



St Joseph’s Year 2 Curriculum Long Term Plan

AUTUMN

SPRING

SUMMER

Writing

Introduce = green (Block A) Revisit = orange (Block B)

Strong Start Sentence Composition
Character descriptions A
Poems developing vocabulary A
Simple retelling of a narrative A
Formal invitations A
Stories from other cultures A

Poetry on a theme (humorous) A
Non-chronological reports A
Formal invitations B
Recount from personal experience A
Simple retelling of a narrative B

Non-chronological reports B
Recount from personal experience B
Character description B
Poems developing vocabulary B (Enrichment)
Stories from other cultures B
Poetry on a theme (change) B (Enrichment)

Phonics / Spelling
Little Wandle

Wk 1: /ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e, /igh/ igh i-e i y ie, /oa/ ow o o-e oa oe ou
Wk 2: /oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere, /ur/ er ur ir or ear /ow/ ou ow
Wk 3: /or/ or a aw au ore oor al oar our augh aur, /zh/ si su, /ch/ ch tch ture* /sh/ sh ti ch ssi ci si
Wk 4: /j/ j g ge dge, /s/ s ss c ce se st sc /u/ ou, /e/ ea, /i/ y, /o/ a, /u/ o o-e /oo/ u oul, schwa: er a or ar our re
Wk 5: ie /ee/ /igh/, y /ee/ /igh/ /i/, ea /ee/ /e/ /ai/, a /a/ /ai/ /or/

Wk 1: What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?
Wk 2: Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?
Wk 3: Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?
Wk 4: When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?
Wk 5: Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?

Wk 1 and 2: Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?
Wk 3 and 4: Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?
Wk 5: Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?

Wk 1 and 2: The 'W special'
How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?
Wk 3: Why do I swap the 'y' for an 'i' when I add the suffix -es?
Wk 4: Why do some words have the spelling 'ey' for the sound /ee/?
Wk 5: Why do some words end -le, -al, -il or -el?

Wk 1: Why does 'c' make the sound /s/ in some words?
Wk 2: How can I spell the sound /zh/?
Wk 3 and 4: What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?
Wk 5: How can I show missing letters in a word?

Wk 1 and 2: Why do some longer words have the spelling 'ti' for /sh/?
Wk 3: How do I use the possessive apostrophe (singular possession)?
Wk 4 and 5: When do I swap, drop or double? (-ing, -er, -est, -y, -ed)

Reading

Grandad's Island 1 Block
Aesop's Fables - The Goose that laid the Golden Eggs 1 Block
Mrs Noah's Pockets 1 Block
Paddington 2 Blocks
The Christmas Pine 1 Block **or The Last Tree** 1 Block

The Quangle Wangle's Hat 1 Block **or Somebody Crunched Colin** 1 Block
Coming to England 1 Block
The Street Beneath My Feet 1 Block **or A Planet Full of Plastic** 1 Block
Rhythm of the Rain 2 Blocks
Aesop's Fables – The Sun and The Wind 1 Block

Little People Big Dreams (DA) 1 Block
Fantastically Great Women Who Changed the World 2 Blocks
Fantastic Mr Fox 3 Blocks **or The Enormous Crocodile** 3 Blocks

Maths

White Rose

Place value
Addition and subtraction
Shape

Money
Multiplication and division
Length and height
Mass, capacity and temperature

Fractions
Time
Statistics
Position and direction

RE

The Vine and The Branches

Creation and Covenant
God's Promise to Noah
God's Knowledge and Care
Joining the Christian Family
Signs and Symbols in Baptism
The Mystery of the Holy Trinity

Prophecy and Promise
Zechariah in the Temple
The Annunciation to Mary
The Visitation
Advent
The Birth of John the Baptist
The Birth of Jesus

Galilee to Jerusalem
John the Baptist
The Baptism of Jesus
Temptations in the Wilderness
Jesus and His Disciples
Cure of the Paralysed Man
God's Love

Desert to Garden
Lent and Reconciliation
Jesus goes to Jerusalem
The Last Supper
Jesus dies on a Cross
The Resurrection of Jesus
The Easter Vigil

Desert to Garden
Jesus appears to the Disciples
The Ascension
Pentecost
The Fruits of the Holy Spirit
The Conversion of Saul
St Francis and the Wolf

To the Ends of the Earth
The Mass (Part 1)
The Mass (Part 2)
The Good Samaritan
The Christian Community
Judaism
Shabbat

Science

Living things and their habitats
Animals, including humans

Uses of everyday materials
Revisit Living things and their habitats / materials (*or alternative focus for insecure knowledge*)

Plants
Revisit Living things and their habitats / Animals, including humans (*or alternative focus for insecure knowledge*)

History

Events beyond living memory

Significant historical events, people, places in our locality

Significant historical events, people, places in our locality
Revisit – Events beyond living memory (*or alternative focus for insecure knowledge*)

Geography

Human and Physical features
Compare a small part of the UK to a non-European location – London and Nairobi

Compare a small part of the UK to a non-European location – London and Nairobi
Fieldwork and map skills

Fieldwork and map skills
Compare a different non-European location to our locality - Amazon Rainforest

Art

Drawing Block A
Painting Block B

Creative Response Block 2026
Printmaking Block C

Textiles and collage Block D
3D Block E

DT

Textiles Block A
Food and Nutrition Block B *Sci Living things*

Mechanisms Block C
Materials Block D *Sci Use of Everyday materials*

Food and Nutrition Block E
Structures Block F

Music

Untuned percussion
Untuned focus: Experimenting with sounds 2 Block A
Representing sounds pictorially Block A
Singing
Singing focus: Being together in music 2 Block B
Control the voice – sing as a choir Block B

Untuned percussion
Untuned focus: Introducing rhythm and pulse 2 Block C
Compose short patterns Block C
Singing
Singing focus: Introducing pitch 2 Block D
Control and describe pitch Block D

Untuned percussion
Tuned focus: Introducing tempo and dynamic 2 Block E
Control and describe tempo and dynamic Block E
Singing
Singing focus: Exploring emotions through music 2 Block F
Choose sounds to create an effect Block F

PE

Lancashire Passport

Fundamental Movement Skills
Games Net and Wall

FMS Playground Game in the 20th Century
Dance

Gymnastics
End of KS1 FMS Assessment

Computing

Purple mash

Computing systems and networks
IT around us
Programming – Robot algorithms

Coding
Online Safety – Effective searching

Spreadsheets – Making music
Questioning

PSHE

You, Me, PSHE
No Outsiders
A Journey in Love

Physical health and wellbeing: What keeps me healthy?
No Outsiders: To welcome different people
Mental Health and emotional wellbeing: Friendship
No Outsiders: To have self Confidence

A journey in love: We meet Gods Love in the community.
No Outsiders: To understand what diversity is
(Adapted Relationship and Health Education: Boys and girls, families
No Outsiders: To think about what makes a good friend

Keeping safe and managing risks: indoors and outdoors
No Outsiders: To communicate in different ways
Drug, alcohol and tobacco education: Medicines and me
No Outsiders: To know I belong

Catholic Value

Kindness

Love

Honesty

Forgiveness

Faith

Community

British Value

Democracy

Mutual Respect and Tolerance of Different Faiths and Beliefs

Rule of Law

Individual Liberty

Educational Trips and visitors

PE coach for fundamental skills

Enrichment trips

Westmorland County Show

Into Film Festival
Pantomime

Themed / events weeks

Nativity

Science Week