



Manland Primary School-Long Term Curriculum Plan

Year 2 Curriculum Intent



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overall Theme		Towers, Turrets and Tiaras		London's Burning		Expedition Down Under!	
English	Writing	Genre: Explanation Explanation of how to look after a new monster. Genre: Recounts Write a first-person recount retelling a day hunting witches. Genre: List poems Read and perform list poems. Write and perform own versions.	Genre: Calligrams Write a description about the monster using calligrams to emphasise key words. Genre: Narrative Write a retelling of a traditional story. Genre: Letters Write a series of persuasive letters to different characters from a story.	Genre: Stories with recurring language Use a familiar story as a model to write a new story. Genre: Rhyming Poetry Write poems with AABB and ABAB rhyming structures. Genre: Stories with recurring language Use a familiar story as a model to write a new story.	Genre: Report Assemble information on a subject, sorting and categorising information. Genre: Poetry Write a shape poem themed to the Great Fire of London. Genre: Narrative Use a book with pictures but no words to practise writing our own narratives and descriptions.	Genre: Myths (creation stories) Write a creation myth based on ones read. Genre: Instructions: Write a series of fiction-based instructions, including diagrams.	Genre: Explanations Produce a flowchart, ensuring content is clearly sequenced. Genre: Diary Write a series of first-person diary entries of life as a witch. Genre: Poetry Recite familiar poems by heart. Read, write and perform free verse.
	Reading	Monsters: An Owner's Guide – Jonathan Emmett Rapunzel – Vera Southgate (Traditional version) Rapunzel – Beth Woolvin (Modern adaptation) A Kid in My Class – Rachel Rooney (Poetry)	Pirate Cruncher – Johnny Duddle Usborne Illustrated Fairy Tales The Man Who Wore All His Clothes – Alan Ahlberg	On the Way Home – Jill Murphy Poems to Perform – Julia Donaldson Cockadoodle-doo, Mr Sultana – Michael Rosen	Raven Boy – Pippa Goodhart Great Fire of London – Emma Adams Journey – Aaron Becker	Stories from the Billabong – James Vance Marshall Instructions - Neil Gaiman	Natural Wonders of the World – Molly Oldfield The Worst Witch – Jill Murphy Winnie the Witch – Valerie Thomas and Korky Paul No Breathing in Class – Michael Rosen
	Grammar	Grammar topics will be repeated throughout the year. Bold statements are emphasised. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Expanded noun phrases for description and	In addition to going revisiting the previous topics: Use of the suffixes –er, –est in adjectives Subordination (using when, if, that, because) and co-ordination (using or, and, but) How the grammatical patterns in a sentence indicate its function as a	In addition to going revisiting the previous topics: the use of –ly in Standard English to turn adjectives into adverbs Apostrophes to mark where letters are missing in spelling Apostrophes to mark singular possession in nouns	In addition to going revisiting the previous topics: Formation of adjectives using suffixes such as –ful, –less	Revisiting the previous topics	Revisiting the previous topics



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	<p>specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>	<p>statement, question, exclamation or command</p> <p>Commas to separate items in a list</p>				
Phonics	<p>-ed suffix</p> <p>Irregular verbs</p> <p>-ing suffix</p> <p>-er suffix</p>	<p>-est suffix</p> <p>-es, s suffixes to make plurals</p> <p>-es, s suffixes to conjugate verbs</p>	<p>-ly suffix for adverbs</p> <p>-ly suffix for time adverbials</p> <p>-y suffix for adjectives</p>	<p>-ness suffix</p> <p>-ment suffix</p> <p>-ful suffix</p> <p>-less suffix</p> <p>-en suffix</p>	Recap the sounds and spelling rules learned so far based on AFL.	Recap the sounds and spelling rules learned so far based on AFL.
Maths	<p>Securing Fluency to 20</p> <p>Place Value – Making Tens and Some More</p> <p>Place Value and Regrouping Two-digit Numbers</p> <p>Counting On and Back in Ones and Tens from any Number</p> <p>Representing, Ordering and Comparing Numbers to 100 and Quantities for Measure</p> <p>Estimation and Magnitude</p>	<p>Numbers to 20 – Mental Addition and Subtraction</p> <p>Finding Complements of 10 and 100 including Measures</p> <p>Add and Subtract Numbers Mentally Using 1 and 20digit numbers</p> <p>Finding Part or Whole Unknown</p> <p>Money – Making Combinations and Finding Change</p> <p>Comparison (difference, more, less, fewer)</p> <p>Measures – Estimation and Measure Using Different Scales</p>	<p>Statistics – Totalling and Comparing Amounts in Block Graphs, Pictograms, Tables and Tally Charts</p> <p>Written Addition Method</p> <p>Commutativity in Addition</p> <p>Written Subtraction Method</p> <p>Problem Solving with Addition and Subtraction</p> <p>Time – Telling the time: O'clock, Half Past, Quarter Past and Quarter To</p> <p>Time – Estimating, Ordering and Comparing Time</p>	<p>Double and Halve One and Two-digit numbers and amounts of Money</p> <p>Times Tables – 2s, 5s, and 10s, Patterns and Strategy</p> <p>Counting in 3s</p> <p>Multiplication – Multiples and Repeated Addition</p> <p>Multiplication – Numbers of Groups, Group Size and Product</p> <p>Multiplication Problem Solving</p> <p>Division – Sharing and Grouping</p> <p>Division – Sharing and Grouping Problems including Remainders</p>	<p>Fractions – Finding Halves, Quarters and Thirds of Amounts and Shapes</p> <p>Fractions – Equivalence</p> <p>Fractions of Continuous Quantities</p> <p>Time – Telling the time to the nearest 5 minutes</p> <p>Problem solving for all operations</p>	<p>Multiplication and division – equality and balance</p> <p>Geometry – Properties of 2d and 3d shapes and symmetry</p> <p>Mental Calculation Review</p> <p>Geometry - Sequencing</p> <p>Geometry – Rotation and Right Angles</p> <p>Place Value and Written Calculation Review</p>
Art	<p>Queen Goes Pop</p> <p>Andy Warhol</p>		<p>City on Fire</p> <p>Landscapes/Sunsets/Fire of London</p> <p>Sculpture: 17th Century House</p>		<p>Aboriginal Art</p> <p>Pattern Weaving Silhouette</p> <p>Dyes – Earth Colours</p>	



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	<p>To develop ideas Explore ideas and collect visual information. Explore different methods and materials as ideas develop. To master techniques. Drawing Draw lines of different sizes and thickness. Show pattern and texture by adding dots and lines. Show different tones using coloured pencils.</p> <p>Painting Add white to colours to make tints and black to colours to make tones. Create colour wheels.</p> <p>To take inspiration from the greats (classic and modern) Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.</p>	<p>To develop ideas Explore ideas and collect visual information. Explore different methods and materials as ideas develop. To master techniques. Painting Add white to colours to make tints and black to colours to make tones. To take inspiration from the greats (classic and modern) Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.</p> <p>Sculpture -3D House Use rolled up paper etc as materials. Use techniques such as rolling, cutting. Include lines and texture. To take inspiration from the greats (classic and modern) Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.</p>	<p>To develop ideas Explore ideas and collect visual information. Explore different methods and materials as ideas develop. To master techniques. Textiles (weaving) Use weaving to create a pattern. Join materials using glue. Use plaiting Use dip dye techniques.</p>
Computing	<p>The Mystery of the Chocolate Cake Technology in our lives - Email E safety (feature of every lesson)</p> <p>Identify why we use technology in the classroom, at home and in the community. Start to understand that other people have created the information we use. Identify the benefits of using technology including creating and communicating. Multimedia Use the keyboard to add, delete and space text for others to read. Talk about an online tool that will help to share ideas with other people. Save and open files on devices used.</p>	<p>Code Scratch Programming E safety (feature of every lesson)</p> <p>Give instructions to a friend and physically follow their instructions. Say the order needed to do things to make something happen. Talk about instructions as algorithms. Program a floor robot or software to do a particular task. Look at other people's program and predict what will happen. Use programming software to make objects move. Watch a program execute and spot where it goes wrong and unbug it.</p>	<p>I Spy Multimedia Collecting Data E safety (feature of every lesson)</p> <p>Use technology to organise and present ideas in different ways. Use an online tool that will help to share ideas with other people. Save and open files on the devices used. Handling Data Talk about the different ways technology is used to collect information, including a camera. Make and save a chart or graph using data collected. Talk about the data that is shown on the graph. Start to understand a branching database. Say what kind of information could be used to help to investigate a question.</p>



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Design and Technology	<p>Queen of Hearts Jam tarts</p> <p>Measure or weigh using measuring cups or electronic scales. Assemble or cook ingredients.</p>	<p>Become a Bread Maker</p> <p>Cooking and Nutrition Cut, peel or grate ingredients safely and hygienically. Measure or weigh using electric scales. Assemble or cook ingredients. To design, make, evaluate and improve</p>	<p>Anzac Biscuits</p> <p>Cut, peel or grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales. Assemble or cook ingredients.</p>
	<p>Puppets (Sewing)</p>	<p>Develop products that have a clear purpose and intended user. Make products, refining the design as work progresses.</p>	<p>Blowing In the Wind Mechanism- Pulley (Windmill)</p>
	<p>Textiles and Sewing Shape textiles using a templates. Join textiles using a running stitch. Colour and decorate textiles using a number of techniques (e.g. adding sequins and buttons) To design, make, evaluate and improve Develop products that have a clear purpose and intended user. Make products, refining the design as work progresses. To take inspiration from design throughout history Suggest improvements to existing designs. Explore how products have been created. Explore objects and designs to identify likes and dislikes of the designs. Use software to design. Model designs using software.</p>	<p>To take inspiration from design throughout history Explore objects and designs to identify likes and dislikes of the designs. Suggest improvements to existing designs. Explore how products have been created.</p>	<p>Wheeled and winding mechanism. Cut materials safely. Measure and mark out to the nearest centimetre. Create products using wheels and winding mechanisms. Use materials to practise sawing. Develop products that have a clear purpose and intended user. Make products, refining the design as work progresses. Suggest improvements to existing designs. Explore how products have been created.</p>
Geography	<p>Queen and Countries Exploring our Country</p>	<p>Harpenden V London U.K. locality Comparison London/Harpenden</p>	<p>Home and Away? Distant Locality Australian Landscape Aboriginal Stories</p>
	<p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Use maps to identify the UK and its countries. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use atlases and globes to identify the United Kingdom and its countries, capitals and seas. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Use basic geographical vocabulary to refer to:</p>	<p>To investigate places Ask and answer geographical questions (what is this place like?, What do people do in this place?). Use aerial images and plan perspectives to recognise landmarks and basic physical features. To investigate pattern Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. To communicate geographically. Use basic geographical vocabulary to refer to:</p>	<p>Compare and contrast a small area of the United Kingdom with that of a non-European country. To investigate places Ask and answer geographical questions (what is this place like?, What do people do in this place?). Use maps to identify the UK and its countries. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify countries, continent and oceans studied. Name and locate the world's continents and oceans. To investigate patterns</p>



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	<ul style="list-style-type: none"> • key physical features, including: beach, coast, mountain, ocean, soil, vegetation and weather. • key human features, including: city, village, factory, house, office and shop. <p>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p>	<ul style="list-style-type: none"> • key physical features, including: beach, coast, mountain, ocean, soil, vegetation and weather. • key human features, including: city, village, factory, house, office and shop. <p>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</p> <p>To communicate geographically.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, including: beach, coast, mountain, ocean, soil, vegetation and weather. • key human features, including: city, village, factory, house, office and shop. <p>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p>
History	<p>Kings and Queens Queens of England Describe significant people from the past.</p>	<p>London's Burning Great Fire of London An explanation of an historical event beyond living memory.</p>	<p>Come Fly With Me Flight/ Famous Person Amy Johnson/Wright Brother</p>
	<p>Aspects of life in different periods. To investigate and interpret the past Observe or handle a range of evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use a range of artefacts, pictures, stories, online sources about the past. Identify some of the different ways the past has been represented. To build an overview of world history Describe significant people from the past. To understand chronology Use dates where appropriate. Place events and artefacts in order on a time line. To communicate historically Use words and phrases such as: a long time, when my grandparents were children, years, decades and centuries to describe the passing of time. Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy.</p>	<p>To investigate and interpret the past Observe or handle a range of evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use a range of artefacts, pictures, stories, online sources about the past. Identify some of the different ways the past has been represented. To build an overview of world history Describe historical events. To build an overview of world history Recognise that there are reasons why people in the past acted as they did. To understand chronology Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Use dates where appropriate. Show an understanding of the concept of nation and a nation's history. To communicate historically Use words and phrases such as: a long time ago, over 300 years ago and centuries to describe the passing of time.</p>	<p>Life of a significant individual. To investigate and interpret the past Observe or handle a range of evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Recognise that there are reasons why people in the past acted as they did. Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer and decades. Use dates where appropriate. To communicate historically Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>



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			Show an understanding of the concept of nation and a nation's history			
Music	Rhythm and words – making rhythmic sentences from phrases	Singing - Nativity	Singing in rounds – (inc) London's burning	Music that tells a story – Katie in London (composing)	(Australia linked) Singing in rounds / Music around the world	Songs for KS1 festival
	Make and control long and short sounds, using voice and instruments. Recognise changes in timbre, dynamics and pitch	Use symbols to represent a composition and use them to help with a performance. Recognise changes in timbre, dynamics and pitch.	Hold a part within a round. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect.	Choose sounds to create an effect. Sequence sounds to create an overall effect	Hold a part within a round. Create a mixture of different sounds (long and short, loud and quiet, high and low).	Imitate changes in pitch. Use symbols to represent a composition and use them to help with a performance.
PE	Gym (Types of Rolling /Animal Movements) Games Multi Skills	Games -Passing and Receiving/ Hockey	Gym (Travelling, Balancing, Jumping) Games -Attacking and Defending / Football	Dance –Fire theme Games -Control	Games – Athletics/Sports Day	Dance -Dreamtime Story/Journey Games -Tennis
	Gym (Types of Rolling /Animal Movements) Copy and remember actions. Move with some control and awareness of space. Link two or more actions to make a sequence. Show contrasts (such as straight/curved and wide/narrow). Show control when travelling by rolling forwards, backwards and sideways. Climb safely on equipment. Stretch and curl to develop flexibility.	Games -Passing and Receiving/ Hockey Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics.	Gym (Travelling, Balancing, Jumping) Copy and remember actions. Move with some control and awareness of space. Link two or more actions to make a sequence. Show contrasts (such as small/tall, straight/curved and wide/narrow). Hold a position whilst balancing on different points of the body. Jump in a variety of ways and land with control and balance. Stretch and curl to develop flexibility.	Dance –Fire theme Copy and remember moves and positions. Move with careful control and coordination. Link more actions to perform a sequence. Choose movements to communicate a mood and idea. Games -Control Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate	Games – Athletics/Sports Day Use rolling, hitting, running, jumping, catching and kicking skills in combination.	Dance -Dreamtime Story/Journey Copy and remember moves and positions. Move with careful control and coordination. Link more actions to perform a sequence. Choose movements to communicate a mood and idea. Games -Tennis Use hitting, throwing and catching skills in combination. Develop tactics.



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	Games Multi Skills		Games -Attacking and Defending / Football Use the terms 'opponent' and 'team-mate'.Develop tactics. Lead others when appropriate. Use rolling, hitting, running, jumping, catching and kicking skills in combination.			
PSHE	Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
	To explain why my behaviour can impact on other people in my class. To compare my own and my friends' choices and to express why some choices are better than others.	To explain that sometimes people get bullied because they are seen to be different. This might include people who do not conform to gender stereotypes. To explain how it feels to have a friend and be a friend. To also explain why it is ok to be different from my friends.	To explain how I played my part in a group and the parts other people played to create an end product. To explain how our skills complimented each other. To explain how it felt to be part of a group and to identify a range of feelings about group work.	To explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices. To compare my own and my friends' choices and to express how it feels to make healthy and safe choices.	To explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. To give examples of some different problem-solving techniques and explain how we might use them in certain situations in our relationships.	To use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. To explain why some types of touches feel OK and others don't. To tell you what we like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to us.
RE	Expressing religious meaning. Muslim Prayer and Worship.	Festivals including Christmas	Different ways of giving thanks to God. The Lord's Prayer.	The Easter Story. Shabbat and Passover.	Showing care and concern. Whose Community?	Who made the world and other big questions?
	Symbols and actions Recognise how and why symbols and actions express religious meaning Appreciate some similarities between communities. Beliefs and Practices	Beliefs and Practices Recall and name different beliefs and practices including festivals, worship and ways in life in order to find out about the meanings behind them.	Prayer, worship and reflection Pupils begin to understand what prayer, worship and reflection means to a religious community. Identity and belonging Listen to and talk with people, including leaders who belong to a faith	Beliefs and practices Recall and name different beliefs and practices including festivals, worship and ways in life in order to find out about the meanings behind them. Sources of wisdom Retell and suggest	Human responsibility and values Respond to stories and real life examples of how and why people show care and concern for humanity and the world. Justice and Fairness Reflect on ideas of what is right and wrong and	Ultimate questions Explore a question about belonging, meaning and truth so that they can express their own ideas and opinions using creative media.



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	<p>Recall and name different beliefs and practices including festivals, worship and ways in life in order to find out about the meanings behind them.</p> <p>Prayer, worship and reflection Pupils begin to understand what prayer, worship and reflection means to a religious community.</p>		<p>community, about how their commitment affects their lives</p>	<p>meanings from some saucers of wisdom and stories of faith and belief, exploring and discussing sacred writings and sources of wisdom recognising the traditions from which the come (Easter)</p>	<p>consider how spiritual and moral values influence the behaviour and choices of themselves and of others.</p>	
Science	<p>Materials Uses of Everyday Materials</p>	<p>Animals including Humans - Growth and Survival</p>	<p>Healthy Eating and Healthy Bodies</p>	<p>Plants</p>	<p>Plants</p>	<p>Animals Habitats</p>
	<p>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 squashing, bending, twisting and stretching. Working Scientifically Perform simple tests. Observe closely, using simple equipment. Using their observations and ideas to suggest answers to questions.</p>	<p>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). Working Scientifically Observe closely, using simple equipment. Ask simple questions and recognise that they can be answered in different ways.</p>	<p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Working Scientifically Gather and record simple data to help in answering questions. Use their ideas and observations to suggest answers to questions. Identify and classify</p>	<p>Plants started and continued into summer term. Observe and describe how seeds and bulbs grow into mature plants.</p>	<p>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. Working Scientifically Ask simple questions and recognise that they can be answered in different ways. Perform simple tests. Observe closely, using simple equipment. Use their observations and ideas to suggest answers to questions. Identify and classify.</p>	<p>Identify and name a variety of plants and animals in their habitats, including micro- habitats. Explore and compare the differences between things that are living, dead, and things that have never been alive. 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. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the</p>



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	<p>Gather and record simple data to help in answering questions. Identify and classify.</p>				<p>Gather and record data to help in answering questions.</p>	<p>basic needs of different kinds of animals and plants, and how they depend on each other. Working Scientifically Gather and record simple data to help in answering questions. Identifying and classifying. Use their observations and ideas to suggest answers to questions.</p>
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