

Grimsargh St Michael's CE Primary School
Curriculum Long Term Plan 2021/22
Year 2

Overall Theme		Heroes and Heroines		Our Changing World		Unscrew the Lid...Release the Potential	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enrichment	(visit/ visitor)	Mej Johnston – NHS worker Hannah Coupe in for science (growth and change)		Wetlands/Brockholes to experience habitats. Trustees of the Wetlands to visit school? Invite the Coars in to talk about the farm (link to English Sp2)?		Visit to other place of worship - Mosque/Synagogue? Local walk to.....using our own maps.	
	Kick Start			Earth day What do you love about your planet?		Let's go to the seaside! Children enjoy a beach morning/afternoon at school.	
English	Core text	Bridging Unit - The Way Home for Wolf		Man on the Moon A Right Royal Disaster Mudpuddle Farm		The Wind in the Willows Flotsam Dolphin Boy	
	Author Focus			Simon Bartram (a range of stories) Michael Morpurgo Oliver Jeffers		Kenneth Grahame David Weisner Michael Morpurgo	
Maths		Place Value <ul style="list-style-type: none"> Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward. Recognise the place value of each digit in a two-digit number (10s, 1s). Identify, represent and estimate numbers using different representations, including the number line. 	Addition and Subtraction <ul style="list-style-type: none"> Solve problems with addition and subtraction: <ul style="list-style-type: none"> Using concrete objects and pictorial representations, including those involving numbers, quantities and measures. Applying their increasing knowledge of mental and written methods. 	Multiplication and Division <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), 	Geometry - Properties of Shape. <ul style="list-style-type: none"> Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes [for example, 	Measurement - Length and Height. <ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm). Compare and order lengths. 	Measurement - Time <ul style="list-style-type: none"> Compare and sequence intervals of time. Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day.

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	<ul style="list-style-type: none"> Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs. Read and write numbers to at least 100 in numerals and in words. Use place value and number facts to solve problems. 	<ul style="list-style-type: none"> Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> A two-digit number and 1s. A two-digit number and 10s. 2 two-digit numbers Adding 3 one-digit numbers. Show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. <p>Money</p>	<p>division (\div) and equals ($=$) signs.</p> <ul style="list-style-type: none"> Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot be done. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. <p>Statistics</p> <ul style="list-style-type: none"> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data. 	<p>a circle on a cylinder and a triangle on a pyramid].</p> <ul style="list-style-type: none"> Compare and sort common 2-D and 3-D shapes and everyday objects. <p>Fractions</p> <ul style="list-style-type: none"> Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{2}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. Write simple fractions for example, $\frac{2}{1}$ of $\frac{3}{6} = \frac{1}{2}$ and recognise the equivalence of $\frac{4}{2}$ and $\frac{2}{1}$. 	<ul style="list-style-type: none"> Order and arrange combinations of mathematical objects in patterns and sequences. Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise). 	<p>Measurement - Mass, Capacity and Temperature</p> <ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Compare and order mass, volume/capacity and record the results using $>$, $<$ and $=$
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		<ul style="list-style-type: none"> Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. 				
Science	<p>Plants/Nature Journal</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>Animals (including Humans) - Animal survival and growth</p> <ul style="list-style-type: none"> Notice that animals, have offspring which grow into adults. Find out about and describe the basic needs of animals, for survival (water, food and air). 	<p>Living things and their habitats</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 different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including microhabitats 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. Different kinds of plants and animals live in different kinds of places. There are different kinds of habitat near school which need to be cared for 	<p>Uses of everyday materials</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 materials can be changed by 	<p>Health - How we grow and stay healthy</p> <ul style="list-style-type: none"> Notice that humans, have offspring which grow into adults. Find out about and describe the basic needs of humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	

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			<ul style="list-style-type: none"> Habitats provide the preferred conditions for the animals/plants that live there (compare local habitats and less familiar examples). 	<ul style="list-style-type: none"> squashing, bending, twisting and stretching. Some materials can be found naturally; others have to be made. 	<ul style="list-style-type: none"> Medicines can be useful when we are ill. Medicines can be harmful if not used properly. 	
<p>Plants/Plant growth</p> <ul style="list-style-type: none"> Pupils should use the local environment throughout the year to observe how different plants grow. Observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb. <ul style="list-style-type: none"> Observing similar plants at different stages of growth. 						
<p>RE</p>	<p>The Bible - Why is it such a special book?</p> <p><i>Widen the children's understanding of the Bible, its contents, presentation and importance to Christians.</i></p> <p><i>Begin to develop children's understanding of holy books from faiths other than Christianity and their significance in the lives of believers.</i></p> <ul style="list-style-type: none"> The Bible is the Christian holy book. The Bible is made up of a library of books. The Bible is in two sections The Old Testament and the New Testament. Owning a Bible is very important to Christians. 	<p>Christmas - Why was the birth of Jesus such good news?</p> <p><i>Look at the story of Christmas from the perspective that it was good news then and now.</i></p> <ul style="list-style-type: none"> Christmas is a celebration of the good news. Angels are the Good news bringers. We (Christians) believe that the good news is that Jesus is the saviour of the world. We (Christians) believe that the content of the Christmas story is good news. The good news impacts on the world then and now. 	<p>Jesus - Friend to everyone.</p> <p><i>Enjoy these stories of Jesus' Miracles and to increase the children's awareness that Jesus was an extraordinary person who welcomed everyone as a friend.</i></p> <ul style="list-style-type: none"> The stories covered in this unit can be found in the gospels in the New Testament. We (Christians) believe that Jesus miracles reveal him to be the Son of God. We (Christians) believe that we should welcome everyone and try to be a friend of all as Jesus was. 	<p>Easter - How do symbols help us to understand the story?</p> <p><i>Give children an understanding that symbols are pictures or objects with a deeper meaning and a story to tell.</i></p> <p><i>Extend pupils knowledge of the details of the Easter story.</i></p> <p><i>Develop pupil's understanding of the importance of Easter and the concept of salvation.</i></p> <ul style="list-style-type: none"> There are different objects and symbols used to help explain and understand the meaning of Easter. The Easter story is central to Christian belief. 	<p>Why is the Church a special place for Christians?</p> <p><i>Give pupils an understanding of 'church' as a holy place and a body of people.</i></p> <p><i>Begin developing in pupils an understanding of what happens in church and why.</i></p> <p><i>Give pupils an opportunity to begin exploring places of worship other than a church.</i></p> <ul style="list-style-type: none"> The church is a special place where Christians meet to worship and pray. It is also the body of 	<p>What happened at the Ascension and Pentecost?</p> <p><i>Begin to develop the children's knowledge and understanding of these two very significant events.</i></p> <p><i>Give children an opportunity to begin to explore the concept of God as three in one.</i></p> <p><i>Emphasize the importance of these events in the life of Jesus and the Church, then and now.</i></p> <ul style="list-style-type: none"> We (Christians) believe that 40 days after the resurrection, Jesus ascended into heaven. We (Christians) believe that God is

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	<ul style="list-style-type: none"> The Bible contains God's big story from the beginning through to the kingdom of God. People of other faiths have different holy books and there are some similarities and differences between these books and the Bible. 			<ul style="list-style-type: none"> The death and resurrection of Jesus is part of God's salvation plan. 	<p>people not just the building.</p> <ul style="list-style-type: none"> For Christians, the church is a holy blessed space. Moses and the people of God built the Tabernacle (tent of meeting) to house the ark of the covenant. People of other faiths have special holy places of worship, what these buildings are called, their key features, and the worship that takes place there. 	<p>three in one – Father, Son and Holy Spirit.</p> <ul style="list-style-type: none"> The gift of the Holy Spirit was poured out on the disciples at Pentecost and is here with us still. The events of Pentecost still impact on the church today.
<p>Geography</p>	<p>United Kingdom</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. 	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> Identify key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Identify key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. Recognise landmarks and basic human features on aerial photos. 	<p>Out and about</p> <ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. 			

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History	Changes within living memory <ul style="list-style-type: none"> Identify and reveal aspects of change in national life. Recognising the distinction between past and present. Identify <i>some</i> similarities and differences between their own present and aspects of the past. Place <i>a few</i> events and objects in order by using common phrases to show the passing of time (<i>old, new/young, days and months</i>). 		Events, people and changes <ul style="list-style-type: none"> Identify the lives of significant individuals in the past who have contributed to national and International achievements - Neil Armstrong/Tim Peake. Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. Compare aspects of life in different periods. Identifying some similarities and differences between ways of life in different periods. 			
Art	<ul style="list-style-type: none"> Harvest – Painting creating new colours from primary in the style of Van Gogh, Klimt, Klee Pollock NC thick and thin paint colour, pattern form– create a fruit basket and fruit collage . Local heroes- NHS drawing and painting Warhol various Portrait artists. 	<ul style="list-style-type: none"> Christmas card to print – Kandinsky concentric circles pastel drawing, NC control marks made with a range of media. Shape and form lines and marks. Candle card – create fabric by weaving skills, ancient crafts. Calendar collage shapes from cutting paper – Matisse NC create and arrange shapes appropriately. 	<ul style="list-style-type: none"> Grimsargh Topic theme – wetlands nature. David Hockney Local area Landscapes NC painting overlaying with oil pastels. 	<ul style="list-style-type: none"> Mothering Sunday card–Textiles – decorating fabric, adding beads, feathers and buttons style of Zandra Rhodes. 	<ul style="list-style-type: none"> Summer topic Printing – create a printing block – topic themed Andy Warhol. Painting in the style of Dufy – add collage textiles change the media. 	<ul style="list-style-type: none"> Link to aspirations and hopes for the future. Self-portrait photos Digital artwork cut and rearrange into a jigsaw. NC Record visual information using digital cameras, video recorders.
DT	DT Beryl Burton design and make a bike – Knex NC use construction kits with free running wheels.	DT Fighting fit food categories link food heroes understand a variety of foods in a diet. Taste smell texture feel.	DT Vehicles – Explorers and Space travel, Axles and wheels.	Gift Sculpture bending wire Calder, Hepworth, Gormley Easter card – Moving mechanisms – use a hole punch, insert paper fasteners.	DT Puppets – cut fabric using templates	Sculpture face plaque using malleable material. Giacometti style 3D figures showing movement -keeping mind and body healthy.

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Computing	Coding/ Online Safety/Questioning (ongoing throughout the year)					
	<ul style="list-style-type: none"> • Create and debug simple programs. • Use logical reasoning to predict the behaviour of simple programs. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of IT beyond school. • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 					
Music	Christmas Play		Changing sounds			
	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and • Listen with concentration and understanding to a range of high-quality live and recorded music. 		<ul style="list-style-type: none"> • Rhymes. • Play tuned and untuned instruments musically. • Experiment with, create, select and combine sounds using the inter-related dimensions of music. 			
PE Lancs PE Units	Fundamental Skills		Explorers		Wind in the Willows	
	<ul style="list-style-type: none"> • Master basic movements including running, hopping, jumping, throwing and catching. • To develop the skill of striking a ball with accuracy. • Work on simple tactics. 		<ul style="list-style-type: none"> • Develop key travelling skills. • Develop movement memory and find new and interesting ways to move. • To participate in team games. • Perform dances using simple movement patterns. 		<ul style="list-style-type: none"> • To develop teamwork skills. • To use teamwork to perform dances using simple movement patterns. 	
	Gymnastic skills		Throwing and catching		Striking and fielding	
	<ul style="list-style-type: none"> • Developing balance, agility and co-ordination. • To understand how muscles work in gymnastics activities. • To develop the skill of travelling on hands and feet and learn to balance different body parts. • Learn the skill of rolling and linking actions of movement together to create a simple sequence. • 		<ul style="list-style-type: none"> • Underarm throw and dodging. • To develop control and the use of simple tactics. 		<ul style="list-style-type: none"> • To use fundamental skills such as overarm throwing, running and striking a ball. 	
					Athletics and Fundamental Skills assessments	
PSHE/Value	Me and My Relationships	Valuing difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
	<ul style="list-style-type: none"> • Suggest actions that will contribute positively to the 	<ul style="list-style-type: none"> • Identify some of the physical and non-physical differences and similarities between people. 	<ul style="list-style-type: none"> • Understand that medicines can sometimes make people feel better when they're ill. 	<ul style="list-style-type: none"> • Describe and record strategies for getting on with others in the classroom. 	<ul style="list-style-type: none"> • Explain the stages of the learning line showing an understanding of 	<ul style="list-style-type: none"> • Demonstrate simple ways of giving

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	<p>life of the classroom.</p> <ul style="list-style-type: none"> • Make and undertake pledges based on those actions. • Use a range of words to describe feelings; • Recognise that people have different ways of expressing their feelings; • Identify helpful ways of responding to other's feelings. • Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; • Identify situations as to whether they are incidents of teasing or bullying. • Understand and describe strategies for dealing with bullying; • Rehearse and demonstrate some of these strategies. • Explain the difference 	<ul style="list-style-type: none"> • Know and use words and phrases that show respect for other people. • Recognise and explain how a person's behaviour can affect other people. • Identify people who are special to them. • Explain some of the ways those people are special to them. • Explain how it feels to be part of a group. • Explain how it feels to be left out from a group. • Identify groups they are part of. • Suggest and use strategies for helping someone who is feeling left out. • Recognise and describe acts of kindness and unkindness. • Explain how this impacts on other people's feelings. • Suggest kind words and actions they can show to others. • Show acts of kindness to others in school. • Demonstrate active listening techniques (making eye contact, 	<ul style="list-style-type: none"> • Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell. • Explain simple issues of safety and responsibility about medicines and their use. • Identify situations in which they would feel safe or unsafe. • Suggest actions for dealing with unsafe situations including who they could ask for help. • Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. • Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation. • Recognise that some touches are not fun and can hurt or be upsetting. 	<ul style="list-style-type: none"> • Explain, and be able to use, strategies for dealing with impulsive behaviour. • Identify special people in the school and community who can help to keep them safe; • Know how to ask for help. • Identify what they like about the school environment; • Identify any problems with the school environment (e.g. things needing repair); • Make suggestions for improving the school environment; • Recognise that they all have a responsibility for helping to look after the school environment. • Understand that people have choices about what they do with their money; • Know that money can be saved for a use at a future time; • Explain how they might feel when 	<p>the learning process;</p> <ul style="list-style-type: none"> • Help themselves and others develop a positive attitude that support their wellbeing; • Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. • Understand and give examples of things they can choose themselves and things that others choose for them; • Explain things that they like and dislike, and understand that they have choices about these things; • Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. 	<p>positive feedback to others.</p> <ul style="list-style-type: none"> • Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. • Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); • Understand and describe some of the things that people are capable of at these different stages. • Identify which parts of the human body are private; • Explain that a person's genitals help them to make babies when they are grown up; • Understand that humans mostly have the same body parts but that they can look different from person to person. • Explain what privacy means; • Know that you are not allowed to touch
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	<p>between bullying and isolated unkind behaviour;</p> <ul style="list-style-type: none"> • Recognise that that there are different types of bullying and unkind behaviour; • Understand that bullying and unkind behaviour are both unacceptable ways of behaving. • Explain the difference between bullying and isolated unkind behaviour; • Recognise that that there are different types of bullying and unkind behaviour; • Understand that bullying and unkind behaviour are both unacceptable ways of behaving. • Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); • Explain where someone could get help if they were 	<p>nodding head, making positive noises, not being distracted).</p> <ul style="list-style-type: none"> • Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships. 	<ul style="list-style-type: none"> • Identify safe secrets (including surprises) and unsafe secrets. • Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. • Understand that there are unsafe secrets and secrets that are nice surprises. 	<p>they spend money on different things.</p> <ul style="list-style-type: none"> • Recognise that money can be spent on items which are essential or non-essential; • Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this. 	<ul style="list-style-type: none"> • Explain how germs can be spread; • Describe simple hygiene routines such as hand washing; • Understand that vaccinations can help to prevent certain illnesses. • Explain the importance of good dental hygiene; • Describe simple dental hygiene routines. • Understand that the body gets energy from food, water and oxygen; • Recognise that exercise and sleep are important to health • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); • Describe how food, water and 	<p>someone's private belongings without their permission;</p> <ul style="list-style-type: none"> • Give examples of different types of private information.
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	being upset by someone else's behaviour.				air get into the body and blood.	
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