

St Mary's Tear 2 long- term plan 2021-2022

| | Autumn | | Spring | | Summer | |
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| Values Heartsmart | <u>LOVE</u> 'Get HEARTSMART' | <u>DETERMINATION</u> 'No Way through isn't true!' | <u>RESPECT</u> 'Two much Selfie isn't healthy!' | <u>COMPASSION</u> 'Don't Forget to Let Love In!' | <u>HONESTY</u> 'Fake is a Mistake!' | <u>COURAGE</u> 'Don't Rub it in, Rub it Out!' |
| Maths | <p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. Read and write numbers to at least 100 in numerals and in words.</p> <p>Recognise the place value of each digit in a two-digit number (tens, ones)</p> <p>Identify, represent and estimate numbers using different representations, including the number line.</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>Add and subtract numbers mentally, or using concrete objects and pictorial representations including:</p> <ul style="list-style-type: none"> • A two-digit number and ones • A two-digit number and tens • Two two-digit numbers • Adding three one-digit numbers <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables including recognising odd and even numbers.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> <p>Recognise, find, name and write fractions, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ and of a length, shape, set of objects or quantity.</p> <p>Write simple fractions for example, half of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$</p> | | <p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</p> <p>Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$</p> <p>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</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p>Compare and sequence intervals of time.</p> <p>Know the number of minutes in an hour and the number of hours in a day. 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.</p> <p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p> <p>Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid].</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p>Order and arrange combinations of mathematical objects/shapes in patterns and sequences</p> <p>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).</p> | | <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>Ask and answer questions about totalling and comparing categorical data. Revision of previous and continuous objectives</p> <p>(Revision of previous objectives and targeted support to meet the programme of study)</p> <p>Revision of previous objectives and targeted support to meet the programme of study)</p> | |

English**Troll Swap by Leigh Hodgkinson****Writing****Fiction - Story with character focus**

Plan or say out loud what is going to be written about

Correct punctuation - full stops, capital letters

Expanded noun phrases

Subordination (because) and coordination (and)

Final Outcome: To write a story based upon the model text using the pupils' ideas for characters.

Greater Depth: To write a story about two independently invented contrasting characters who swap places.

Reading comprehension

Discuss the sequence of events in books and how items of information are related

Make inferences on the basis of what is being said and done

Answer and ask questions

Predict what might happen on the basis of what has been read so far

Participate in discussion about books, poems and other works

Explain and discuss their understanding of books, poems and other material

The Owl Who Was Afraid of the Dark by Jill Tomlinson**Writing****Report- non-chronological**

Use co-ordination (but, or)

Add -ly to turn adjectives into adverbs

Write for different purposes

Commas to separate items in a list

Final Outcome: To write a fact sheet about owls using information gathered from the text.

Greater Depth: To have greater choice in how to represent the information.

Reading comprehension

Discuss the sequence of events in books and how items of information are related

Make inferences on the basis of what is being said and done

Answer and ask questions

Draw on what is already known or on background information and vocabulary provided by the teacher

Participate in discussion about books, poems and other works

Explain and discuss their understanding of books, poems and other material

The Dragon Machine by Helen Ward**Writing****Fiction - Story with adventure focus**

Plan or say out loud what is going to be written about

Write down ideas, key words, new vocabulary

Encapsulate what is to be written, sentence by sentence

Make simple additions, revisions and corrections

Evaluate writing with the teacher and other pupils

Proof-read to check for errors in spelling, grammar and punctuation

Read aloud with intonation

Final Outcome: To write a story based upon the model text using own ideas for a change of character and machine.

Greater Depth: To write the story in first person from new character's point of view to allow for description of emotions and viewpoint throughout the story.

Reading comprehension:

Make inferences on the basis of what is being said and done

Answer and ask questions

Predict what might happen on the basis of what has been read so far

Check the text makes sense

Major Glad, Major Dizzy by Jan Oke**Writing****Non-fiction - Recount (diary entry)**

Plan or say out loud what is going to be written about

Write down ideas, key words, new vocabulary

Encapsulate what is to be written, sentence by sentence

Make simple additions, revisions and corrections

Evaluate writing with the teacher and other pupils

Proof-read to check for errors in spelling, grammar and punctuation

Final outcome: To write a recount of historical events from the text from Major Glad's point of view.

Greater depth: Include in the diary how Major Dizzy felt. What did Major Glad notice about him?

Reading comprehension:

Read non-fiction books that are structured in different ways

Discuss and clarify the meaning of words

Answer and ask questions

Predict what might happen on the basis of what has been read so far

Explain and discuss their understanding of books, poems and other material

The Last Wolf by Mini Grey**Writing****Non-Fiction -Letter**

Plan or say out loud what is going to be written about

Write about real events

Write narratives about personal experiences and those of others (real and fictional)

Make simple additions, revisions and corrections

Evaluate writing with the teacher and other pupils

Re-read to check sense

Proof-read to check for errors in spelling, grammar and punctuation

Final Outcome: To write a letter in role persuading characters to save the trees

Greater Depth: To write a letter as themselves persuading local people to save the trees.

Reading comprehension:

Become familiar with and re-tell a wider range of traditional tales

Draw on what is already known and on background information and vocabulary provided by the teacher

Recognise simple recurring literary language

Predict what might happen on the basis of what has happened

Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently

Grandad's Secret Giant by David Litchfield**Writing****Fiction -story with a moral focus**

Make simple additions, revisions and corrections

Evaluate writing with the teacher and other pupils

Re-read to check sense

Write for different purposes

Write poetry

Proof-read to check for errors in spelling, grammar and punctuation

Final outcome: To write own version of the story with a focus on morals and acceptance of others.

Greater Depth: To write own version of the story including the point of view of the giant character.

Reading comprehension:

Discuss the sequence of events in books and how items of information are related.

Make inferences on the basis of what is being said and done

Ask and answer questions

Predict what might happen on the basis of what has happened

Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently.

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| | <p><u>The Christmas Story</u> (cross-curricular R.E.) Re-telling</p> | | |
| <p>Science</p> | <p>Work scientifically Learning the methodologies of the discipline of science. Pattern seeking - raise questions about what things animals need for survival and what humans need to stay healthy Observing changes over time - Observe through video or first- hand observation how different animals including humans, grow. Class caterpillars.</p> <p>Understand animals and humans The importance of exercise and hygiene for humans. Link with keeping safe during COVID19 pandemic</p> <p>Notice that animals, including humans have offspring that grow into adults.</p> <p>Find out about the basic needs of animals, including humans</p> <p>Explore what we need to stay alive.</p> | <p>Work scientifically Learning the methodologies of the discipline of science. Pattern seeking - study of microhabitats Classification and identification - sort according to living, dead and never alive. Classification and identification - sort materials according to their recyclable properties. Classification and identification - identify and classify the uses of different materials and their suitability to their use.</p> <p>Investigate materials Identify and compare suitability of everyday materials for particular uses.</p> <p>Becoming familiar with a range of materials, their properties, uses and how they may be altered or changed.</p> <p>Recycling of materials</p> <p>Investigate living things Investigate differences between things living, dead and never lived.</p> <p>Study of different habitats and microhabitats. Collect, represent and interpret data</p> <p>Food chains, interdependence of habitats.</p> <p>Adaptation - explore why animals are suited to their environments and how they have adapted over time.</p> | <p>Work scientifically Learning the methodologies of the discipline of science Observing changes over time - the growth of a variety of plants as they change over time from a seed or bulb. Fair test - to show that plants need light and water to stay healthy Pattern seeking - Use the local environment throughout the year to observe how different plants grow.</p> <p>Understand 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</p> |
| <p>R. E</p> | <p>Understand beliefs and teachings (Good News) How the Bible shows Jesus living his life as good news to people. (Incarnation) Understand why Jesus is considered a King to a Christian. Understand the importance of the visit of the magi at Jesus's birth.</p> <p>Understand practices and lifestyles (Creation) Why Christians say thank you at Harvest time.</p> <p>Understand how beliefs are conveyed (God) What the Bible stories teach Christians about God. Identify what Christians believe about God.</p> <p>Reflect</p> | <p>Understand beliefs and teachings (Kingdom of God) Learn about the Lord's Prayer and what it says about the Kingdom of God. (Forgiveness) Explore what Jesus taught about prayer. (Salvation) Understand some of Jesus's parables and what they mean. (Resurrection) Understand how Jesus rose on the third day and what his resurrection means to Christians.</p> <p>Understand practices and lifestyles (Creation) Why Christians look after their local environment. (Forgiveness) Understand what part of the Lord's prayer is about and how it might help Christians feel forgiven so they can start again.</p> <p>Understand how beliefs are conveyed</p> | <p>Understand beliefs and teachings (Holy Spirit) Explore how the Bible refers to and explains the Holy Spirit. (Other Religions: Judaism) Learn about Shabbat and what it means to Jews.</p> <p>Understand practices and lifestyles (Discipleship) Recognise what an infant baptism is and what happens in an infant baptism. (Other Religions: Judaism) Understand how the practice of Shabbat helps Jews to keep their promise to God every week. (Christian Community) Recognise that Church is a place of belonging.</p> |

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| | <p>(God) Explain what is important to me and to others about God.</p> <p>Understand values (Creation) Give examples of what Christians do to say thank you to God for creation.</p> | <p>(Kingdom of God) Explore what Jesus (in the Bible) may have been trying to teach about the Kingdom of God in the Lord's Prayer.</p> <p>(Salvation) Understand why Jesus's teaching in parables is important to Christians.</p> <p>Reflect (Forgiveness) Understand how the confession of sin helps people start again. (Resurrection) Understand how Jesus's resurrection is central to Christian belief, and how a looking forward to a Christian's own resurrection changes the way they live their lives.</p> <p>Understand values (Forgiveness) Understand how important it is for people to forgive wrongs and how this makes the forgiver and the forgiven feel.</p> | <p>Understand how beliefs are conveyed (Holy Spirit) Recognise common Christian symbols for the Holy Spirit. Represent the Holy Spirit in different ways to show what Christians believe about it.</p> <p>Reflect (Discipleship) Recognise what promises are made at an infant baptism and why they are made, recognising the hopes of a parent. (Holy Spirit) Explore the idea of the Holy Spirit as an interesting or puzzling concept to ask questions about. Use symbols and artwork to reflect on what the Holy Spirit means in a Christian's life. (Christian Community) Understand what it means to belong to a church as a believer. Explain why going to church is important to a believer.</p> <p>Understand values (Holy Spirit) Understand how Christians view the Holy Spirit as God always with them, and the concept of the Holy Trinity.</p> |
| Geography | <p>Investigate places Investigate the United Kingdom and its countries and capital cities. Focus on England and Northern Ireland and investigate human and physical features.</p> <p>Investigate patterns Investigate how people live in the United Kingdom. Compare the landscape and climate of England and Northern Ireland.</p> <p>Communicate geographically Understanding geographical representations, vocabulary and techniques. Use language such as continent, country, European, capital city, physical features, river, ocean, sea, Climate, equator, next to, far, near, distance, landmark, city, town, village, farm, harbour, port, settlement, north, east, south, west.</p> | <p>Investigate places Investigate our oceans with a focus on the Atlantic and Arctic oceans. Locate where they are and the countries they surround.</p> <p>Investigate patterns Investigate the similarities and differences between the Atlantic and Arctic oceans. Compare climate and size.</p> <p>Communicate geographically Understanding geographical representations, vocabulary and techniques. Look at oceans on a map. Use language such as continent, equator, ports, marine species, endangered, connected, natural resources, climate change.</p> | <p>Investigate places Investigate the location of Australia. Study its physical and human features. Look at the Aboriginal people and the Daintree rainforest.</p> <p>Investigate patterns Explore how Sydney compares to London. Focus on weather and extreme weather comparing Australia and England.</p> <p>Communicate geographically Understanding geographical representations, vocabulary and techniques. Use language such as continent, country, European, Non-European, capital city, physical features, human features, island, ocean, sea, climate, next to, far, near, distance, landmark, city, town, village, farm, harbour, port, settlement, north, east, south, west.</p> |
| History | <p>Women Who Have Changed the World</p> <p>Investigate and interpret the past Find out about what life was like both for Queen Victoria and Queen Elizabeth' II and during their reigns for ordinary people. How are they the same and different?</p> <p>Build an overview of world history Investigate Emily Davison and Rosa Parks, their beliefs and achievements. Compare their lives.</p> | <p>Events That Have Changed Our World</p> <p>Investigate and interpret the past Investigate what evidence we have for the past; including the Industrial Revolution, the invention of the radio and the first moon landing.</p> <p>Build an overview of world history Investigate the Industrial Revolution and how this changed the way we live today. Investigate the invention of the radio and the first moon landing and how these have shaped our lives.</p> | <p>Would I Rather Live On the Other side of the World?</p> <p>Investigate and interpret the past Study our local area. Investigate how life has changed. Take a local walk and investigate the past in Halton.</p> <p>Build an overview of world history Find out about what life was like in Runcorn in the past. Local history study - find out about how the area has changed with a focus on Norton Priory, St Mary's Church and the Jubilee Bridge.</p> |

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| | <p>Understand chronology Timeline of events and places they happened.</p> <p>Communicate historically Using historical vocabulary and techniques to convey information about the past.</p> | <p>Understand chronology Understand the key events and significant people during the Industrial Revolution, the invention of the radio and the first moon landing. Chart these on a time line, recognising that some aspects of history studied were happening at similar times in different places across the globe.</p> <p>Communicate historically Using historical vocabulary and techniques to convey information about the past.</p> | <p>Understand chronology Chart significant dates in our local history. Look at some key dates and identify what was happening elsewhere in the world.</p> <p>Communicate historically Using historical vocabulary and techniques to convey information about the past.</p> |
| P.E | <p>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> <p>Learning a range of physical movements and sporting techniques.</p> | <p>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> <p>Learning a range of physical movements and sporting techniques.</p> | <p>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> <p>Learning a range of physical movements and sporting techniques.</p> |
| Art | <p>'Food'</p> <p>Take inspiration from the greats Study artists Carl Warner, Giuseppe Arcimboldo and Paul Cezanne. Create portraits in the style of Giuseppe Arcimboldo.</p> <p>Develop ideas Research how Cezanne developed his art style and who influenced him. Still life paintings and use of colours.</p> <p>Master techniques Look at the effects of light Explore a range of brushstrokes Develop collage techniques.</p> | <p>'The Jungle'</p> <p>Take inspiration from the greats Study artists Henri Rousseau, Claude Monet and Pablo Picasso. Find out who inspired them and what techniques they used.</p> <p>Develop ideas Looking at how artists can create a range of different emotions. Design and compose art works inspired by and using things found in nature.</p> <p>Master techniques Use natural materials to create a jungle collage background. Use textiles with different textures to create a jungle animal to add to the collage. Use media techniques to add to/enhance. Compare and contrast effects of colour.</p> | <p>'At the Seaside'</p> <p>Take inspiration from the greats Study artists Claude Monet, JMW Turner and Edgar. Compare and contrast Impressionist and Romantic styles. Look at emotions.</p> <p>Develop ideas Look at how artists experimented whilst developing their style. Study effects of light. Critique paintings, offering own ideas and opinions.</p> <p>Master techniques Compare and contrast effects of colour in different landscapes (warm and cool) Experiment with texture (mixing materials with paint). Techniques used to show movement.</p> |
| DT | <p>Master practical skills Explore and create effective mechanisms to make moving parts to a picture book.</p> <p>Design, make, evaluate and improve Design a simple picture book to retell the Christmas story. Work as a team, playing to each other's strengths, to ensure a well-developed product.</p> <p>Take inspiration from design throughout history Study picture books with moving parts. Explore the impact they have on the reader. Discuss how the parts are made and the importance of design.</p> | <p>Master practical skills Develop techniques for joining a range of materials, including gluing, tying, stretching, wrapping, binding to ensure instruments can work effectively. Find out about ways that a waste free lunch can be created, balancing meal with a link to healthy eating and helping the environment.</p> <p>Design, make, evaluate and improve Design simple instruments using recycled / found materials. Compare and evaluate the use of various materials and the effect on the sound. Improve instruments so they can be played for a certain purpose e.g. to accompany a song in music or play children's own compositions. Design a healthy packed lunch that is packaging-free.</p> | <p>Master practical skills Master the skills of cutting various fruit for the creation of a smoothie.</p> <p>Design, make, evaluate and improve Developing the process of design thinking and seeing design as a process. Explore which fruits would work well together in the design of a smoothie, and whether anything else could be added considering the needs of an athlete and the availability of produce. Explore the process of designing a logo or medal for the Olympics, looking at what is needed and how it can be made eye-catching. How does it represent the values of the Olympics? Take inspiration from design throughout history</p> |

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| | | <p>Take inspiration from design throughout history Appreciate how a range of unturned instruments are made, e.g. drums, maracas. Discuss how parts are joined and the importance of certain features, e.g tension, hollowness, etc and discuss what makes designs attractive (visually and aurally).</p> | <p>Appreciating the design process that has influenced the products we use in everyday life. Study designs for medals and logos of the Olympic past. Consider how the elements have been designed, what they represent, what the medals have been made of and why and how they have been produced.</p> |
| Music | <p>Perform Learn songs with a South African style and those with a Christmas influence. Develop a performance, showing control and developing confidence.</p> <p>Compose Study the techniques used in the music listened to and create ideas for a simple composition inspired by rhythms heard.</p> <p>Transcribe Represent composition using simple notation.</p> <p>Describe music Listen to and appraise different styles of South African and Christmas style music. Listen to and appraise gospel style and a capella singing. Explore similarities, differences, history and influences of this music and emphasis on voice and layering. Compare with composers of opera.</p> | <p>Perform Learn 'I Wanna Play in a Band', exploring the rock genre. Develop performance elements, including appropriate actions and use of instruments designed and made in DT.</p> <p>Compose Explore the techniques used in rock music and develop understanding of pulse and use rhythms that fit with this genre.</p> <p>Transcribe Explore ways to represent compositions so that others can use them to play along.</p> <p>Describe music Listen to and appraise a range of songs written in the rock style. explore similarities and differences, structure, history and influences as well as how the music is put together in layers.</p> | <p>Perform Learn 'The Friendship Song'. Learn to sing it and play instruments to it, including percussion and tuned percussion or recorders. Develop the song into a performance together.</p> <p>Compose Discuss how the song has parts which are repeated in the music and words and how the song tells a story.</p> <p>Transcribe Explore, using computer tools, how the composition can be notated so that others can play or so that we can play together.</p> <p>Describe music Listen to and appraise music related to the theme of friendship (exploring social themes and relating to our school values). Appreciating the features and effectiveness of musical elements.</p> |
| RSE | <p>Spiritual practices Experience/participate in calming spiritual time.</p> <p>Healthy eating Healthy and less healthy foods.</p> <p>Physical Health and fitness Exercise and physical benefits of an active lifestyle.</p> <p>Basic first aid Head injuries.</p> | <p>Spiritual practices Experience/participate in calming spiritual time.</p> <p>Caring friendships Falling out and making up.</p> <p>Respectful relationships Bullying and seeking help. Supporting others.</p> | <p>Spiritual practices Experience/participate in calming spiritual time.</p> <p>Families and people who care for me Different families. What to do/where to go if feel unsafe or unhappy.</p> <p>On-line relationships Benefits and drawbacks of screen time On-line safety.</p> |