**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 Subtraction2D/3D Shape | MoneyMultiplication and Division.  | Length, mass and capacity. Temperature.  | FractionsTime | StatisticsPosition and Direction  |
| **SCIENCE** |  Living things and their habitats.  |  Plants Plant BulbsEsther Lederberg – microbiologist  | Everyday Materials Walter Hawkins – inventorGrow your own foodBulb 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 StoryQuentin Blake Drawing elements  | Beside the Seaside Vincent Van Gough Painting/Mixed media  | Sculpture and 3D Clay housesRachel Whiteread Sculpture Knowledge + inspiration  | /  |
| **DT** | Textiles Pouch for character  | Structures Baby Bear’s chair/Bob’s chair | MechanismsFairground ride . Technical knowledge | /  |  / | Cooking – healthy lunch for Evie on journey to ClivigerCooking + nutrition – technical knowledg |
| **GEOGRAPHY** | *Geographical skills and fieldwork linked to sci* | / | / | Blackpool – Small area of UKGrace Darling RNLI link.Human and PhysicalPlace Knowledge  | Where would you prefer to live? England or Kenya? Africa/Kenya/Continents/OceansWangari Maathai  Human and PhysicalGeog 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 BaderDC ChangeSC Family and National History.  | Why was Neil Armstrong a brave person?DC Historical significanceSC 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 RelationshipsWildlife Trust - habitats | Mental Wellbeing and Physical Health  | Internet Safety and harmsOnline Relationships  | Being SafeFamilies and People who care for me  | Health Education Christian Aid / Water Aid | Living in the Wider World  |
| **ICT** | Purple Mash Unit 2.6 Creating PicturesPresentations | Purple MashUnit 2.3 Spreadsheets Data retrieving + organising  | Purple MashUnit 2.1 CodingAlgorithms + Programs  | Purple MashUnit 2.4 Effective SearchingData retrieving + organising | Purple MashUnit 2.8 Presenting IdeasPresentations  | Purple MashUnit 2.7 Making MusicAlgorithms + Programs |
| **MUSIC** | Our land Exploring SoundsElla Fitzgerald - America | Melody and Structure within Christmas Nativity – singingPerforming + appraising  | Toys – beat and Composing  | Number – beat andComposing  | Weather – exploring soundsComposing 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 readingOpportunities 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 thinkingTo ‘have a go’ and not fear failure.To develop questioning and answering skills.To retain and build on previous knowledge. |