**Woore Primary and Nursery School Long Term Planning Class Two**

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|  | **Cycle A** | **Cycle B** |
| **Autumn** | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** |
| **English** | Hansel and Gretelby Anthony BrowneWriting narratives – familiar storiesWriting about real events - Non Chronological Text - The TudorsThe Tin Forestby Helen WardWriting Poetry – jungle of dreamsWriting narratives – stories set in imaginative worlds | Escape from Pompeiiby Christina BalitDescribe a setting - PompeiiNon-fiction Text - Leaflet – Come to PompeiiThe Rainbow Bearby Michael MorpurgoWriting about personal experiences - Diaries – Polar BearWriting poetry – Theme – I am what I am | Cinderella of the Nileby Beverly NaidooDescribe a character – villain – Three SistersWriting for different purposes – Instructions – how to make a mummyThe Hunterby Paul GeraghtyStories from other culturesWriting poetry – Theme - Animals  | The Three Little Wolves and the Big Bad Pigby Eugene Trivizas and Helen OxenburyWriting narratives – familiar storiesWriting about real events - Non Chronological Text (WW2)The Lion and the Unicornby Shirley HughesDescribe a settingWriting poetry – Haikus/Cinquains War poems | Journeyby Aaron BeckerWriting narratives – stories set in imaginative worldsWriting about personal experiences – letters and postcards – from a new worldThe Iron Manby Ted HughesDescribe a character – villain – Space Bat AngelWriting poetry- What Am I? – mystery machines - similes | Arthur and the Golden Ropeby Joe Todd StantonDescribe a character – hero – ArthurNarrative - Myths and LegendsThe Promiseby Nicola DaviesNon-fiction Text – explanation – how do plants grow?Writing poetry – Concrete Poems – Plants and Trees |
| **Maths**  | NumberPlace ValueAddition & Subtraction | Multiplication & DivisionFractions & DecimalsMeasurement | Geometry StatisticsConsolidationRecap and review | NumberPlace ValueAddition & Subtraction | Multiplication & DivisionFractions & DecimalsMeasurement | Geometry StatisticsConsolidationRecap and review |
| **Science** | **Energy (Y3)****Materials (Y3)** | **Animals including Humans (Y2)****Making Connections (Y3)** | **Plants (Y2)****Living Things and their Habitats (Y2)** | **Materials (Y2)****Animals including Humans (Y3)** | **Living Things and Microhabitats (Y2)****Forces, Earth and Space (Y3)** | **Plants (Y3)****Making Connections (Y2)** |
| **Computing** | **E-Safety**  Online Safety**Computer Systems/Networks**IT around us. | **Creating Media**Digital Photography**Programming A**Robot Algorithms | **Data and Information**Pictograms**Programming B**Programming Quizzes | **E-Safety** Online Safety**Computer Systems/Networks** Connecting Computers | **Creating Media**Stop Frame Animation**Data and Information**Branching Databases | **Creating Media**Desktop Publishing**Programming B**Events and actions in programs.  |
| **History** | **British History**Would you prefer to live in the Stone Age, Iron Age or Bronze Age? | **British History**Why did the Romans settle in Britain? | **Early Civilisations**What did the Ancient Egyptians believe? | **British History**How hard was it to invade and settle in Britain? | **Local History Study**How have children’s lives changed? | **British History**[Were the Vikings raiders, traders or something else?](https://www.kapowprimary.com/subjects/history/mixed-age-year-5-6/cycle-a/were-the-vikings-raiders-traders-or-something-else/) |
| **Geography** | **Earthquakes** | **Europe** | **Egypt** | **Map Skills** | **United Kingdom** | **Continents-Oceans** |
| **Art and Design** | **Gestural Drawing with Charcoal** | **Cloth, Thread, Paint** | **The Art of Display** | **Storytelling Through Drawing** | **Exploring Pattern** | **Sculpture, Structure, Inventiveness & Determination** |
| **Design and Technology** | **Mechanisms**Levers & Linkages*(Moving History book)* | **Cooking & Nutrition**Healthy & Varied Diet*(Sandwiches, Wraps, Toasties)* | **Structures** Shell Structures *(Packaging for Egyptian treasures)* | **Textiles**2D Shape to 3D Product*(Beach bag)* | **Cooking & Nutrition**Healthy & Varied Diet (including cooking & nutrition requirements for KS1 &2)*(Sea Food-Fish Dish)* | **Mechanisms**Pneumatics *(Mighty Mascots)* |
| **Religious Education (Shropshire Agreed Syllabus)** | **1.6 Who is a Muslim and how do they live?****(Part 1)****1.3 Why does Christmas matter to Christians?****Hanukkah****Christmas** | **1.6 Who is a Muslim and how do they live?****(Part 2)****1.5 Why does Easter matter to Christians?****Ramadan****Easter** | **L2.10 How do Festivals and Family Life show what matters to Jewish People?****L2.8 What does it mean to be a Hindu in Britain today? (Dharma)** | **1.4 What is the ‘good news’ Christians believe Jesus brings?****L2.2 What is it like for someone to follow God?****Christmas** | **L2.9 How do Festivals and worship show what matters to a Muslim?****1.8 What makes some places sacred to believers? (C, M)****Eid ul-Fitr****Easter** | **L2.4 What kind of world did Jesus want?****L2.12 How and why do people try to make the world a better place?** **(C, M/J, NR)****Divali** |
| **Physical Education** | **Swimming****Gymnastics** | **Dance****Badminton** | **Cricket****Athletics** | **Swimming****Hockey** | **Dance** **Alternative Sports** | **Athletics****Football** |
| **Music** | **Grimm Tales****Christmas Melodies** | **Space Odysseys****Performing Accurately** | **Walk Like an Egyptian****Celebration Songs** | **Swing Music****Carnival of the Animals** | **Folk Songs****Sea Melodies** | **Vikings Attack****Celebration Songs** |
| **French** | **Phonetics****I am learning French** | **Animals****Musical Instruments** | **Little Red Riding Hood****I can** | **Phonetics****Presenting myself** | **The Tudors****Family** | **At the café** **The Classroom** |
| **PSHE/RSE** | **Keeping/Staying Healthy****Fire Safety** **NSPCC PANTS** | **Being Responsible****Feelings and Emotions** | **Relationships/Growing and Changing** **Our World** | **Keeping/Staying Safe** **NSPCC PANTS****Feelings and Emotions** | **Computer Safety** **Hazard Watch** | **Relationships/Growing and Changing** **A World Without Judgement** |

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|  | **Alternate Cycle** |
| **Autumn** | **Spring** | **Summer** |
| **English** | **Little Red Riding Hood****Revolting Rhymes****By Roald Dahl**Writing narratives – familiar storiesWriting about real events - Non Chronological Text - The Tudors**Lob****by Linda Newberry**Writing Poetry – imaginary friendsWriting narratives – stories with imaginary characters | Stories from other cultures**Tales from India****By Bali Rai**Describe a setting - Non-fiction Text - LeafletWriting poetry – Theme – I am what I amWriting for different purposes – Instructions – soup recipes | **Coming to England****By Floella Benjamin**Writing about personal experiences - Diaries Describing settings - comparison**Madeline****By Ludwig Bemelmans****A Walk in Paris****By Salavtore Rubbino**Writing poetry – Theme – citiesAdventure Story – Lost in Paris |
| **Maths**  | NumberPlace ValueAddition & Subtraction | Multiplication & DivisionFractions & DecimalsMeasurement | Geometry StatisticsConsolidationRecap and review |
| **Science** | **Light Year 3**Light and Shadow**Rocks**Rocks, Fossils and Soils | **Animals including Humans Year 2** **Plants**How plants grow/growing plants | **Sounds**Changing sound**Living Things and their Habitats Year 2 and 3** |
| **Computing** | Computing systems and networks – IT around usCreating media – Stop Frame Animation | Programming – Robot algorithmsData and information – Branching databases | Creating media - Digital musicProgramming - Events and actions in programs |
| **History** | **Stone Age to Iron Age** Skara Brae | **Early Civilisations**The Indus Valley | **UK after 1066**The British Empire |
| **Geography** | **Locational Knowledge**Continents and 5 oceans – Pacific Ocean | **Geographical Skills & Fieldwork** Locality – Village (land use) | **Place Knowledge**France and comparison to the UK |
| **Art and Design** | **Working with Shape and Colour****“Painting with Scissors”: Collage and stencil in response to looking at artwork.** | **Exploring the World Through Mono Print****Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership.** | **Telling Stories Through Drawing & Making****Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film** |
| **Design and Technology** | **Mechanisms**Levers & Linkages*(Moving History book)* | **Cooking & Nutrition**Healthy & Varied Diet*(Soups)* | **Structures** Shell Structures *(Packaging for Egyptian treasures)* |
| **Religious Education (Shropshire Agreed Syllabus)** | **1.6 Who is a Muslim and how do they live?****(Part 1)****1.3 Why does Christmas matter to Christians?****Hanukkah****Christmas** | **1.6 Who is a Muslim and how do they live?****(Part 2)****1.5 Why does Easter matter to Christians?****Ramadan****Easter** | **L2.10 How do Festivals and Family Life show what matters to Jewish People?****L2.8 What does it mean to be a Hindu in Britain today? (Dharma)** |
| **Physical Education** | **Tag Rugby****Gymnastics** | **Dance****Swimming** | **Cricket****Athletics** |
| **Music** | **Grimm Tales****Christmas Melodies** | **Space Odysseys****Performing Accurately** | **Walk Like an Egyptian****Celebration Songs** |
| **French** | **Phonetics****I am learning French** | **Animals****Musical Instruments** | **Little Red Riding Hood****I can** |
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Computing (objectives to be taught across the curriculum)

 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

 use sequence, selection, and repetition in programs; work with variables and various forms of input and output

 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

 understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.