



Greysbrooke Primary School Long Term Curriculum Plan

Our school curriculum provide an outline of core knowledge “around which teachers can develop exciting and stimulating lessons to promote the development of pupils knowledge, understanding and skills as part of the wider school curriculum.” An all-inclusive ‘curriculum paradigm’ is representative of Greysbrooke’s ethos, as we believe that everything that happens in school reflects our culture and hence everything that happens in school (including unstructured times such as breaks) or through school (e.g. residential experiences) is part of the curriculum. In addition to the delivery of subject knowledge and acquisition of skills, our curriculum also promotes wider elements such as visits, assemblies, and performances. Spiritual, moral, social and cultural experiences are maximised with ‘awe and wonder’ opportunities celebrated.

Class: 2			
	Autumn	Spring	Summer
Literacy	<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves <p>spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words 		

	<ul style="list-style-type: none"> • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes • consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear • learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify (for example, the blue butterfly) • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • the grammar for year 2 • some features of written Standard English • use and understand the grammatical terminology when discussing their writing
Maths	<ul style="list-style-type: none"> • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • recognise the place value of each digit in a two-digit number (tens, ones) • identify, represent and estimate numbers using different representations, including the number line • compare and order numbers from 0 up to 100; use <, > and = signs • read and write numbers to at least 100 in numerals and in words • use place value and number facts to solve problems <p>solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> • using concrete objects and pictorial representations, including those involving numbers, quantities and measures • applying their increasing knowledge of mental and written methods • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts • recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity • write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

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| | <ul style="list-style-type: none"> • choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • compare and order lengths, mass, volume/capacity and record the results using >, < and = • recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • find different combinations of coins that equal the same amounts of money • solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change • compare and sequence intervals of time • tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times • know the number of minutes in an hour and the number of hours in a day. • identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] • compare and sort common 2-D and 3-D shapes and everyday objects. • order and arrange combinations of mathematical objects in patterns and sequences • use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) • interpret and construct simple pictograms, tally charts, block diagrams and simple tables • ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • ask and answer questions about totalling and comparing categorical data |
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Year: 2 <i>Headings in italic are Cornerstones topics</i>						
	Autumn		Spring		Summer	
	1	2	1	2	1	2
Geography/ History	<i>Towers and Turrets History and Geography Focus</i>	Remembrance Day History Focus Christmas Cakes	<i>Street Detectives History and Geography Focus</i>	<i>Street Detectives History and Geography Focus</i> Local Area	<i>Land Ahoy Geography Focus</i>	Australia Geography Focus
Art/DT	<i>Towers and Turrets</i> DT: Let's build a castle! (Construction and model making)	Remembrance Day ART: Picture this! (previous planning)	<i>Street Detectives</i> ART: Urban landscapes (drawing, painting college)	<i>Street Detectives</i> DT: Olden-day baking (Traditional cooking/baking) Local Area	<i>Land Ahoy</i> DT: Making boats! (Construction kits)	Australia ART: Aboriginal art (Painting)
ICT	We are astronauts - programming on screen. Focus - Programming	We are game testers - Exploring how computers games work Focus - Computational thinking	We are photographers - Taking, selecting and editing digital images. Focus - Creativity	We are researchers - Researching a topic. Focus - Computer networks	Keyboard Skills and Word Processing	We are zoologists - Recording bug hunt data. Focus - Productivity.
Music	Charanga: Hands, Feet, Heart South African styles Cornerstones: Towers and Turrets	GBS KS1 Christmas production Charanga: Ho Ho Ho Curriculum links: Remembrance Day	Charanga: I wanna play in a band Rock Cornerstones: Street Detectives Mu 4	GBS KS1 Easter production Charanga: Zootime Reggae Cornerstones: Street Detectives Mu 4	Charanga: Friendship song Cornerstones: Land Ahoy Mu 1 3	Charanga: Reflect, Rewind and Replay Curriculum links - Australia
RE	Caring for the Natural World Explore stories form religious traditions and find out about attitudes to the natural world.	Valuing new Life Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression.	Worship and Ceremonies Identify symbolic actions gestures and rituals and talk about how they are used as part of worship and ceremonies.	Belonging to a Group Identify the importance for some people of belonging to a religion and recognise the difference it makes to their lives.	Storytelling through Sacred Writings. Explore a range of stories and extracts form sacred writings and talk about meaning they have for believers.	Showing Kindness being Good Listen and respond to stories highlighting the morals and values of believes in practice.
PSHE/ Citizenship (Under Review)	New beginnings Feelings & relationships Saying no to bullies (1wk)		Good to be me Going for goals		Living in a diverse Keeping myself	World Safe

Science	Use of everyday materials	Animals including humans	Living things and their habitats	Science Week and Investigations	Consolidation SATs	Plants
PE	<i>Towers and Turrets</i>	Remembrance Day Christmas Cakes	<i>Street Detectives</i>	<i>Street Detectives</i> Local Area	<i>Land Ahoy</i>	Australia
Sport	Multi-Skills Static balancing, upper and lower body movements, aiming variety of balls and equipment accurately, clear transitions between movements, Twisting and turning, fair play and understanding rules	Ugly Bug Ball Dance Contrasting in simple dances, good body shape and position, medieval ballroom, partner work, improve timing, phrases of movement, rhythm and control, clarity and flow, performance	Groovy Gymnastics Remember/repeat simple gymnastic actions, perform balances, combine movements into a routine, balance on isolated parts of the body, link balances with travelling movements, safely use benches and mats, create sequences, mirror and match	Brilliant Ball Skills (football/handball) Move a ball using hands and feet, catch different objects, watch the ball, reactions, targets, bounce pass, dribbling, passing, catch from different heights, move with the ball, participate in mini sports festival	Throwing and Catching (kwik cricket) Bowling underarm with accuracy, catching skills, striking a ball from a tee, retrieval skills, overarm throw technique, consistent striking, tactics in order to win	Active Athletics Run with change in direction, arms when jumping, landing with balance and fluency, throwing for distance, running over hurdles
Health	Body Parts and their functions Comparing body parts, skull as a protector, common muscles, brain/nervous system, oxygen, digestive system	Healthy Minds, emotions and Goals Similar looking emotions, playground emotions, dealing with emotions, setting goals, right path, honesty	Hygiene, Medicine and Exercise Hygiene, harmful germs, brushing our teeth, dangers of medicine, pulse rates, emotional and physical feeling	Body Protectors and body changes How bones protect us, senses to protect ourselves, how wounds/bruises/bones heal, stages of life, predictions on body changes	Relationships with others and opinions Thoughts/feelings, friendships, challenging friendships, parent/carer relationships, fair/unfair situations, opinions, persuasion	Diet and Vitamins Food in our lives, balance of food groups, food for energy, Vitamins A,B,C, E, sun safety

Fitness	Boot Camp Warming up(linked to health), raising heart rate, fitness, circuits, technique, patterns of movement, agility, co-ordination, importance of fitness	Mighty Movers Running; speed, style, direction, control, relay, breathing, running circuits,	Skip to the beat! Consolidate skipping techniques, raise heart rate, hop consistently, jump with control, skip with good technique, rope awareness, observe and comment on others performances,	Gymfit circuits Basic movements, develop balance, agility and co-ordination, travel, spot, extend, flexible, stretch, reach, strength and stamina	Cool core (strength) Core strength bridge, improve plank technique, wheelbarrow walk, crunch, abdominals, squats, transferring weight from one foot to the other, footwork patterns, jumping with accuracy	Fitness Frenzy Agility, co-ordination, warming up, cooling down, circuits, skipping technique, hoop skills for core strength, hand-eye co-ordination
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