



### Long term curriculum plan – Year 2

Term 1 Discover	Term 2 Explore	Term 3 Create
<b>Write Stuff:</b> Star Dust (fiction) Big Cats (Non-fiction report)	<b>Write Stuff:</b> Meerkat at Christmas (NF postcard) The owl that was afraid of the dark (narrative)	<b>Write Stuff:</b> If I was in charge of the world (Poetry) A Crow's Tale (Narrative)
<b>Cross curricular writing opps:</b> History – a nurse's diary / job report	<b>Cross curricular writing opps:</b> RE Christmas Story	<b>Cross curricular writing opps:</b> RE writing DT instructions
<b>Reading Spine:</b> Traction Man The Magic Paintbrush	<b>Reading Spine:</b> The Owl that was afraid of the Dark	<b>Reading Spine:</b> The Day the Crayons Quit
<b>Maths</b> Place value Addition and Subtraction	<b>Maths</b> Addition and Subtraction Shape	<b>Maths</b> Multiplication and Division Money
<b>History: Who were Florence Nightingale, Mary Seacole and Edith Cavell and why do we remember them?</b>  <b>Science:</b> Animals inc humans  <b>Computing:</b> Project Evolve: Online Relationships, class agreement IT around us  <b>R.E:</b> Is it possible to be kind to everyone all the time?  <b>PSHE:</b> Me and My relationships  <b>Music</b> Exploring simple patterns	<b>Geography: Where does my food come from?</b>  <b>Science:</b> Living things and habitats  <b>DT:</b> Food – vegetable kebabs  <b>Computing:</b> digital photography Robot algorithms  <b>R.E:</b> Why do Christians believe God gave Jesus to the world?  <b>PSHE:</b> Valuing difference  <b>Music</b> Focus on dynamics and tempo	<b>Art: Expressive painting</b> <b>D.T: Wheels and Axles</b>  <b>Science:</b> Materials  <b>Computing:</b> Project Evolve: Self-image and Identity  <b>R.E:</b> Does praying at regular intervals help a Muslim in his/her everyday life?  <b>PSHE:</b> Keeping myself safe  <b>Music</b> Exploring feelings through music
<b>Enrichment:</b> Nurse visit	<b>Enrichment;</b>	<b>Enrichment:</b> World Book Week

Term 4 Discover	Term 5 Explore	Term 6 Create
<b>Write Stuff:</b> The Building Boy (narrative) How to build a bridge (instructions)	<b>Write Stuff:</b> Independent writes: <ul style="list-style-type: none"> <li>• Recount of Easter holiday</li> <li>• Little Monkey narrative</li> <li>• Kampong Ayer report</li> <li>• Little Red Riding Hood (narrative)</li> <li>• How to organise a picnic (instructions)</li> </ul>	<b>Write Stuff:</b> Desk Diddler (Poetry) George and the Dragon (narrative)
<b>Cross curricular writing opps:</b> RE – The Easter Story	<b>Cross curricular writing opps:</b> Geography – Kampong Ayer diary entry	<b>Cross curricular writing opps:</b> Science – non-fiction report on Sunflowers
<b>Reading Spine:</b> The Building Boy SATs reading practice	<b>Reading Spine:</b> The Big, bad pig and the three little wolves	<b>Reading Spine:</b> Fantastic Mr Fox
<b>Maths:</b> Length and Height Mass, Capacity and Temperature	<b>Maths:</b> Fractions Time	<b>Maths:</b> Statistics Position and Direction
<b>History: Who was Brunel and what was his job?</b>  <b>Science:</b>  <b>DT:</b> Freestanding structure - bridges  <b>Computing:</b> Programming quizzes  <b>R.E:</b> How important is it to Christians that Jesus came back to life after his crucifixion?  <b>PSHE:</b> Rights and responsibilities  <b>Music</b> Inventing a musical story	<b>Geography: How does the geography of Kampong Ayer compare with where I live?</b>  <b>Science:</b> Animals (not humans)  <b>Computing:</b> Project Evolve: Online bullying and Reputation  Making Music  <b>R.E:</b> Does going to a mosque give Muslims a sense of belonging?  <b>PSHE:</b> Being my best  <b>Music</b> Music that makes you dance	<b>Art – How do artists represent flowers in their work?</b>  <b>Science:</b> Plants  <b>Computing:</b> Pictograms  <b>R.E:</b> Does completing Hajj make a person a better Muslim  <b>PSHE:</b> Growing and Changing  <b>Music</b> Exploring improvisation
<b>Enrichment:</b> S.S Great Britain Trip	<b>Enrichment:</b>	<b>Enrichment:</b> Library visit