

St Mary and St Paul's Curriculum Plans – 2017/18

Year 2

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
When?	Autumn 1 st Half	Autumn 2 nd Half	Spring 1 st Half	Spring 2nd Half	Summer 1st Half	Summer 2 nd Half
Cornerstone Title	Street Detectives	Muck, Mess and Mixtures	Towers, Tunnels and Turrets	Evacuee	Scented Gardens	Land ahoy! / Beachcombers
Focus (Subject & Theme)	Geography	Art/D&T	D&T/History	History	Science/Art	History/Geography
WOW! (Visits/ stimuli)	Local area learning walk	Messing and making Mixtures afternoon	Rapunzel	WW2 cookery afternoon	Visit to Prescot church gardens	Beach visit
English	<p><u>Stories with Familiar settings.</u></p> <p>Handa's Surprise by Eileen Brown The Lion in the Meadow by Margaret Mahy</p> <p><u>Traditional Tales</u></p> <p>Little Red Riding Hood The Three Little Pigs Cinderella</p>	<p><u>Featured Book.</u> Georges Marvellous medicine, by Roald Dahl</p> <p><u>Non-fiction text</u></p> <p>Revolting recipes by Roald Dahl</p> <p><u>Postcards and letters</u></p> <p>Linked to Remembrance and</p>	<p><u>Featured Book</u> The Tunnel by Anthony Browne</p> <p><u>Instructions</u></p> <p><i>Instructions</i> by Neil Gaiman,</p> <p><u>Traditional tales from a variety of cultures</u></p> <p>Hansel and Gretel</p>	<p><u>Recounts</u></p> <p>Diary Writing and letters imagining life as an evacuee</p> <p><u>Fantasy Stories</u></p> <p>The Paper Bag Princess by Robert Munsch</p> <p><u>Poems</u></p> <p>Poems about family</p>	<p><u>Stories by the same Author</u></p> <p><i>Willy the Wimp, Gorilla, Silly Billy and The Night Shimmy</i> All by Anthony Browne</p> <p><u>Information Text</u></p> <p>Recounting writing of our trip to St Mary's Church.</p> <p>Creating an Information</p>	<p><u>Quest and Adventure Stories</u></p> <p><i>The Night Pirates</i> by Peter Harris</p> <p><u>Recounts</u></p> <p>Tuesday by David Wiesner</p> <p><u>Poems</u></p> <p>Favourite poems</p>

St Mary and St Paul's Curriculum Plans – 2017/18

	<p><u>Poems</u></p> <p>Songs and repetitive poems</p> <p><u>Grammar</u></p> <p>Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command.</p>	<p>Bonfire Night.</p> <p><u>Poems</u></p> <p>Using the senses</p> <p><u>Grammar</u></p> <p>Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command</p>	<p><u>Poems</u></p> <p>Humorous poems by Roald Dahl, Quentin Blake.</p> <p><u>Grammar</u></p> <p>Using conjunctions 'and', 'or', 'but' to join sentences; using 'when', 'because', 'if', 'where', etc. to create subordinate clauses; demarcating sentences using capital letters, full stops, question or exclamation marks. understanding grammar terminology.</p>	<p><u>Grammar focus</u></p> <p>Learn how to use familiar and new punctuation correctly - commas, apostrophes for contracted forms and the possessive. Learn how to use sentences with different forms: statement, question, command.</p>	<p>booklet/leaflet of St Mary's Church and its grounds.</p> <p><u>Grammar</u></p> <p>Using subordination and co-ordination writing sentences with two main clauses or with subordinate clauses; punctuating questions with question marks and sentences with full stops and exclamation marks; using grammatical terminology.</p>	<p><u>Grammar</u></p> <p>Learning how to use past and present tense correctly including the progressive form; learning how to use familiar and new punctuation.</p>
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St Mary and St Paul's Curriculum Plans – 2017/18

Maths	<p>Number and Place Value, looking at the value of tens and units in a 2 digit number.</p> <p>Addition and Subtraction, knowing pairs of numbers to 10 then to 20.</p> <p>Money and Measures, making amounts using a variety of coins. Time reading to the hour and half hour.</p> <p>Addition and subtraction and Money, using knowledge of pairs of numbers to ten in the context of money. Find change from 20p.</p> <p>Measures and Shape, using rulers measuring in centimetres and metres.</p> <p>Number and Fractions Multiplication counting</p>	<p>Doubling and Halving, Find doubles to double 20 & related halves. Add and Subtract 10, 11, 20 and 21.</p> <p>Addition and Subtraction, Addition and subtraction facts for 20. Add a single-digit number to a 2-digit number, bridging 10.</p> <p>Shape and Data, Describe and recognise regular and irregular common 2D shapes. Use Venn and Carroll diagrams to sort.</p> <p>Addition and Subtraction, Add and subtract 20, 30, 40, 50 to/from 2-digit numbers using the 1-100 grid, Add and</p>	<p>Number and Place Value, Compare numbers using the symbols < and >. Round 2-digit numbers to nearest multiple of 10.</p> <p>Addition and Subtraction. Subtract 2-digit numbers using grid. Add 5, 1-digit numbers looking out for number facts to help.</p> <p>Money, Addition and Fractions, Adding two-digit money amounts. Find $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$ of amounts by sharing and using number facts.</p> <p>Measures, Compare objects using the correct units of standard measures.</p>	<p>Multiplication and Division, Draw arrays and create multiplication and Division problems.</p> <p>Measures and Data, Measure liquid in litres and make comparisons. Draw and interpret a block graph and a pictogram.</p> <p>Addition and Subtraction, Adding pairs of 2-digit number by partitioning. Subtracting pairs of 2-digit numbers by counting back. Subtract 2-digit amounts of money by counting up and finding the difference.</p> <p>Shape and Measures, Naming 3D shapes and</p>	<p>Number and Fractions, Counting in 2s, 3s, 5s and 10s. Counting in fractions. Find $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{3}{4}$ of amounts using sharing and number facts.</p> <p>Addition and Subtraction, Adding pairs of 2-digit numbers by partitioning or counting on. Subtracting by finding a difference or counting back.</p> <p>Money, Addition and Time. Add 2 amounts of money totalling less than £1. Ordering times shown on a clock.</p> <p>Multiplication and Division, Understanding</p>	<p>Fractions inc Multiplication and Division, Finding halves, thirds and quarters of amounts & counting in fractions.</p> <p>Number and Place Value, Rounding 2-digit numbers to nearest 10. Understanding place value in 3-digit numbers.</p> <p>Problem Solving, Use inverse operations. Use reasoning to solve a problem. Use number facts to solve number puzzles.</p>
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St Mary and St Paul's Curriculum Plans – 2017/18

	<p>in 10s and 2s. Odd and even numbers. Find halves and quarters of shapes.</p>	<p>subtract 11 and 21.</p> <p>Mental Addition, Add near multiples of 10 by adding a multiple of 10 and adjusting.</p>	<p>Multiplication and Division, Recognise multiples of 2, 5 and 10 and describe patterns. Understand grouping as one model of division.</p>	<p>identifying their properties. Telling time to the nearest quarter; beginning to tell the time to the nearest five minutes.</p>	<p>doubling and halving as inverses. Solving word problems using multiplication.</p> <p>SAT's Revision</p>	
Science	<p><u>Healthy Animals</u> Children will:</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults. find out about and describe the basic needs of animals, including humans, for survival (water, food and air). describe the importance for humans of exercise, eating the right amounts of different types of 	<p><u>Habitats</u> Children will:</p> <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive. identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of 	<p><u>Materials Matter</u> Children will...</p> <ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. find out how the shapes of solid objects made from some 	<p><u>Swash, bend, twist and stretch</u> Children will:</p> <ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. find out how the shapes of solid objects made from some 	<p><u>Farms and foods</u> Children will:</p> <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants. find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<p><u>Gardens and allotments</u> Children will:</p> <ul style="list-style-type: none"> identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. identify and name a variety of plants and animals in

St Mary and St Paul's Curriculum Plans – 2017/18

	food, and hygiene.	different kinds of animals and plants, and how they depend on each other.	materials can be changed by squashing, bending, twisting and stretching.	materials can be changed by squashing, bending, twisting and stretching.		<p>their habitats, including microhabitats.</p> <ul style="list-style-type: none"> describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
History	<ul style="list-style-type: none"> Children will look at changes to the local environment in living memory. They will learn about significant people, places and events in the local area. 		<ul style="list-style-type: none"> Children will learn about the history of castles, they will imagine what castle life was like and understand why castles were built. They will learn about significant individuals like Isambard Kingdom Brunel. 	<ul style="list-style-type: none"> Children will learn about what life was like for an evacuee during WW2. They will have an understanding of why WW2 started and the countries involved. 		<ul style="list-style-type: none"> Children will learn about significant historical people such as Grace Darling and Captain James Cook.

St Mary and St Paul's Curriculum Plans – 2017/18

<p>Geography</p>	<ul style="list-style-type: none"> Children will carry out field work in the local area. They will learn about human and physical features in their area. They will use and make maps using keys. They will look at aerial images. 		<ul style="list-style-type: none"> They will learn about amazing structures around the world. They will explore local area tunnels and towers. 	<ul style="list-style-type: none"> Children will map the countries involved in WW2 and learn about their cultures. 	<ul style="list-style-type: none"> Children will look at plants in their local environment. They will learn about the rainforest and the people who live there. 	<ul style="list-style-type: none"> Looking at coastal features and what it would be like to live in a sea side town.
<p>P.E.</p>	<p>Gymnastics Balance and Co-ordination. Moving safely around the space. Making shapes with our bodies</p>	<p>Defend and Attack Games; Bench Ball Hockey</p>	<p>Dance moving safely and using the environment/space. Creating a sequence of movements</p>	<p>Ball skills Catching and throwing large and small balls, Bat and ball using hand and eye co ordination.</p>	<p>Games Team games Rounders</p>	<p>Athletics Running, jumping, Foam javelin, skipping. Sports Day skills.</p>
<p>Development and understanding of the fundamental skills.</p> <p>Master basic movements, including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Linking these to tactical team games and dance.</p>						
<p>Art</p>		<ul style="list-style-type: none"> Children will make mixed media pictures 		<ul style="list-style-type: none"> Children will create colour washes and 	<ul style="list-style-type: none"> They will look at the art of Georgia 	<ul style="list-style-type: none"> Seascape pictures.

St Mary and St Paul's Curriculum Plans – 2017/18

		and collages, they will mix colours and create abstract art, they will use clay to create Anthony Gormley inspired figures.		silhouettes.	O'Keeffe. They will make detailed drawing of flowers in a variety of different media. They will make prints of flowers.	
D.T.	Designing buildings <ul style="list-style-type: none"> Children will design and build a building to improve their local area. 	<ul style="list-style-type: none"> Children will taste a variety of foods, they will learn about the origins of foods, they will create a healthy meal and follow recipes. 	<ul style="list-style-type: none"> Children will make models of towers and bridges. 		<ul style="list-style-type: none"> Children will make fragrant products, such as scented pillows. 	
Music	Hands, Feet Heart Based on South African styles of music	Ho Ho Ho Nativity and Christmas songs	I Wanna Play in a Band Based on Rock Styles of music	Zootime Based on Reggae Style music	Children will make music inspired by the rainforest.	Sea shanties. Reflect, Rewind and Replay Based on Western Classical music.
<ul style="list-style-type: none"> ○ use their voices expressively and creatively by singing songs and speaking chants and rhymes ○ play tuned and untuned instruments musically ○ listen with concentration and understanding to a range of high-quality live and recorded music ○ experiment with, create, select and combine sounds using the inter-related dimensions of music. 						

St Mary and St Paul's Curriculum Plans – 2017/18

R.E. (from Diocesan syllabuses)	<p style="text-align: center;">The Bible and other Holy books</p> <ul style="list-style-type: none"> • Increasing pupils' awareness and understanding of the importance of the Bible. • Developing knowledge of which stories can be found in which Testament of the Bible. • Introducing the idea of the Bible as a library in one book. • Understanding that the Bible can be found worldwide and has been translated into many languages 	<p style="text-align: center;">Why was the birth of Jesus good news?</p> <ul style="list-style-type: none"> • The children's experiences of good news; • The role of angels in the nativity story; • Artists impressions of angels; • The stories of Zechariah and Elizabeth (Luke 1: 5-25 & 39-80), of Mary and Gabriel (Luke 1:26-38), and the shepherds on the hillside (Luke 2: 8-20); • Considering the importance of the Good News of Christmas and its impact on 	<p style="text-align: center;">Jesus friend to everyone.</p> <ul style="list-style-type: none"> • The story of Jesus welcoming children when others did not Jesus and the children (Mark 10:13-16) • Jesus' healing miracles, choose from; The Ten Lepers (Lk 17: 11-19) Blind Bartimaeus (Mk 10: 46-52) (Lk 18: 35-43) The man being lowered through the roof by his friends (Lk 5: 17-26) The healing of the Centurion's servant (Luke 	<p style="text-align: center;">Easter Symbols</p> <ul style="list-style-type: none"> • Exploration of Easter symbols – The Paschal candle, the cross and the bread and wine • The difference between secular popular Easter images and Christian symbols that have a deeper meaning • Looking at how the Church celebrates Easter 	<p style="text-align: center;">Ascension and Pentecost</p> <ul style="list-style-type: none"> • Listening to and being able to retell the stories of the events of the Ascension and Pentecost • Exploring the symbolism and power of the Holy Spirit • Opportunity for a brief discussion about heaven • If possible take part in an act of collective worship or church service celebrating that Pentecost is the Church's birthday. 	<p style="text-align: center;">The church and other places of worship.</p> <ul style="list-style-type: none"> • be able to use religious words to name the features of a church building; • know that Churches are special places where people pray and worship God; • know that the Bible describes the Church as the 'people' not just the building; • be able to describe the key features and symbolism of a church building. • begin to develop respect for other people's special things and places; • ask questions
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St Mary and St Paul's Curriculum Plans – 2017/18

		the world today.	7: 1-10) Healing the deaf mute (Mark 7:31) <ul style="list-style-type: none"> • Exploring the ways in which these stories illustrate Christian belief. 			about the church and what happens there; <ul style="list-style-type: none"> • be able to talk about their own special places.
Computing	Using Google Maps You've got mail Children explore how they can use email to communicate with real people within their schools, families, and community.	Super Sci-Fi The children will create their own digital graphics that they will export to use in a game.	Whatever the Weather Children will be looking at data and how it can be presented to allow it to be interpreted. Children will have to gather the data and then select the most appropriate method to display the data they have captured – in graphical format.	Code-tastic Algorithms Children will gain a practical understanding of how computer programs actually run, how a computer follows a sequence of instructions and what to do when a program goes wrong.	Young Author This unit will take the children on a technological journey that will show them how technology has advanced over the years. They will research particular pieces of technology that has shaped the current technological world we live in.	Let's Fix It Being able to 'debug' code is a key skill children need to develop if they are to be able to write their own code. It also demonstrates an understanding of code and computational thinking.