
| **MUSIC** | Our land – exploring sounds  Animals – pitch  Composing | Melody and Structure within Christmas Nativity – singing  Performing + appraising | Toys – beat  Composing | Number - beat  Composing | Weather – exploring sounds  Composing | / |

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| **Confident Readers** | **Numeracy** | **Effective Communicator** | **Creativity** | **Social Skills** | **Thinking Skills** |
| Phonics – has to be taught in KS1 everyday – 30 mins as a separate session from Literacy (also separate from Guided Reading) until all children have a firm knowledge.  KS2 Grammar lessons to be taught everyday using Grammar for Writing as a basis.  Foster a love of reading  Opportunities to choose their own books using the school library and change them when they have been read.  Engage in shared/whole class reading every day.  Take part in Guided Reading every week including comprehension questions.  Use a working wall and displays to promote and demonstrate a range of literature. | Mental Maths and times tables– to be taught and strategies practised every day.  Open –ended problem solving to take place every fortnight to develop investigative, reasoning and logical skills.  Use a working wall to demonstrate strategies and show the more able the next step in their learning. Opportunities to use maths in the real world including the outdoor environment.  When appropriate, children should have access to equipment and this should be interactive.  Children should be able to verbalise the methods and strategies that they are using. | Y1-6 – ‘Big Write’ every fortnight on a Friday. Writing title to go home the Friday prior to be planned by pupils and put on the website with example targets.  EYFS – the Big Talk and the Big Write in the summer term.  Take part in Guided Writing once a fortnight.  Levelled writing to take place once a term to inform pupils and teachers about their standard of writing and how it can be improved.  An opportunity to edit pieces of writing with a partner or as an individual.  To write for different purposes and audiences in a range of formats.  Weekly Spelling tests in KS2 (in Y3 once letter and sounds are completed) on a Friday and the children need to be informed of their results.  Handwriting linked to spellings and use of the scheme.  To access speaking and listening through role play and drama.  To communicate in different situations and to understand the process of presentation. | Key skills to be taught to enable children to have the confidence to explore with different media and in a range of situations.  Provide the correct stimulus to engage the children.  Create a culture where everyone’s ideas are accepted, respected and developed.  Children to have the opportunity to engage in outdoor learning.  Open ended, challenging and practical tasks. | To respect the opinion and feelings of others.  To work as a team and be able to share with and support each other.  To understand different social situations and adapt.  To help others.  To always use their manners.  Opportunity for all children to be able to share their work and celebrate their success | To encourage and develop independent thinking  To ‘have a go’ and not fear failure.  To develop questioning and answering skills.  To retain and build on previous knowledge. |