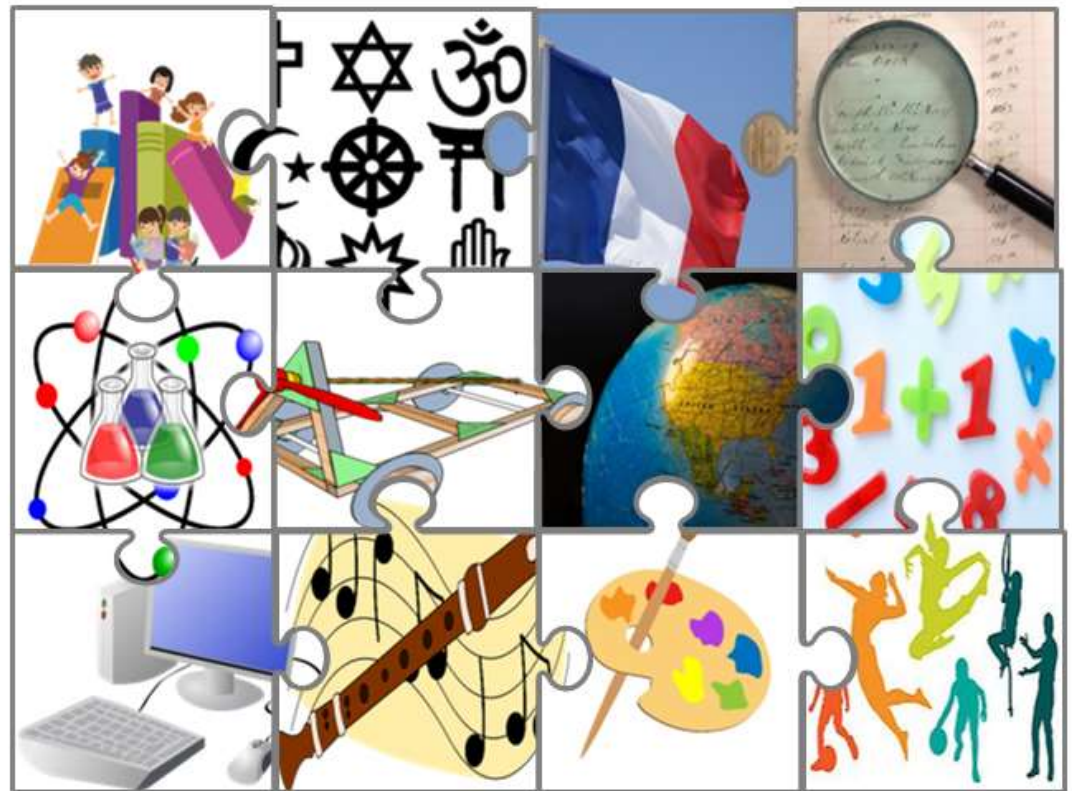


Year 2 Long Term Plan 24-25

"At St Luke's, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year. "










*"Together we will
Flourish"*



BH and RS 2024

Year 2 Long Term Plan 24-25



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Community Detectives/ Eating Boy 	Polar Regions /Christmas 	Dragons and Fire 	Florence Nightingale/ Where the wild things are. 	Jack's Garden 	I do like to be beside the seaside 
Possible Texts & 'Old' Favourites	The Bradford Boar The Incredible Book Eating Boy	The Journey Home Polar Express	Vlad and the great fire of London	Information Texts	Jack and the Baked Beanstalk	The Lighthouse Keeper's Lunch
'Wow' moments / Enrichment Weeks	Whole School 'Circus Day' Visit – Industrial Museum  Lifebase Workshop: <i>Feelings</i>	West End In Schools – The Ramayana – Diwali Dance Workshop Children in Need Fundraising Activities Polar Express – PJ movie afternoon	Visitor - William Petty	Outdoor learning at Blackhills Scout Campsite: <ul style="list-style-type: none"> • Nature studies • Archery • Shelter building • Team Building • Fire lighting • Creative activities 	Planting and growing around school	Trip to the seaside -



Year 2 Long Term Plan 24-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Community Detectives/ Eating Boy	Polar Regions /Christmas	Dragons and Fire	Florence Nightingale/ Where the wild things are.	Jack's Garden	I do like to be beside the seaside
Our Values Assemblies These will mirror the principles and values of our school We will 'dip in and out of each area' each term as and when we need to.	FRIENDSHIP Is something that we offer to everyone, just as God offers it to us. Learning to be a good friend takes a life time. Good friends stick around in bad times as well as good; they are not afraid to tell us the truth, even if it hurts. Link: having/being a good friend in your class	COMPASSION Is putting yourself in someone else's shoes when they are suffering. As we start to understand how they feel in our hearts, we will want to help them in some way. Link: Children in Need/Foodbank Appeal at Harvest	REVERENCE & RESPECT Take time to stop and be amazed: by God, by the people and world around us. Recognise that we deepened on all of them. And the way we respond to and interact with life, others, the created world and God will change. Link: New Year	SERVICE Helping others, even if they can't (or won't) do anything in return and even if it costs us (time, money, discomfort). Serving others can bring joy and freedom. Link: Easter – Servant King	CREATION & COMMUNITY Remembering that the earth, and every life on it, is precious – a beautiful and beloved creation to be treasured and cred for; enjoyed, explored and celebrated. Link: visits/trips	TRUTHFULNESS Be truthful. Be true to who you are (don't pretend to be someone else). Search for and talk about truth and meaning in life (eg is it true that fame and money will make you happy?) Discover the amazing truth that we are loved beyond measure. Link: transition – be true to yourself
Assessment opportunities	Baseline	Data Point	Through year formative assessment	Data Point	Through Year formative assessment	Data Point
Parental Involvement	Pastries for Parents (English & Maths workshops) McMillan Coffee Morning Harvest Festival	Pastries for Parents (English & Maths workshops) Christmas activity afternoon Christmas Fayre Christmas Carol Service	Pastries for Parents (English & Maths workshops)	Pastries for Parents (English & Maths workshops) Easter Service Easter activity afternoon	Pastries for Parents (English & Maths workshops)	Pastries for Parents (English & Maths workshops) Sport's Day Summer Fayre End of Year Celebration

We recognise that all children are unique and special



Year 2 Long Term Plan 24-25

Year 2 Topic	3 WEEKS	3 WEEKS	Autumn 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topic	Community Detectives	Book Worms	Polar Regions	Dragons and fire	Florence Nightingale	Jack's Garden	I do like to be beside the seaside
Book	The incredible book eating book/ Girl Books/ Bradford Boar		Lost and found/ The Journey home	Vlad	Where the wild things are/ Yuck that's not my monster	Jack and the baked beanstalk/ Little Red / The true story of the three little pigs	The lighthouse <u>keepers</u> lunch
English Genre	3 weeks Writing to inform- Reports Our school, Using <u>skills grounds</u> for writing effective sentences	1 weeks- Writing to entertain Character profiles for Bradford Boar (3) 2 weeks- Writing to entertain -Informal Letter writing to library to tell them about the Book Eating Boy. (3)	1 week: Poetry -Diamantes 3 weeks: Writing to inform- Explanations where do polar bears live and why? 2 weeks: Writing to entertain - The journey home innovate	1 weeks- Writing to entertain Character description 2 weeks- Retelling story Point of view of <u>Boxton</u> 2 weeks- Writing to entertain - Diary entry- Samuel Pepy's based on sentences	3 weeks- Writing to entertain - Writing their own character description. 3 weeks- Informational text on Florence nightingale	3 weeks- Writing to entertain - Innovate a version of Jack and the baked bean (3 weeks) 1 week- Wanted poster for the three little pigs 1 week- Character description of the wolf. 1 weeks- The true story of the 3 little pigs	2 weeks- Writing to entertain Trip to the seaside Postcard home from the seaside in the past 2 weeks- Writing to entertain The lighthouse <u>keepers</u> lunch 1 week- Poetry - Calligrams
Ongoing Skills	Write simple coherent narratives about personal experiences and those of others (real or fictional) Use spacing that accurately reflects the size of the letters Segment spoken words into phonemes and represent these through graphemes spelling many of these words correctly and making phonetically Plausible attempts at others						



Writing To inform	<p>Present tense opening questions coordinating conjunctions and “because” expanded noun phrase (determiner, adjective and noun. The big dog,)</p> <p>Punctuation – finger spaces, question mark, capital letters, full stops</p>		<p>Writing to inform- Explanations Present tense Questions Titles Conjunction coordination “so” and conjunction subordination “because” <u>Sentence focuses</u> Sentence and question marks</p>		<p>Writing to inform: Consistent use of present tense Questions used to form titles question marks used to denote questions (Y1) Conjunctions e.g. so...because to explain</p>		
Write to entertain	<p><u>Character profiles for Bradford Boar (3)</u></p> <p>Demarcate most sentences with capital letters full stops</p> <p>Finger spaces and letter sizing</p> <p>Expanded noun phrases</p> <p>To use accurate spelling of Year 1 Buzz Words</p> <p>Conjunctions for coordination “and”, “or”, “so”, “but” and “because”</p> <p>Character profiles for Bradford Boar (3)</p>	<p>All Previous learning and....</p> <p>Innovate story ending</p> <p>Expanded noun phrases for character and settings</p> <p>Demarcate most sentences with capital letters full stops</p> <p>Finger spaces and letter sizing</p>	<p>All Previous learning and....</p> <p>Character description and retelling of story</p> <p>All previous writing to entertain</p> <p>Demarcate sentences with exclamation marks</p> <p>Suffixes</p> <p><u>Point of view of Boxton</u> First person</p>	<p>All Previous learning and....</p> <p>Expanded noun phrases for character and settings</p> <p>Commas in a list.</p> <p>Know the difference between a statement, question, exclamation and command.</p> <p>Subordination</p>	<p>All Previous learning and....</p> <p>Expanded noun phrases for character and settings</p> <p>Apostrophes for contraction and apostrophes for singular possession.</p>	<p>All Previous learning and....</p> <p>To use KS1 punctuation correctly.</p> <p>Begin to correct their own work</p>	

<u>Character profiles for Bradford Boar (3)</u> Demarcate most sentences with capital letters full stops Finger spaces and letter sizing Expanded noun phrases To use accurate spelling of Year 1 Buzz Words Conjunctions for coordination “and”, “or”, “so”, “but” and “because” Character profiles for Bradford Boar (3) Demarcate most sentences with capital letters full stops Finger spaces and letter sizing Expanded noun phrases To use accurate spelling of Year 1 Buzz Words Conjunctions for coordination “and”, “or”, “so”, “but” and “because” <u>Informal letter writing</u> Use past tense mostly correctly and consistently	All Previous learning and.... Innovate story ending Expanded noun phrases for character and settings Demarcate most sentences with capital letters full stops Finger spaces and letter sizing To use accurate spelling of Year 1 Buzz Words and some Year 2 Conjunctions for coordination “and”, “or”, “so”, “but” and “because”	All Previous learning and.... Character description and retelling of story All previous writing to entertain Demarcate sentences with exclamation marks Suffixes <u>Point of view of Boxtun</u> First person Diary entry Samuel Pepy's based on sentences First person Past tense Chronological writing using adverbs of time to sequence (first, next, then, after) Two sections (organised) Contractions – don't, couldn't, isn't	All Previous learning and.... Expanded noun phrases for character and settings Commas in a list. Know the difference between a statement, question, exclamation and command. Subordination	All Previous learning and.... Expanded noun phrases for character and settings Apostrophes for contraction and apostrophes for singular possession.	All Previous learning and.... To use KS1 punctuation correctly. Begin to correct their own work
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Poetry			<p>Dimantes</p> <p>The poem is presented in the shape of a diamond</p> <ul style="list-style-type: none"> The line structure is as follows: Line 1: Beginning subject Line 2: Two adjectives about line 1 Line 3: Three verbs or words ending 'ing' about line 1 Line 4: A short phrase about line 1, a short phrase about line 7 Line 5: Three verbs or words ending 'ing' about line 7 Line 6: Two adjectives about line 7 Line 7: End subject <ul style="list-style-type: none"> Precise verbs and adjectives are used in the relevant lines indicated above Each line starts with a capital letter; commas are used between verbs and adjectives; no punctuation at the end of lines 				<p>Shape poems / calligrams</p> <ul style="list-style-type: none"> The poem usually describes an object The poem is presented in the shape of the object which it is describing The layout may either be with the words inside a shape or around the outline of a shape
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Sounds Write Phonics

Unit 27 /ae/ (2 wk)
Unit 28 /d/
Unit 29 /ee/ (2 wk)
Unit 30 /l/

Unit 31 spelling y
Unit 32 /oe/ (2 wk)
Unit 33 /n/
Unit 34 /er/ (2 wk)

Unit 35 /v/
Unit 36 (2 wk) /oo/
Unit 37 /j/
Unit 38 /g/

Unit 39 spelling g
Unit 40 /f/
Unit 41 spelling gh
Unit 42 /m/ (2 wk)

Unit 43 (2 wk) /or/
Unit 44 /h/
Unit 45 /k/
Unit 46 /r/

Unit 47 /t/
Unit 48 /z/
Unit 49 /eer/

Classroom Secrets Year 2								
Week	1	2	3	4	5	6	7	8
Autumn 1	Ready to write: 1. Capital Letters 2. Full stops, Question Marks and Exclamation Marks	Ready to write: 3. Recognising Common Nouns and Proper Nouns 4. Recognising Sentences	Ready to write: 5. Recognising Sentences using Conjunctions 6. Using Conjunctions in Sentences	Commas 1. Recognising Commas in a List 2. Writing Lists	Word Classes 1 1. What are Nouns? 2. What are Adjectives? 3. Recognising Adjectives in Sentences	Word Classes 1 4. Using Adjectives in Sentences 5. Double Adjectives with Commas 6. Adjectives After the Noun	Conjunctions 1. Using 'so', 'and', 'but' and 'or' 2. Recognising 'because' and 'that'	Assessment Week
Autumn 2	Conjunctions 3. Using 'because' and 'that' 4. Recognising 'when' and 'if' 'when' and 'if'	Conjunctions 5. Using 'when' and 'if' 6. Using 'because', 'that',	Sentence types 1 1. Recognising Questions 2. Using Questions	Sentence types 1 3. Recognising Commands 4. Using Commands	Word Classes 1. Different Types of Verbs 2. What are Adverbs	Word Classes 3. Adding -ly (to words) 4. Recognising Adverbs in sentences 5. Using Adverbs in Sentences	Assessment Week	
Spring 1	Apostrophes 1. Recognising Simple Contractions 2. Using Simple Contractions	Apostrophes 3. Introducing Possession	Apostrophes 4. Plural or Possessive?	Sentence type 2 <ul style="list-style-type: none"> 1. Recognising Exclamations 2. Using Exclamations 	Sentence type 2 <ul style="list-style-type: none"> 3. Recognising statements 4. Using statements 5. All four sentence types 	Tenses 1. Recognising simple past and present tenses 2. Using simple past and present tenses		
Spring 2	Tenses 3. Recognising past progressive tense 4. Using past progressive tense	Tenses 5. Recognising present progressive tense 6. Using present progressive tense	Suffixes 1. Compound Nouns 2. Adding <i>ment</i> , <i>er</i> , <i>nest</i> .	Suffixes 3. adding full and less	Assessment Week	Assessment Week		
Summer 1	Consolidation Prefixes and suffixes	Consolidation Adverbs	Consolidation Apostrophes	Consolidation Sentence types	Consolidation Past and Present tense			
Summer 2	Consolidation Upper and Lower Case	Consolidation Punctuating Sentences	Consolidation Nouns and Verbs	Consolidation Capital letters	Consolidation Conjunctions	Consolidation Commas and Conjunctions	Consolidation Singular and plural	



ENGLISH
Reading – word
reading

Guided Reading:

Schofield and Sims

Autumn 1 recap of Year 1 units.

Autumn 2-Spring 2 teaching schofield and sims.

Summer term- teacher to plan according to the strengths/ weaknesses and gaps of the children in that cohort.

Week	Skill	Book & Text	Genre	Curriculum Links
Autumn 1				
1	Retrieval	Year 1: Unit 16: Jack and The Beanstalk	Fiction/ Fairy Tale	Fairy Tales/ Traditional Tales
2	Inference	Year 1: Unit 17: My Two Grannies	Fiction	PSHE: Family
3	Inference	Year 1: Unit 13: Chocolate Cake	Poetry	
4	Word Meaning	Year 1: Unit 15: Plant Facts	Non-Fiction	Science: Plants
5	Sequencing	Year 1: Unit 14: Chocolate Cake Recipe	Non-Fiction	
6	Word Meaning	Year 1: Unit 18: Grandad Mandela	Non-Fiction	History: Black History Month
Autumn 2				
1	Inference	Year 2: Unit 2: There's a Lion in My Cornflakes	Fiction	
2	Inference	Year 2: Unit 1: Lions, Lions, Lions	Non-Fiction	Science: Animals including Humans
3	Retrieval	Year 2: Unit 6: Christmas Eve	Poetry	Christmas
4	Sequencing	Year 2: Unit 8: Sir Charlie Stinky Socks: The Really Big Adventure	Fiction	
5	Word Meaning	Year 2: Unit 5: Eight Candles Burning BH and RS 2024	Poetry	PSHE: Communities
ASSESSMENT WEEK				

Spring 1				
1	Inference	Year 2: Unit 9: The Night Dragon	Fiction	
2	Retrieval	Year 2: Unit 3: The Great Fire of London	Non-Fiction	History: The Great Fire of London
3	Inference	Year 2: Unit 7: Perfectly Norman	Fiction	
4	Inference	Year 2: Unit 12: Hansel and Gretel	Fiction	Fairy Tales/ Traditional Tales
5	Retrieval	Year 2: Unit 11: Hansel and Gretel	Fiction	Fairy Tales/ Traditional Tales
6	Word Meaning	Year 2: Unit 15: The Hundred Mile An Hour Dog	Fiction	
Spring 2				
1	Retrieval	Year 2: Unit 13: George's Marvellous Medicine	Fiction	
2	Prediction	Year 2: Unit 14: Horrid Henry and the Football Fiend	Fiction	
3	Retrieval	Year 2: Unit 10: How to Build a Gingerbread House	Non-Fiction	Instructional Writing
4				
5				
ASSESSMENT WEEK				

GPS: Taken from classroom secrets.

1 lesson a week to be taught discreetly following the outline set out below.

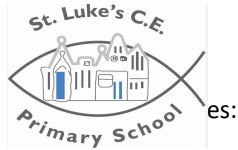
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1. Ready to Write			2. Commas	3. Word Classes 1		4. Conjunctions			5. Sentence Types 1		Assessments
Spring	1. Word Classes 2		2. Apostrophes			3. Sentence Types 2		4. Tenses			5. Suffixes 1	Assessments
Summer	1. Suffixes 2	Assessments (SATs)				2. Consolidation (Key Stage 1)						Assessments



Year 2 Long Term Plan 24-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Community Detectives/ Eating Boy	Polar Regions /Christmas	Dragons and Fire	Florence Nightingale/ Where the wild things are.	Jack's Garden	I do like to be beside the seaside
MATHS <i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – Shakuntala Devi</i> <i>Mathematics Mastery</i>	Number: Place Value Number: Addition and Subtraction	Measurements: Shape Geometry: Shape	Measurement: Money Number: Multiplication and Division	Measurement: Length and height Measurement: Mass, Capacity and temperature	Number: Fractions Measurement: Time	Statistics Geometry: Position and Direction
<i>We follow the White Rose Maths' Hub . It provides a mastery approach to Maths' which is embedded through St Luke's Primary School.</i>	Together, we're building a whole new culture of deep understanding, confidence and competence in maths – a culture that produces strong, secure learning and real progress. No matter what their starting points, we help teachers and learners everywhere to achieve excellence. Our mantra is simple: 'Everyone Can do Maths, Everyone.' As we prove this to pupils and teachers alike, we're shaping assured, happy and resilient mathematicians who relish the challenge of maths. They become independent, reflective thinkers, whose skills not only liberate them in maths but also support them across the curriculum. We're committed to working together to be and give the very best, and to make a difference to every pupil.					

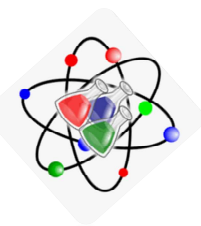
Year 2 Long Term Plan 24-25



es:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Community Detectives/ Eating Boy	Polar Regions /Christmas	Dragons and Fire	Florence Nightingale/ Where the wild things are.	Jack's Garden	I do like to be beside the seaside

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

<div>SCIENCE</div> <div></div>	<div>Use of everyday Materials</div> <div><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>*Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p></div> <div>JOHN DUNLOP</div>	<div>Living things and their habitats</div> <div><p>*Explore and compare the differences between things that are living, dead, and things that have never been alive.</p><p>*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 animals and plants, and how they depend on each other.</p><p>*Identify and name a variety of plants and animals in their habitats.</p><p>*Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p></div> <div>GEORGE MOTTERSHEAD</div>		<div>Animals, including humans</div> <div><p>*Notice that animals, including humans, have offspring which grow into adults.</p><p>*Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p><p>*Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p></div> <div>FLORENCE NIGHTINGALE</div>	<div>Plants</div> <div><p>*Observe and describe how seeds and bulbs grow into mature plants.</p><p>*Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p></div> <div>Living things and their habitats</div> <div><p>*Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p></div> <div>JANE COLDEN</div>	<div>Living things and their habitats</div> <div><p>*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 animals and plants, and how they depend on each other</p><p>*Identify and name a variety of plants and animals in their habitats.</p></div>

Working Scientifically – On going across the year




General Themes:

Year 2 Long Term Plan 24-25

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Community Detectives/ Eating Boy	Polar Regions /Christmas	Dragons and Fire	Florence Nightingale/ Where the wild things are.	Jack's Garden	I do like to be beside the seaside

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

R.E. Believing and Belonging The Agreed Syllabus for RE 	How can we make good choices?	How is new life welcomed?	Holy week & Easter	How can we look after our planet?	How and why do people pray?
	<p>Explore how people always face moral choices. Consider what makes a happy classroom and why rules are important. Study moral codes from Christianity, Judaism and Islam including the Ten Commandments. Look at non-religious stories and these exemplify some guidelines for life.</p> <p>Religions studied: Christianity, Islam and non-religious approaches to life, with some reference to Judaism.</p> <p>6-8 hours</p>	<p>How babies are welcomed into families. How it is important to welcome people and especially babies. Study initiation rites including infant baptisms and the aqiqah and be aware of other rituals and ceremonies, including non-religious ceremonies. Reflect on the concept of promise and compare different approaches to welcoming life.</p> <p>Religions studied: Christianity and Islam.</p> <p>6-8 hours</p>	<p>What did Jesus teach and how did he live?</p> <p>Focus on stories from the life and teachings of Jesus by exploring and responding to questions. Consider what is a 'calling' and what was Jesus' special role. Focus on how beliefs affect how Christians live their lives. Reflect on the importance of Jesus' teachings for Christians today. Learn stories of Jesus, particularly about how Jesus healed and cared for people.</p> <p>Religions studied: Christianity</p> <p>6 hours</p>	<p>Learn about the different religions, beliefs regarding the origins of the world. Consider ways in which religious and non-religious individuals and organisations show care and concern for the planet.</p> <p>Religions studied: Christianity, Islam and a non-religious view.</p> <p>6 hours</p>	<p>An introduction to how Christians and Muslims pray. Develop an understanding of the importance of prayer to those who belong to that religion.</p> <p>Religions studied: Christianity and Islam.</p> <p>6 – 8 hours</p>





Year 2 Long Term Plan 24-25

General Themes:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Community Detectives/ Eating Boy	Polar Regions /Christmas	Dragons and Fire	Florence Nightingale/ Where the wild things are.	Jack's Garden	I do like to be beside the seaside

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

P.H.S.E. & R.S.E. Coram Life Education & SCARF 	Me and My Relationships *Bullying and teasing *Our school rules about bullying *Being a good friend *Feelings/self-regulation	Valuing differences *Being kind and helping others. *Celebrating difference * People who help us * Listening skills	Rights and Responsibilities *Cooperation * Self-regulation * Online safety • Looking after money ... saving and spending.	Growing and Change *Life cycles *Dealing with loss *Being supportive *Growing and changing *Privacy	Being my best *Growth mindset *Looking after my body *Hygiene and health *Exercise and sleep	Keeping Myself safe *Safe and unsafe secrets * Appropriate touch • Medicine Safety
	 Lifebase Workshop: <i>Feelings</i>					




General Themes:

Year 2 Long Term Plan 24-25

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Community Detectives/ Eating Boy	Polar Regions	The Great Fire of London	Florence Nightingale	Jack's Garden	I do like to be beside the seaside

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

 <p>HISTORY & GEOGRAPHY</p> 	<p>Community Detectives: Conduct a study the geography of the school and its grounds. Identify the key human and physical features of the surrounding environment. Know the four cardinal points of the compass and uses directional language. Identify features on aerial photographs. <i>Locate features on a plan of the school.</i></p> <p>UK Map Identify the UK on a map. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p>	<p>World Map Local and label the world's seven continents and five oceans on a map. Identify seasonal and daily weather patterns and locations of hot and cold areas in relation to the Equator and the North and South Poles on globes and atlases Identify human and physical features of the Arctic and Antarctic. Know characteristics and habitats of animals and how they adapt to live in polar regions Understand recent climate change and study the effects of global warming on polar regions. Significant people: <ul style="list-style-type: none"> Ernest Shackleton Robert Falcon Scott David Attenborough </p>	<p>Events beyond living memory that are significant nationally or globally. Compare present day London to 1666.</p> <p>Know how London was 'rebuilt' following the fire.</p> <p>Compare today's fire brigade to that of 1666.</p> <p>Significant people in the past Samuel Pepys</p> <p>Chronology Place events of the Great Fire in chronological order.</p>	<p>Significant people in the past and compare aspects of life in different periods Florence Nightingale and Know about the life of Florence Nightingale. Compare nursing today with the Victorian period.</p> <p>Chronology Place key events in the life of Florence Nightingale on a time line.</p> <p>Place key events in British history on a time line.</p>	<p>Science theme</p>	<p>UK Map Revise countries and cities of the UK. Locate seaside resorts in the UK. Describe the features at the coast: sea, beach, cliff, sand, waves, promenade, castle, shops etc.</p> <p>Know that seaside resorts have changed over time and explain some features of past and present resorts. Compare features of seaside in the past with today and know how holidays have changed over time.</p> <p>Significant people: Grace Darling Captain Cook</p>
<p>CLIMATE CHANGE</p>	<p>Purposeful plastic: Describe the impact that plastic use has on our Earth Explain different choices in the way that plastic is used</p>					






Year 2 Long Term Plan 24-25

General Themes:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Community Detectives/ Eating Boy	Polar Regions /Christmas	Dragons and Fire	Florence Nightingale/ Where the wild things are.	Jack's Garden	I do like to be beside the seaside

. Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.

P.E.	Team Games- multiskills	Gymnastics	Dance	Games- Hockey (invasion)	Games- Rounders (striking and fielding)	Athletics
	To master basic movements and begin to apply these in a range of football related activities. Participate in team games, developing simple tactics for attacking and defending.	To develop balance, agility and coordination.	To perform dances using simple movement patterns.	To master movements relevant to Hockey. Participate in team games, developing simple tactics for attacking and defending.	Mastering basic movements - like running, jumping, throwing and catching. Participate in team games, developing simple tactics for attacking and defending.	To master basic movements including running, jumping, throwing and catching. Develop balance, agility and coordination

<div>  <h2>Year 2 Long Term Plan 24-25</h2> </div>						
General Themes:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Community Detectives/ Eating Boy	Polar Regions /Christmas	Dragons and Fire	Florence Nightingale/ Where the wild things are.	Jack's Garden	I do like to be beside the seaside
Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.						
	Art and Design	Design and Technology	Art and Design	Design and Technology	Art and Design	Art and Design
Art and Design and D.T. Combined Kapow 	Craft and design: Map it out Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief.	Structures: Baby bear's chair Using the tale of Goldilocks and the Three Bears as inspiration, children help Baby Bear by making him a brand new chair. When designing the chair, they consider his needs and what he likes and explore ways of building it so that it is strong.	Painting and mixed media: Life in colour Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork.	Mechanisms: Fairground wheel Designing and creating their own Ferris wheels, considering how the different components fit together so that the wheels rotate and the structures stand freely. Pupils select appropriate materials and develop their cutting and joining skills	Sculpture and 3D: Clay houses Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.	Mechanisms: Making a moving monster After learning the terms; pivot, lever and linkage, children design a monster which will move using a linkage mechanism. Children practise making linkages of different types and varying the materials they use to bring their monsters to life.



Year 2 Long Term Plan 24-25

General Themes:

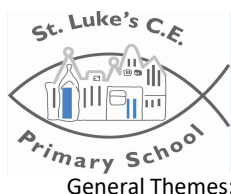
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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COMPUTING




<p>Computing systems and network 1: What is a computer?</p> <p>When picturing a computer, thoughts are often of a screen, mouse and keyboard. This unit explores exactly what a computer is by identifying and learning how inputs and outputs work, how computers are used in the wider world and designing their own computerised invention</p>	<p>Programming 1: algorithms and debugging</p> <p>This combination of unplugged and plugged-in activities develop an understanding of; what algorithms are, how to program them and how they can be developed to be more efficient, introduction of loops.</p>	<p>Computing systems and network 2: Word processing</p> <p>Learn about word processing and how to stay safe online as well developing touch typing skills. Introduce important keyboard shortcuts, as well as simple editing tools within a word processor including: bold, italics, underline and font colour as well as how to import images. Options for both Google and Microsoft schools.</p>	<p>Programming 2: Scratch jnr</p> <p>Explore what 'blocks' do, using the app 'ScratchJr,' by carrying out an informative cycle of predict > test > review, programme a familiar story and an animation of an animal, make their own musical instrument by creating buttons and recording sounds and follow an algorithm to record a joke</p>	<p>Creating media: Stop motion</p> <p>Storyboarding and simple animation creation using either tablet devices or devices with cameras</p>	<p>Data Handling: International space station.</p> <p>The International Space Station (ISS) is a fascinating real-world setting for teaching how data is collected, used and displayed as well as the scientific learning of the conditions needed for plants and animals, including humans, to survive.</p>
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Year 2 Long Term Plan 24-25

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<div>MUSIC KAPOW</div> <div></div>	<div>Musical Me</div> <div>In this topic children learn to sing the song ‘Once a Man Fell in a Well’ and to play it using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody</div>	<div>Dynamics, timbre, tempo and motifs (theme: space)</div> <div>In this topic pupils develop their knowledge and understanding of dynamics, timbre, tempo and instruments, identifying these elements in music that they hear and comparing pieces by the same composer. They visually represent music in creative and more formal ways and learn to play and compose motifs.</div>	<div>Myths and Legends</div> <div>Create rhythms and arrange them in a particular order or structure. Identify the structure of a piece of music and write it down. Describe whether a musical texture is thick or thin. Explore ways of writing down different textural layers. Follow a given structure for a composition. Write a structure score accurately. Compose music with several layers. Perform their composition accurately, following the structure score.</div>	<div>Orchestral Instruments (theme: Traditional Tales)</div> <div>Pupils who are secure will be able to: Make plausible descriptions of the music. Identify a few instruments and the sounds of different sections of the orchestra. Explain what is happening in the music using language relating to emotion. Create a piece of music with some appropriate tempo, dynamic and timbre changes. Suggest appropriate musical timbres for each of the characters and tempo changes for the actions. Perform confidently using appropriate instrumental sounds</div>	<div>African Call and response Song (Theme: Animals)</div> <div>Pupils who are secure will be able to: Use tempo, dynamics and timbre in their piece. Play in time with their group. Use instruments appropriately. Successfully sing back the melody line in time and at the correct pitch. Play either a call and/or response role in time with another pupil. Perform their composition. Theme: Traditional stories)</div>	<div>On the island: British songs and sounds.</div> <div>Pupils who are secure will be able to: Sing, play and follow instructions to perform as a group. Describe music using simple musical vocabulary. Explore multiple ways of making the same sound. Represent the same sound in different ways. Describe how they have adapted a sound using musical vocabulary. Contribute musically to a final performance. Create a piece that clearly represents a particular environment. Extend a piece of music so that it represents three distinct environments.</div>