**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.* 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 | Wangari Maathai | 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** | Living things and their habitats. | Plants  Plant Bulbs  Esther Lederberg – microbiologist | Everyday Materials  Walter Hawkins – inventor  Grow your own food  Bulb growth diaries | Performing simple tests, gathering and recording data – Materials  Looking after planet earth | Animals including humans | Harvesting and cooking  Improving green spaces |
| **RE** | 2.1 The Bible | 2.2 Christmas | 2.3 Jesus friend to everyone | 2.4 Easter | 2.6 Ascension & Pentecost | 2.5 The Church |
| **ART** | / | / | Tell a Story  Quentin Blake  Drawing elements | Beside the Seaside  Vincent Van Gough  Painting/Mixed media | Sculpture and 3D Clay houses  Rachel Whiteread  Sculpture 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  Grace Darling RNLI link.  Human and Physical  Place Knowledge | Where would you prefer to live? England or Kenya? Africa/Kenya/Continents/Oceans  Wangari Maathai  Human and Physical  Geog knowledge + enquiry | What would Evie find exciting about Cliviger/Burnley??  Place knowledge  Human and Physical |
| **HISTORY** | Significant historical event – World War 11 and using locality/special people connected to the area.  Lillian Bader  DC Change  SC Family and National History. | Why was Neil Armstrong a brave person?  DC Historical significance  SC International History | / | Victorians and the way they lived – links made with Blackpool in the Victorian era.  DC Similarities and differences  SC Jobs and Lifestyle. | / | / |
| **PE** | Fundamental Skills baseline assessment.    Use fundamental skills in multiple ways/games – Multi skills BSSP | Perform a cheerleading/hip hop dance phrase to music.  Play a striking and fielding game with a simple tactic. | Work together to complete a journey around school ground.  BSSP Adapt fundamental skills to play different games. | Sequence using travel, balance, roll and jump.  Pass and bounce a ball in a tactical game. | 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 2.4 Effective Searching  Data retrieving + organising | Purple Mash  Unit 2.8 Presenting Ideas  Presentations | Purple Mash  Unit 2.7 Making Music  Algorithms + Programs |
| **MUSIC** | Our land  Exploring Sounds  Ella Fitzgerald - America | Melody and Structure within Christmas Nativity – singing  Performing + appraising | Toys – beat and  Composing | Number – beat and  Composing | Weather – exploring sounds  Composing  Daniel Barenboim and Edward Said – uniting the world through orchestra | / |

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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. |