



ST. GEORGE'S CE PRIMARY SCHOOL LONG TERM PLANNING
(National Curriculum Coverage)

LEARNING THE ST. GEORGE'S WAY- BROAD, BALANCED AND WITH DEPTH
YEAR TWO



	AUTUMN TERM		SPRING TERM		SUMMER TERM	
SUBJECTS	1	2	3	4	5	6
TERMLY VALUE	Year 1: Community Year 2: Friendship (Harvest Festival – food bank)	Year 1: Peace Year 2: Generosity	Year 1: Joy Year 2: Thankfulness	Year 1: Hope Year 2: Forgiving	Year 1: Dignity Year 2: Respect	Year 1: Wisdom Year 2: Courage
5 WAYS TO MENTAL WELL BEING	<i>Be Active</i> (Marathon Week)	<i>Give</i> Christmas	<i>Take notice</i> (Spring)	<i>Keep learning</i> (SAT PREP)	<i>Keep learning</i> (SAT PREP)	<i>To connect</i> (Transition)
KEY DATES/EVENTS	Harvest Festival Black History Month	Anti-bullying Week (Nov) Bonfire Night Christmas Remembrance Day	New Year	Easter		Transition Days
MATHS WHITE ROSE	Place Value, Addition and Subtraction, Shape		Multiplication and division, Shape Money		Fractions Position and Direction (link to GEO) Time Measures	
ENGLISH Text type for term	RWI	RWI	Diary entries (Non – F) Recounts (Non – F) Poems	Instructional writing (Non-F) Narrative (Fiction) Information Text (Non -F)	Biography (Non Fiction) Character description Recount (Trip)	Explanations Recounts (NFiction)



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<p>RE</p>	<p>KS1 Additional Unit: Thankfulness PART 1 – FOCUS ON HARVEST > Must include at least one religion/worldview other than Christianity and Islam. > E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism</p>	<p>KEY STAGE 1/UNIT 1.3 INCARNATION Why does Christmas matter to Christians?</p>	<p>KS1 Additional Unit: Thankfulness PART 2 – FOCUS ON JUDAISM > Must include at least one religion/worldview other than Christianity and Islam. > E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism</p>	<p>KEY STAGE 1/UNIT 1.5 SALVATION Why does Easter matter to Christians?</p>	<p>KS1 Compulsory Unit: Being Human (Islam) > What does the Qur'an say about how Muslims should treat others and live their lives? > How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?</p>	<p>KS1 Compulsory Unit: Life Journey (Islam) > What do Muslims do to celebrate birth? > What does it mean and why does it matter to belong?</p>
<p>SCIENCE WHITE ROSE</p>	<p>ANIMALS AND HUMANS: 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 food, and hygiene</p>	<p>LIVING THINGS AND THEIR HABITATS: 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.</p>	<p>MATERIALS: 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.</p> <p>ANIMALS AND HUMANS: Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene – LINK TO DT/PSHEE</p>		<p>PLANTS: 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>	
<p>COMPUTING</p>	<p>Computing systems and networks - IT around: <i>How is IT beneficial to our lives?</i></p>	<p>Creating media – digital photography: <i>Recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos</i></p>	<p>Creating media – making music: <i>Make patterns and use those patterns to make music with both percussion instruments and digital tools.</i></p>	<p>Data and information – pictograms: <i>Introduces the term 'data'. Will begin to understand what data means and how this can be collected in the form of a tally chart.</i></p>	<p>Programming – robot algorithms: PURPLE MASH <i>Use given commands in different orders to investigate how the order affects the outcome. Learn about design in programming.</i></p>	<p>Programming – introduction to quizzes: <i>Recaps on learning from the Year 1 intro to animation. Use and modify designs to create their own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code/</i></p>
<p>HISTORY KAPOW</p>	<p align="center"><u>How as school different in the past?</u> (Term 2)</p>		<p align="center"><u>How did we learn to fly?</u> (Term 4)</p>		<p align="center"><u>What is a monarch?</u> (Term 6)</p>	
<p>GEOGRAPHY KAPOW</p>	<p align="center"><u>Would you prefer to live in a hot or a cold place?</u> (Term 1)</p>	<p align="center"><u>Why is our world wonderful?</u> (Term 3)</p>		<p align="center"><u>What is it like to live by the coast?</u> (Term 5)</p>		



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MUSIC MUSIC EXPRESS	HARVEST FESTIVAL AND CHRISTMAS <u>Music Express:</u> Term 1 Ourselves and Toys units. Term 2: Our Land and Our Bodies <u>Perform:</u> He/she can sing in tune. He/she can make and change sound on an instrument both tuned and un-tuned creating both long and short sounds. He/she can perform to an audience and improve his/her performance by practising.		<u>Music Express:</u> Term 3 Purole mash link to IT (composing) Term 4: Weather or Patterns <u>Compose:</u> Experiment with, create, select and combine sounds. He/she can use given symbols to record long and short sounds. <u>Listen and Appraise:</u> Listen with concentration and understanding to a range of high-quality live and recorded music. He/she can identify the mood of a piece of music. He/she can explain to another which of two sounds is higher or lower		<u>Music Express:</u> Term 5 Water Term 6: Animals <u>Compose:</u> Experiment with, create, select and combine sounds. He/she can use given symbols to record long and short sounds.	
ART/DT KAPOW	KAPOW - ART Craft and design Map it out (KAPOW - DT Structures Baby Bear's Chair	KAPOW - ART Painting and mixed media: Life in colour	KAPOW- DT Mechanisms: Fairground wheel	KAPOW- ART Sculpture and clay: 3D houses	KAPOW- DT Mechanisms: Making a moving Monster.
PSHEE Jigsaw	Being Me in My World	Celebrating Difference I can identify some ways in which my friend is different from me. I can tell you why I value this this difference about him/her.	Dreams and Goals I can explain some of the ways I worked cooperatively in my group to create the end product. I can express how it felt to be working as part of this group.	Healthy Me I can make some healthy snacks and explain why they are good for my body. I can express how it feels to share healthy food with my friends.	Relationships I can identify some of the things that cause conflict between me and my friends. I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends.	Changing Me I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private. I can tell you what I like/don't like about being a boy/girl.
PE Get Set for PE	Dance Fundamentals	Yoga Fitness (Physical)	Gymnastics Sending and receiving	Ball skills (Cognitive, personal) Target Games (Physical)	Invasion Net and Wall	Athletics (Cognitive, health) Striking and fielding (Physical)



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TRIPS/EXTRA ACTIVITIES						
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