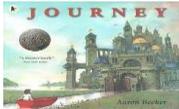


At Red Hall we are committed to offering a broad, balance and engaging curriculum. We will ensure that we have a holistic approach to school life which acknowledges links with parents, families and the wider community. This will help to develop well rounded and resilient children. At each stage, children will be equipped with the skills, knowledge and understanding to become active world citizens. Our curriculum is dynamic, engaging and immersed in rich learning opportunities.



Red Hall Primary School Long term planning overview

Year group 2	Autumn 1 (7 ½ weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
TOPIC TITLE	Around the World in 80 Days		Marvellous Monarchs		Beside the Seaside	
Literacy: Key texts, authors and genres <i>What is the purpose of the writing? Who is the audience?</i>	<p><u>Limerick poem (based on countries)</u> Poetry</p> <p>Focus: Rhyming words and couplet</p> <p>Spag focus: Adjectives to add detail.</p> <p><u>Journey- Aaron Becker</u> Narrative- journey story</p>  <p>Focus: Character feelings and setting description</p> <p>Spag focus: Formation of adjectives using suffixes Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p>		<p><u>The Princess and the Pea-</u> <u>Lauren Child</u> Narrative</p>  <p>Focus: Story structure Building on the description of character and settings</p> <p>Spag focus: Formation of adjectives using suffixes Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>		<p><u>Jack's Fantastic Voyage-Michael Foreman</u> Narrative</p>  <p>Focus: Direct speech</p> <p>Spag focus: Formation of adjectives Use of suffixes Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification Correct choice and consistent use of tenses throughout writing Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>	

Expanded noun phrases for description and specification
Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.
Commas to separate adjectives.
The correct use of adverbs.

A ticket around the world
- Natalia Diaz

Information text



Focus: Factual information

Spag focus: Expanded noun phrases for description and specification.
Identifying proper nouns.
Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Commas to separate adjectives.
Correct choice and consistent use of tenses throughout writing.
The correct use of adverbs.

Shape poem

Poetry

Focus- To write poems based on a theme (cross curricular link)

Spag focus: Formation of adjectives
Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns
Learning to spell more words with contracted forms.

Letter writing

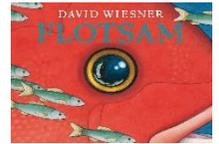
Non-fiction

Focus: Writing for a purpose

Spag focus: Generating and select from vocabulary banks (adverbs, adjectives, nouns, conjunctions)
Learning to spell common exception words (people, many, only, again, would, every)
Subordination (using when, if, that, because) and co-ordination (using or, and, but)

Haiku Poem- Flotsam- David Weisner

Poetry



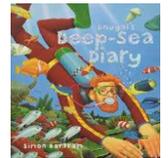
Focus- Rhyming, syllables and alliteration

Spag focus: Formation of adjectives using suffixes
Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.
Apply spelling rules

Deep Sea Diver- Simon Bartram

Diary entry (recount)

Focus: To write in past tense with a focus on feelings.



Spag focus: Formation of nouns using suffixes such as -ness, -er and by compounding (e.g., whiteboard, superman).
Use of the suffixes- er- est in adjectives and -ly to turn adjectives into adverbs.
Grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.
Correct choice and consistent use of past tense throughout writing.

<p>Numeracy</p>	<p><u>Place value</u> – tens and ones, odd and even numbers, counting quantities, numbers and number words, greater and less than and partitioning numbers in different ways. Counting in 2's, 3's, 5's and 10's. Forwards and backwards</p> <p><u>Addition and subtraction</u> Adding a one digit number to a two digit number Subtracting a one digit number from a 2 digit number Adding and subtracting two digit numbers Solving word problems Exploring column method – addition, subtraction, crossing over and borrowing</p> <p><u>Multiplication and Division</u> Recognise and make equal groups of amounts Adding equal groups together Recording multiplication sentences using images Using arrays for division and multiplication To know my 2,5 and 10 x tables from memory</p>	<p><u>Multiplication and Division</u> Make equal groups – sharing Make equal groups – grouping Divide by 2 Odd & even numbers Divide by 5 Divide by 10</p> <p><u>Statistics</u> Make tally charts Draw pictograms Interpret pictograms Draw pictograms Interpret pictograms Explore and interpret Block diagrams</p> <p><u>Shape and Measure</u> Recognise 2-D and 3-D shapes and recognise their features Recognise and identify the lines of symmetry Sort 2-D and 3D shapes Make patterns with 2-D shapes</p> <p><u>Fractions</u> Make equal parts Recognise and find a half Recognise and find a quarter Recognise and find a third Find a third Explore the Equivalence of 1/2 and 2/4 4 Count in fractions</p> <p><u>Measurement Money</u></p>	<p><u>Position and Direction</u> Describing movement Describing turns Describing movement and turns Making patterns with shapes</p> <p><u>Measurement (Length and Height)</u> Measure length (cm) Measure length (m) Compare lengths Order lengths Complete four operations with lengths</p> <p><u>Measurement (Mass and weight)</u> Compare and measure mass in grams Measure mass in kilograms Compare volume using Millilitres and Litres Measure Temperature</p> <p><u>Plugging the Gaps and consolidation</u></p>
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		<p>Count money pence and pounds. Select money and make the same amount. Compare money Find the total and difference of amounts Find change</p> <p>Measurement time To recognise O'clock and half past, Quarter past and quarter to To tell the time to 5 minutes To explore hours and days Find and compare durations of time</p>	
<p>Science:</p>	<p>Seasonal changes The weather within four seasons and how the length of day changes.</p> <ul style="list-style-type: none"> Describe the four seasons and weather patterns. Using the sun measure shadows to compare the suns positioning within the four seasons. <p>Explore the world around them and raise their own simple questions. Observe closely using simple equipment, with help, observe changes over time.</p> <p>Materials – Can we change materials? Properties of materials and how some materials can change shape by squashing, bending, twisting and stretching.</p>	<p>Human Life Cycle – Life cycle of humans, the basic needs of humans for survival. With guidance, they should begin to notice patterns and relationships. Ask people questions and use simple secondary sources to find answers.</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. Observe closely using simple equipment with help, observe changes over time.</p>	<p>Animals and Other Living Things – Differences between living and dead things and things that have never been alive.</p> <p>Understanding that babies have offspring.</p> <p>Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying)</p> <p>Animals and Other Living Things – animals and plants that live in a beach habitat. 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</p>

	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying).</p> <p>Use their observations and ideas to suggest answers to questions.</p> <p>talk about what they have found out and how they found it out.</p>	<p>Use simple measurements and equipment (e.g. hand lenses, egg timers) to gather data.</p>	<p>animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying)</p>
History/Geography	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom- where do we live? Human and Physical features of the four countries of the UK-Focusing on Wales/Scotland Use basic Geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country. (compare Dudley – our school, homes, shops to city within India (Goa, Agra) 	<p>Big question- How has the monarchy changed how we live in the UK?</p> <p>Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Visit Dudley castle for topic hook.</p> <ul style="list-style-type: none"> Timeline of kings and queens from 1837- present. To explore the rein of Queen Victoria and her importance in history. Compare Queen Victoria and Queen Elizabeth- focus on similarities and differences. 	<p>History Big Question Would you like to visit the seaside from the past or present. Why?</p> <p>Compare and explain images of past and present seaside's.</p> <ul style="list-style-type: none"> Name and locate the world's five oceans- explain the differences between the sea and ocean, directional language [for example, near and far; left and right], to describe the location of features and routes on a map- Local walk to identify human and physical features and landmarks. Use basic geographical vocabulary to refer to key physical and human features of a beach.

- Name and locate the world's seven continents- in order to notify seasonal and weather patterns.
- Explore the seas that surround the UK.
- Identify seasonal and daily weather patterns in the UK and compare to Goa/Agra.

History

Big Question: How did aeroplanes change the way we travel around the world?

- Trip to Cosford- look at the progression of planes over time.
- Observe and use pictures, photographs and artefacts to find out about how planes have changed over time (Order chronologically on a timeline)
- Understand that there are reasons why people in the past acted as they did; describe significant individuals from the past- To explore the invention of the aeroplane (wright brothers) the history of the aeroplane and how this invention has changed the lives of people.
- Timeline from the Wright brothers invention and explain the changes.
- End of block topic- Inside aeroplane experience- children to dress up from a range of ideas provided.

- Human and Physical features of the four countries of the UK-Focusing on Wales/Scotland
- Using map skills, locate places of significance to the royal family.
- Identify human and physical features of the four capital cities.

Cross-curricular writing
Post card from the seaside.

History
Compare past and present seaside holidays.

Compare holiday destinations and weather patterns in relation to the equator.

	Cross-curricular writing opportunity (fictional story based on travelling around the world).					
Art + Design/Design + technology	<p><u>Art-Sculpture</u> Creating a hot air balloon from paper mache and weaved basket</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p><u>DT-Axles and wheels</u> Creating a plane using axles and wheels.</p> <p>To use a range of materials creatively to design and make products.</p>	<p><u>Art- Focus artist Paul Klee</u> Replicating 'The Castle in the Sun'.</p> <ul style="list-style-type: none"> • Painting • Collage <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practises and disciplines and making links to their own work.</p> <p><u>DT- Creating a structure of Buckingham Palace.</u></p> <ul style="list-style-type: none"> • Clay • Junk modelling <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p><u>Art- Printing</u> Printing under the sea creatures/plants. Children will create their own tiles to create the image.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p><u>DT-Nutrition</u> Design instructions to follow to create a summer smoothie. We will look at the skills</p> <ul style="list-style-type: none"> • Cutting • Peeling • Grating 			
Computing	<p><u>Computing systems and networks - Information Technology around us</u> To recognise the uses and features of</p>	<p><u>Digital Technology</u> To know what devices can be used to take photographs</p>	<p><u>Digital Sound</u> To say how music can make us feel To identify that there are patterns in music</p>	<p><u>Pictograms</u> To recognise that we can count and compare objects using tally charts To recognise that objects can be</p>	<p><u>Programing A – Robot algorithms</u> To describe a series of instructions as a sequence To explain what happens when we</p>	<p><u>Programing quizzes</u> To explain that a sequence of commands has a start</p>

	<p>information technology</p> <p>To identify information technology in the home</p> <p>To identify information technology beyond school</p> <p>To explain how information technology benefits us</p> <p>To show how to use information technology safely</p> <p>To recognise that choices are made when using information technology</p>	<p>To use a digital device to take a photograph</p> <p>To describe what makes a good photograph</p> <p>To decide how photographs can be improved</p> <p>To use tools to change an image</p> <p>To recognise that images can be changed</p>	<p>To describe how music can be used in different ways</p> <p>To show how music is made from a series of notes</p> <p>To create music for a purpose</p>	<p>represented as pictures</p> <p>To create a pictogram</p> <p>To select objects by attribute and make comparisons</p>	<p>change the order of instructions</p> <p>To use logical reasoning to predict the outcome of a program (series of commands)</p> <p>To explain that programming projects can have code and artwork</p> <p>To design an algorithm</p> <p>To create and debug a program that I have written</p>	<p>To explain that a sequence of commands has an outcome</p> <p>To create a program using a given design</p> <p>To change a given design</p> <p>To create a program using my own design</p> <p>To decide how my project can be improved</p>
PE	<p><u>Gymnastics</u> Creating routines and sequences using at least 3 shapes and involving travel into their routines.</p> <p><u>Games</u> Explore how we can introduce defence and attack into each sport and how the roles of each</p>	<p><u>Gymnastics</u> To use a variety of different rolls especially backwards rolls as this is the more challenging of the rolls.</p> <p><u>Dance</u> Working in pairs and how they can introduce their own</p>	<p><u>Dance</u> To look at how we can introduce some of the skills they will use in KS2 dance by looking to change speed and levels within a performance, individually and in pairs.</p> <p><u>Gymnastics</u></p>	<p><u>Games</u> To try out multiple positions to gain a better understanding of what certain roles require as well and hopefully some people showing leadership towards certain roles.</p> <p><u>Dance</u></p>	<p><u>Games</u> To experiment with different sports and comparing how roles may change from one sport to another, little games to challenge motor skills will also be used.</p>	<p><u>Athletics</u> Children will work through the events for sports day practicing and be shown how they can achieve the best result possible.</p>

	person may be different.	ideas into dance routines.	To look at balances and how they can be linked to shapes and travel in gymnastics.	To create their own dances as a class with a piece of music and forming together their own routine.		
PSHE	<p><u>Mental Health</u> To identify the challenges and hopes we have for the start of a new school year. To identify key rules to keep us safe in PSHE lessons. To identify different emotions To know that my behaviour impacts the feelings of others around me. To identify situations that create emotion and how that emotion feels. To know that my behaviour impacts the feelings of others around me. To explore my emotions using the four zones To understand that my emotions can change throughout the day</p>	<p><u>Types of Relationships</u> To identify how people make friends and what makes a good friendship. To identify how to recognise when I or someone else feels lonely and what to do. To explore strategies to resolve arguments between friends. To know how to ask for help if a friendship is making them unhappy. To identify that bodies and feelings can be hurt by words and actions (online and offline) To know that hurtful behaviour offline or online is not acceptable and</p>	<p><u>Relationships (Good and bad)</u> To know that sometimes people may behave differently online, sometimes pretending to be somebody they are not. To know how to respond safely to adults they do not know. To know techniques for resisting pressure to do something they do not want to do and which make them unsafe. To know what to do if they feel unsafe or worried. Focus on Childline.</p>	<p><u>Physical Health</u> To know that medicines can help people keep healthy but when used incorrectly they can be harmful. To know how to keep my teeth healthy To know that people's needs change as they grow older. To learn about different ways to learn and play (break time offline) To identify how rules and age restrictions keep us safe.</p>	<p><u>NSPCC Pants</u> To name the different parts of the body</p>	<p><u>Living in the Wider World</u> To know what rules are and why they are needed To explore our British Values and what each one means. To explore the role of the internet and understand that not everything read online is the truth. To explore what money is and how people make different choices about what to do with money. To explore that different people have different strengths To learn about the different jobs in our community To explore the different strengths and interests someone might</p>

		how to report bullying				need to do different jobs.
R.E.	<p><u>Getting Ready for Prayer</u> To identify special times in their life To begin to understand prayer as a personal experience To know the Lord's prayer is important to Christians To understand how Muslims pray To be able to explore how they themselves might prepare for prayer Harvest: To explain why harvest is important to Christians.</p>	<p><u>YEAR 1 CATCH UP CHRISTIANITY UNIT</u></p> <p><u>Sharing</u> To be able to locate the sources of our food on a map To identify ways in which Christians say thank you to God for His provision. To identify how Sikhs say thank you to God for His provision To be able to identify ways in which Christians and Sikhs say thank you to God for His provision To recognise how we can look after others and how others look after us Diwali: To explore the Diwali story and it's teachings. Christmas: Advent</p>	<p><u>Forgiveness</u> To explore what Is Forgiveness To explore Jesus and forgiveness. To explore and discuss what Jews believe about forgiveness. To explore the significance of Yom Kippur for Jews To explore what Buddhists believe about forgiveness. To explore images that represent forgiveness.</p>	<p><u>Growing and Changing</u> To discuss and record the life cycle of a human. To be able to talk about what they think will happen to someone when they die To be able to suggest ways of remembering people who have died To know some ways Christians and Muslims remember people who have died Easter: To begin to understand the significance of the Easter Story</p>	<p><u>Special People</u> To identify a special person in my life To know about Jesus and his significance to Christians To explore the story of Noah To know about the Prophet Muhammad and his significance to Muslims</p>	<p><u>Sikhism</u> (Previous Learning: How Sikhs feel they belong, How Sikhs say thanks for food) Focus on: Sacred book Stories from that Religion Festivals Visit to spiritual building/ Visit from a person of faith Customs- Naming ceremonies, weddings. 5 K's and their meanings</p> <p>Eid: To explore how Eid is celebrated at home.</p>

Parental involvement	Year 2 expectations and upcoming assessments.					
Cultural capital		<p>Trip to Cosford- look at the progression of planes over time.</p> <p>End of block topic- Inside aeroplane experience- children to dress up from a range of ideas provided.</p>	Trip to Dudley castle- introduce topic		Local walk	Trip to the seaside