**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 Gretel  by Anthony Browne  Writing narratives – familiar stories  Writing about real events - Non Chronological Text - The Tudors  The Tin Forest  by Helen Ward  Writing Poetry – jungle of dreams  Writing narratives – stories set in imaginative worlds | Escape from Pompeii  by Christina Balit  Describe a setting - Pompeii  Non-fiction Text - Leaflet – Come to Pompeii  The Rainbow Bear  by Michael Morpurgo  Writing about personal experiences - Diaries – Polar Bear  Writing poetry – Theme – I am what I am | Cinderella of the Nile  by Beverly Naidoo  Describe a character – villain – Three Sisters  Writing for different purposes – Instructions – how to make a mummy  The Hunter  by Paul Geraghty  Stories from other cultures  Writing poetry – Theme - Animals | The Three Little Wolves and the Big Bad Pig  by Eugene Trivizas and Helen Oxenbury  Writing narratives – familiar stories  Writing about real events - Non Chronological Text (WW2)  The Lion and the Unicorn  by Shirley Hughes  Describe a setting  Writing poetry – Haikus/Cinquains War poems | Journey  by Aaron Becker  Writing narratives – stories set in imaginative worlds  Writing about personal experiences – letters and postcards – from a new world  The Iron Man  by Ted Hughes  Describe a character – villain – Space Bat Angel  Writing poetry- What Am I? – mystery machines - similes | Arthur and the Golden Rope  by Joe Todd Stanton  Describe a character – hero – Arthur  Narrative - Myths and Legends  The Promise  by Nicola Davies  Non-fiction Text – explanation – how do plants grow?  Writing poetry – Concrete Poems – Plants and Trees |
| **Maths** | Number  Place Value  Addition & Subtraction | Multiplication & Division  Fractions & Decimals  Measurement | Geometry  Statistics  Consolidation  Recap and review | Number  Place Value  Addition & Subtraction | Multiplication & Division  Fractions & Decimals  Measurement | Geometry  Statistics  Consolidation  Recap 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 stories  Writing about real events - Non Chronological Text - The Tudors  **Lob**  **by Linda Newberry**  Writing Poetry – imaginary friends  Writing narratives – stories with imaginary characters | Stories from other cultures  **Tales from India**  **By Bali Rai**  Describe a setting -  Non-fiction Text - Leaflet  Writing poetry – Theme – I am what I am  Writing 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 – cities  Adventure Story – Lost in Paris |
| **Maths** | Number  Place Value  Addition & Subtraction | Multiplication & Division  Fractions & Decimals  Measurement | Geometry  Statistics  Consolidation  Recap 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 us  Creating media – Stop Frame Animation | Programming – Robot algorithms  Data and information – Branching databases | Creating media - Digital music  Programming - 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)* |
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| **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.