

Mattishall Primary School
Yellow Class Year 2
Long Term Curriculum Plan



	Autumn Term		Spring Term		Summer Term	
	Half Term 1	Half Term 2	Half Term 1	Half Term 2	Half Term 1	Half Term 2
English	LITERACY TREE - WRITING					
	<p>Goldilocks & the Three Bears by Lauren Child, You & Me by Anthony Browne and Goldilocks & Just the One Bear</p> <p>Outcomes:</p> <ul style="list-style-type: none"> Sequel stories Wanted posters Letters Retellings from another point of view Lists of rules Character descriptions 	<p>The Journey Home by Frann Preston-Gannon</p> <p>Outcomes:</p> <ul style="list-style-type: none"> Persuasive letters Posters Lists Postcards Wanted posters Information reports Short stories 	<p>The Minpins by Roald Dahl</p> <p>Outcomes:</p> <ul style="list-style-type: none"> Own version adventure narratives Danger posters Setting descriptions Character descriptions Information reports Postcards 	<p>If All the World Were ... by Joseph Coelho</p> <p>Outcomes:</p> <ul style="list-style-type: none"> Non-narrative poems Writing in role Diaries Letters of advice Short explanations 	<p>The Dragon Machine by Helen Ward</p> <p>Outcomes:</p> <ul style="list-style-type: none"> Own version dragon stories Dragon guides and encyclopaedia Letters of advice Dragon machine explanations Shopping lists Descriptions Letters 	<p>The Great Fire of London by Emma Adams</p> <p>Outcomes:</p> <ul style="list-style-type: none"> Information booklets Persuasive poster Warning posters Speech bubbles Letter of advice Certificates
	<p>Wolves by Emily Gravett</p> <p>Outcomes:</p> <ul style="list-style-type: none"> Non-chronological leaflets Captions Information writing Character descriptions and comparisons 	<p>House Held Up By Trees by Ted Kooser</p> <p>Outcomes:</p> <ul style="list-style-type: none"> News reports Descriptive non-fiction Life-cycles Instructions for seed packets 	<p>The Bear and the Piano by David Litchfield</p> <p>Outcomes:</p> <ul style="list-style-type: none"> Own version narratives about bravery Letters of advice Short news reports Writing in role Retellings Information posters 	<p>The Owl and the Pussycat by Edward Lear</p> <p>Outcomes:</p> <ul style="list-style-type: none"> Rhyming poems Letters Interviews Lists Instructions 	<p>Ocean Meets Sky by Eric Fan and Terry Fan</p> <p>Outcomes:</p> <ul style="list-style-type: none"> Own version fantasy world narratives Setting and character descriptions Labels Diaries Postcard Captain's Logs Instructions Dialogue 	<p>A Walk in London by Salvatore Rubbing</p> <p>Outcomes:</p> <ul style="list-style-type: none"> A walk in ...' guidebooks Recounts of a trip around the local area Statements of information
<p>READING: Our school follows the Read Write Inc Phonics programme from Reception onwards. Children are taught to read in small groups, in incremental steps. Following completion of Read Write Inc Phonics, children participate in daily Reading for Understanding lessons, building on vocabulary and comprehension skills.</p> <p>SPELLING: We follow the Spelling Shed scheme, which provides daily opportunities to incorporate phonics and meaning to strengthen spelling skills and build vocabulary.</p>						
Maths	WHITE ROSE MATHS					
	<ul style="list-style-type: none"> Place Value Addition and Subtraction 	<ul style="list-style-type: none"> Addition and Subtraction Shape 	<ul style="list-style-type: none"> Money Multiplication and Division 	<ul style="list-style-type: none"> Multiplication and Division Length and Height Mass, Capacity and Temperature 	<ul style="list-style-type: none"> Fractions Time 	<ul style="list-style-type: none"> Statistics Position and Direction Consolidation
Science	CORNERSTONES					
	<ul style="list-style-type: none"> Human Survival 	<ul style="list-style-type: none"> Habitats 	<ul style="list-style-type: none"> Uses of Materials 	<ul style="list-style-type: none"> Plant Survival 	<ul style="list-style-type: none"> Animal Survival 	
Art & Design	CORNERSTONES					

	• Still Life		• Flower Head		• Portraits and Poses	
Design & Technology	CORNERSTONES					
		• Remarkable Recipes		• Beach Hut		• Push and Pull
Geography	CORNERSTONES					
			• Coastline		• Let's Explore The World	
History	CORNERSTONES					
	• Movers and Shakers				• Magnificent Monarchs	
Computing	TEACH COMPUTING					
	• Computing Systems and Networks - IT around us	• Creating media - digital photography	• Code Studio	• Data and Information - Pictograms	• Creating media - Making Music	• Code Studio
Music	CHARANGA					
	• Hands, Feet, Heart	• Christmas Carol Practise/ Ho Ho Ho	• I Wanna Play in a Band	• Zoo Time	• Friendship Song	• Reflect, Rewind and Replay
Physical Education	REALPE +					
	REAL PE Personal/Floor Movement Patterns and Static Balance	REAL PE Social/Dynamic balance to agility and Seated Balance	REAL PE Cognitive/Dynamic Balance and Static Balance	REAL PE Health and Fitness/Ball Chasing and Floor Work	REAL PE Physical/Sending, Receiving and Reaction, Response	REAL PE Creative/Ball Skills and Counter Balance
	OTHER PE UNIT Sportshall Athletics	OTHER PE UNIT REALGYM	OTHER PE UNIT REALGYM	OTHER PE UNIT REALDANCE	OTHER PE UNIT Cricket	OTHER PE UNIT Athletics
Religious Education	DISCOVERY RE					
	• Christianity - Is it possible to be kind to everyone all of the time?	• Christianity - Why do Christians believe God gave Jesus the world?	• Islam - Does praying at regular intervals help a Muslim in his/her everyday life?	• Christianity - How important is it to Christians that Jesus came back to life after his Crucifixion?	• Islam - Does completing Hajj make a person a better Muslim?	• Islam - Does going to a mosque give Muslims a sense of belonging?
RSHE - Life Skills	My Relationships RSE Solution <small>(See RSHE Curriculum Map)</small>	My feelings RSE Solution <small>(See RSHE Curriculum Map)</small>	My Rights and Responsibilities RSE Solution <small>(See RSHE Curriculum Map)</small>	My Body RSE Solution <small>(See RSHE Curriculum Map)</small>	My Beliefs RSE Solution <small>(See RSHE Curriculum Map)</small>	Asking for Help RSE Solution <small>(See RSHE Curriculum Map)</small>
	Curriculum Extras following our annual needs assessment may include: Road Safety, financial Literacy, enterprise, charities (Including FOODBANK, NSPCC etc.), school council, sun safety, fire safety, Friendship Squad, play leaders, peer mentors, police support; stranger danger and anti-social behaviour. We also provide some teaching to support International/National awareness days/weeks as they arise including significant events like Royal Jubilees, The Olympics and Government Elections etc. Other supporting and linked curriculum subjects are; English, Computing, RE and PE (REAL PE).					

TEACHERS HAVE THE PROFESSIONAL CHOICE TO TEACH THINGS AT DIFFERENT TIMES OF THE YEAR IF REQUIRED BASED ON THE NEEDS ASSESSMENT OF THEIR CURRENT COHORT of CHILDREN