
















| Year A2<br>(2022 – 2023)   | Ashwater Primary School – Long Term Planning – Class 2 (KS2)   |  |   |  |   |             |
|--|--|--|---|--|---|-------------|
|  | Autumn   |  | Spring  |  | Summer  |             |
| Whole School Topic   | Let's Celebrate the Incredible Us  |  | Take a journey.   |  | Where in the World?   |             |
| Subject Leadership Focus   | History  |  | MFL:<br>MUSIC:  |  | PE:<br>Art:   |             |
| Writing Moderation   | Narrative:   |  | Non Chronological Report—   |  | Poetry: Link with geography.<br>Narrative:  |             |
| Pupil Entitlement Enrichment   | British/Local Harvest—Compare to Maya harvest.<br>Harvest Apple Day<br>Religious Festivals<br>News and Current Affairs |  | Patron Saints<br>Red Nose Day.<br>Public Speaking Day Federation competition?<br>Multicultural Day<br>Visitors? |  | Federation City Visit: Museum, Place of Worship<br>Enterprise Day/STEM Activity               |             |
| Progression of Reading Genre<br> | The Curse of the Maya – Johnny Pearce and Andy Loneragan   |  | Mapmakers Race  | Native American Story Book G W Mullins/C L Hause<br><br>Jeannie Baker - Window | Beowulf – Kevin Crossley  | Jabberwocky |
| English<br>                     | Narrative – The Tear Thief<br><br>Descriptive writing<br><br>Explanation   |  | Narrative: Native American Stories<br><br>Descriptive Writing<br><br>Non Fiction: Non-Chronological             |  | Narrative<br><br>Descriptive writing<br><br>Poetry: Jabberwocky<br><br>Persuasive: Visit Bude |             |

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|---|---|-----------------|---|---|---|------------------------------|
|   | Recount   |                 | Report<br><br>Instructional: DT Link                                      |   | Letter  |                              |
| <b>Maths</b><br>     | Place Value<br>Addition/Subtraction   | Four Operations | Fractions<br>Decimals<br>Percentages<br>Algebra                           | Geometry<br>Angles<br>Shape, position and direction | Measures<br>Area and perimeter<br>Volume  | Four Operations<br>Fractions |
| <b>History</b><br>   | The Maya Civilisation – A non-European society that provides contrast with British history. |                 |   |   | Britain's Settlement by Anglo Saxons  |                              |
| <b>Geography</b><br> | Can I use my locational knowledge to describe the location of the Maya Civilisation?        |                 | Are the human and physical features of the UK and North America the same? |   | Can I persuade someone to visit Bude based on its human and physical features?<br><br>Fieldwork: Survey re affects of tourism |                              |

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| <b>Art and Design</b><br> | Drawing: Depicting shadows and shading techniques<br><br>Printing: Mayan temples<br><br>Artist Study: Kandinsky                          |   | Materials and textiles: Native American Art<br>Painting: Mixed media landscapes.<br>Human and physical features of the UK and North America                             |  | Sculpture: Portraiture<br>Amatures of Anglo Saxon Warriors<br><br>Artist Study  |  |
| <b>DT</b><br>             | Design, make, evaluate Technical knowledge: understand and use mechanical systems in their products: cams, pulleys, levers and linkages. |   | Design, make, evaluate Cooking and Nutrition: Cook and apply the principles of nutrition and healthy eating and affordability. Link to savoury dish from North America. |  | Design, make, evaluate Technical Knowledge: computing to programme, monitor and control their products. computing to programme, monitor and control their products. |  |
| <b>Science</b><br>      | Forces   |   | Evolution and inheritance   | Light  | Earth and Space:  | Living things and their habitats.  |
| <b>Computing</b><br>    | 6.1: We are app planners Planning the creation of a mobile app.  | 6.2: We are project managers Developing project management skills | 6.3: We are market researchers Researching the app market.  | 6.4: We are interface designers Designing an interface for an app. | 6.5 : We are app developers Developing a simple mobile phone app.   | 6.6: We are marketeers Creating video and web copy for a mobile phone app. |
| <b>Music</b><br>        | Livin" on a prayer   | Class jazz  | Make you feel my love T   | The Fresh Prince of Bel Air  | Dancing in the street   | Reflect, Rewind, Replay  |

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| <b>Religion</b><br><b>World View</b><br>    | Unit U2.9 Why is the Torah so important to Jewish people?   | Unit U2.3 Why do Christians believe that Jesus is the Messiah?   | Unit U2.2 Creation and science: conflicting or complementary?  | Unit U2.6 For Christians, what kind of king was Jesus?  | Unit U2.4 How do Christians decide how to live? 'What would Jesus do?'   | Unit U2.8 What does it mean to be a Muslim in Britain today?   |
| <b>RSE - Safety</b><br><b>Assembly:</b><br> | Internet Safety – Health well-being and life style<br><br>Keeping myself safe - who I can go to for support in school<br><br>Keeping myself safe – walking to school and home | Internet Safety – managing online information<br><br>Keeping myself safe - Firework Safety<br><br>Keeping myself safe - pets | Internet Safety Day 7 <sup>th</sup> Feb 2023<br><br>Keeping myself safe – rural safety<br><br>Keeping myself safe – Clever Never goes campaign | Internet Safety – on line relationships<br><br>Keeping myself safe – road safety<br><br>Keeping myself safe – making myself heard | Internet Safety – on line bullying<br><br>Keeping myself safe – city safety<br><br>Keeping myself safe - at home | Internet Safety – self image and identity<br><br>Keeping myself safe - NSPCC PANTS<br><br>Keeping myself safe – beach safety |
| <b>RSE - Scarf</b><br>                      | Me and My Relationships   | Valuing Difference   | Rights and Responsibilities  | Keeping Myself Safe   | Being My Best  | Growing and Changing   |
| <b>PE</b><br>                              | Football<br>Netball<br>Dance  | Fitness Circuits<br>Basketball   | Gymnastics<br>Hockey   | Handball<br>Disability Sports<br>Dance  | Tri-Golf<br>Athletics  | Lacrosse<br>Tennis<br>Dance  |
| <b>French</b><br>                         | Our Bodies – naming body parts  | Our Bodies – naming body parts   | Our Homes- naming associated vocabulary  | Our Homes- naming associated vocabulary   | The Seasons- naming associated vocabulary  | The Seasons- naming associated vocabulary  |