Year 2 Long Term Planning 2024- 25

	Term 1 7 weeks	Term 2 7 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 6 weeks	Term 6 7 weeks
Theme / Enrichment Activities	Space	Great Fire of London workshop	All Around the World	Toys	Plants / forests Woodland Trust Visit	Traditional Tales
Writing	**[Me and my world – 2 days -** summer recount] **Text: 'Look Up'** ***Nathan Byron - 6.5 weeks*** **Mastery Keys:** • Use punctuation correctly – full stops, capital letters • Use expanded noun phrases to describe and specify • Use subordination (because) and coordination (and). **Activities** Sentence structure Location description Rocket description 'Future self' description Instructions Menu writing Poem writing Narrative writing (diary)	**London's Burning** **Text: 'The Great Fire of London' – Emma Adams and James Weston Lewis** **Mastery Keys** • Use co-ordination (but, or) • Add -ly to turn adjectives into adverbs • Use commas to separate items in a list **Activities** Descriptive writing Instructions Letter writing Poem Diary Narrative Information text	**'The Dragon Machine' – Helen Ward** **Mastery Keys** • Write sentences with different forms: statement, question, exclamation, command • Use subordination (apply because, introduce when) • Use present and past tenses correctly and consistently (some progressive) • Use punctuation correctly - exclamation marks, question marks **Activities** Story writing Letter Setting Description Character description Narrative (diary, story)	**'Major Glad, Major Dizzy' - Jan Oke** **Mastery Keys** • Use the progressive form of verbs in the present and past tense • Use present and past tenses correctly and consistently • Use subordination (apply because, when; introduce that) • Use punctuation correctly – introduce apostrophe for the possessive (singular) **Activities** Letter writing Description Letter writing Poem writing Instructions Letter writing Diary writing Easter	**'The Last Wolf' - Mini Grey** **Mastery Keys** • Use subordination (if, that) • Add -er and -est to adjectives • Use homophones and near homophones • Use punctuation correctly – apostrophes for contracted forms **Activities** Writing about endangered animals Instructions Setting description Character description Letter writing	**'Grandad's Secret Giant' - David Litchfield** **Mastery Keys** • Use present and past tenses correctly and consistently including the progressive form • Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • Use expanded noun phrases to describe and specify • Add suffixes to spell longer words e.g. -ment, - ful **Activities** Leaflet writing Setting description Character description Diary entries Letter writing Poetry writing (cinquain) Instructions Retelling the story Story writing

Phonics Spelling Grammar	**Following the Little Wandle phonics scheme for Phonics and Spelling.**					
Maths *Using the White Rose Maths planning, adapted where appropriate to meet the SATs requirements*	**Number and Place value** **4 weeks** Step 1 Numbers to 20 Step 2 Count objects to 100 by making 10s Step 3 Recognise tens and ones Step 4 Use a place value chart Step 5 Partition numbers to 100 Step 6 Write numbers to 100 in words Step 7 Flexibly partition numbers to 100 Step 8 Write numbers to 100 in expanded form Step 9 10s on the number line to 100 Step 10 10s and 1s on the number line to 100 Step 11 Estimate numbers on a number line Step 12 Compare objects Step 13 Compare numbers Step 14 Order objects and numbers Step 15 Count in 2s, 5s and 10s Step 16 Count in 3s **Addition and subtraction** **5 weeks** Step 1 Bonds to 10 Step 2 Fact families - addition and subtraction bonds within 20 Step 3 Related facts Step 4 Bonds to 100 (tens) Step 5 Add and subtract 1s Step 6 Add by making 10 Step 7 Add three 1-digit numbers Step 8 Add to the next 10 Small steps Step 9 Add across a 10 Step 10 Subtract across 10 Step 11 Subtract from a 10 Step 12 Subtract a 1-digit number from a 2-digit number (across a 10) Step 13 10 more, 10 less Step 14 Add and subtract 10s Step 15 Add two 2-digit numbers (not across a 10) Step 16 Add two 2-digit numbers (across a 10) Step 17 Subtract two 2-digit numbers (not across a 10) Step 18 Subtract two 2-digit numbers (across a 10) Step 19 Mixed addition and subtraction Step 20 Compare number sentences Step 21 Missing number problems	**Money** **2 weeks** Step 1 Count money – pence Step 2 Count money – pounds (notes and coins) Step 3 Count money – pounds and pence Step 4 Choose notes and coins Step 5 Make the same amount Step 6 Compare amounts of money Step 7 Calculate with money Step 8 Make a pound Step 9 Find change Step 10 Two-step problems **Multiplication and division** **5 weeks** Step 1 Recognise equal groups Step 2 Make equal groups Step 3 Add equal groups Step 4 Introduce the multiplication symbol Step 5 Multiplication sentences Step 6 Use arrays Step 7 Make equal groups – grouping Step 8 Make equal groups – sharing Step 9 The 2 times-table Step 10 Divide by 2 Step 11 Doubling and halving Step 12 Odd and even numbers Step 13 The 10 times-table Step 14 Divide by 10 Step 15 The 5 times-table Step 16 Divide by 5 Step 17 The 5 and 10 times-tables **Length and height** **2 weeks** Step 1 Measure in centimetres Step 2 Measure in metres Step 3 Compare lengths and heights Step 4 Order lengths and heights Step 5 Four operations with lengths and heights	**Fractions** **3 weeks** Step 1 Introduction to parts and whole Step 2 Equal and unequal parts Step 3 Recognise a half Step 4 Find a half Step 5 Recognise a quarter Step 6 Find a quarter Step 7 Recognise a third Step 8 Find a third Step 9 Find the whole Step 10 Unit fractions Step 11 Non-unit fractions Step 12 Recognise the equivalence of a half and two-quarters Step 13 Recognise three-quarters Step 14 Find three-quarters Step 15 Count in fractions up to a whole **Time** **3 weeks** Step 1 O'clock and half past Step 2 Quarter past and quarter to Step 3 Tell the time past the hour Step 4 Tell the time to the hour Step 5 Tell the time to 5 minutes Step 6 Minutes in an hour Step 7 Hours in a day **Statistics** **2 weeks** Step 1 Make tally charts Step 2 Tables Step 3 Block diagrams Step 4 Draw pictograms (1–1) Step 5 Interpret pictograms (1–1) Step 6 Draw pictograms (2, 5 and 10) Step 7 Interpret pictograms (2, 5 and 10) **Geometry-position and direction**

	Properties of Shape 2D and 3D **3 weeks** Step 1 Recognise 2-D and 3-D shapes Step 2 Count sides on 2-D shapes Step 3 Count vertices on 2-D shapes Step 4 Draw 2-D shapes Step 5 Lines of symmetry on shapes Step 6 Use lines of symmetry to complete shapes Step 7 Sort 2-D shapes Step 8 Count faces on 3-D shapes Step 9 Count edges on 3-D shapes Step 10 Count vertices on 3-D shapes Step 11 Sort 3-D shapes Step 12 Make patterns with 2-D and 3-D shape		**Mass, capacity and temperature** **3 weeks** Step 1 Compare mass Step 2 Measure in grams Step 3 Measure in kilograms Step 4 Four operations with mass Step 5 Compare volume and capacity Step 6 Measure in millilitres Step 7 Measure in litres Step 8 Four operations with volume and capacity Step 9 Temperature		**2 weeks** Step 1 Language of position Step 2 Describe movement Step 3 Describe turns Step 4 Describe movement and turns Step 5 Shape patterns with turns **SATs – plans will evolve depending on needs of the cohort**	
Science	Animals, including humans **6 weeks** Pupils should be taught to: • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Consider planting a bulb to grow for Term 3	Animals including humans **2 weeks** Uses of everyday materials **5 weeks** Pupils should be taught to: • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Plants light and dark **3 weeks** Living things and their habitats **3 weeks** Pupils should be taught to: • explore and compare the differences between things that are living, dead, and things that have never been alive • 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 • identify and name a variety of plants and animals in their habitats, including micro-habitats • 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	Living things and their habitats **4 weeks** Pupils should be taught to: • explore and compare the differences between things that are living, dead, and things that have never been alive • 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 • identify and name a variety of plants and animals in their habitats, including micro-habitats • 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 Plants light and dark findings **1 week**	Seeds and Bulbs – enquiry **2 weeks** 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 Life Cycles – mammals (not humans) reptiles, amphibians, metamorphosis (butterflies) **4 weeks** Pupils should be taught to: • explore and compare the differences between things that are living, dead, and things that have never been alive • 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	Seeds and Bulbs enquiry - findings **1 week** Butterfly diary throughout the term Consolidation of prior learning and revisiting any areas.

RE *Termly assessments*	Recap of Christian Bible Big Frieze **Creation** – Who made the World? I can answer the title question thoughtfully I can suggest my own ideas I can give examples of ways that…. I can suggest meanings		**Celebrations:** How and why do we celebrate special and scared times? I can identify ways Christians celebrate Christmas/Easter/Harvest/Pentecost I can retell stories connected to Christmas/Easter/Harvest/Pentecost I can ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion I can give examples of what people do, give, sing, remember or think about at religious celebrations and say why they matter	**Gospel** – What is the good news Jesus brings? I can answer the title question thoughtfully I can respond thoughtfully I can give examples of ways that…. I can suggest meanings		**Humanism** – who are Humanists and how do they live? Pupils will know that: Humanism is not a religion, but a way of thinking and living Humanists do not believe in God or gods They believe that this is our only life, so it is very important to live a worthwhile, happy life for ourselves and others There are different ways of being happy Humanists believe we should be good to one another; promoting happiness and avoiding doing harm Humanists consider the consequences of their actions Humanists know the importance of empathy when making decisions about how we should act The Golden Rule means treating others as you would want to be treated Taking care of other living creatures and the natural world is really important to a Humanist	**Islam** Who is a Muslim and what do they believe? I can answer the title question thoughtfully I can make links between what Christians / Muslims are taught and what they believe. I can respond thoughtfully I can give examples of ways that…. I can identify some similarities and differences I can suggest meanings	**Islam** Who is a Muslim and what do they believe? I can answer the title question thoughtfully I can express my own ideas about Christianity / Islam in the light of my learning I can respond thoughtfully I can give examples of ways that…. I can identify some similarities and differences I can suggest meanings
PSHRE *See Long Term KS1 PSHRE plan for Progression in Knowledge and Skills*	**Relationships, incl. Growth Mindsets**			**Living in the Wider world incl. Growth Mindsets**			**Health and Wellbeing**		
	Making friends, feeling lonely and getting help	Managing secrets, resisting pressure and getting help. Recognising hurtful behaviour	Recognising things in common and different. Playing and working cooperatively, sharing opinions.	Belonging to a group, roles and responsibilities, being the same and different in the community.	The internet in everyday life. Online content and information.	What money is, its origins, needs and wants, looking after money, that it needs to be looked after.	Safety in different environments, safety at home, emergencies.	Why sleep is important. Medicines and keeping healthy. Keeping teeth healthy.	Growing older, naming body parts. Moving class or year.

						Different views on money. 'Super Effort' - growth mindset. British Values - 'celebrating differences and still being friends.'		Managing feelings and asking for help.	
PE	Fundamentals - Teacher Ball skills - Coach		Yoga - Teacher Dance - Coach	Fitness – Teacher Gymnastics – Coach	Ball Skills – Teacher Sending and Receiving – Coach		Invasion Games – Teacher Striking and Fielding – Coach		Team Building: net and ball games – Teacher Team Building – Coach
Computing	**Programming – Robot Algorithms** Computational Thinking/ Coding with Beebots Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. I can use BeeBots in a specific way, moving around obstacles or to specific places.		**Computing systems and networks (IT around us)** Technology beyond school/ algorithms (unplugged) E-safety: Education for a Connected World Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Recognise common uses of information technology beyond school I can think about uses of ICT in my home.	**Creating Digital Media - Music** Use technology purposefully to create, organise, store, manipulate, and retrieve digital content **Digital Literacy** Safer Internet Day Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	**Programming Quizzes – Scratch Junior** Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	**Creating Media – Digital Photography** Use technology purposefully to create, organise, store, manipulate, and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	**Data and Information - Pictograms** Data handling Create, store and retrieve digital information Computational thinking – data handling Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the

	Digital Literacy E-safety: Education for a Connected World Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. I can log on to Seesaw using my own login and talk about why it is important to have a safe secure login. I can communicate online with people I do not know well.	I can say how parents use ICT in their jobs, from visits from parents. Use technology purposefully to create, organise, store, manipulate and retrieve digital content I can identify a problem, plan, create, collect, present and analyse data using branching data bases. **Digital Literacy** E-safety: Education for a Connected World Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. I can communicate online with people I do not know well.				internet or other online technologies.
Design Technology *Highlighted parts may be omitted to allow more time to do the remaining topics in more detail.*	**Making a Moon Buggy** Design and make focus I can select an appropriate technique explaining First……Next……Last…. I can discuss my design ideas with my peers and think about improvements I can identify a purpose for what I intend to design and make.		**Sewing** – a sock puppet, attach detail using different stitches Design and Make Focus I can make templates and mock-ups of my ideas in card and paper or using ICT. I can colour fabrics using a range of techniques e.g. fabric paints, printing		**Making Pizzas - Unit in production** Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6	

	I can select and name the tools needed to work the materials I can create hinges I can use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels I can attach wheels to a chassis using an axle I can cut strip wood/dowel using hacksaw and bench hook		I can create my own template as a pattern for my fabric I can join fabrics by using glue, running stitch and whip stitch I can begin to use backstitch I can decorate fabrics with buttons, beads, sequins, ribbon and begin to attach them with glue or stitches			
Art and Design		**Texture and Line** -sculpture and drawing 1. What is texture? 2. How can I include texture in my design for a clay sculpture? *Clay sculptures to be worked on from week 2 onwards.* 3. How can I use line/ drawing techniques to imply texture? 4. How do great artists use texture in their work? Van Gogh/ Monet. 5. How can I use implied texture to create my own landscape drawing? To develop a wide range of art and design techniques in using colour,		**Form and Space** Compare work of Peter Callesen - Danish paper sculptor - with Pablo Picasso's 'guitar' sculpture, 1912, using cardboard as a medium. 1. What is sculpture? 2. How can I create a 3Ddrawing? 3. What techniques can I use to create a sculpture using paper and card? 4. Who is Peter Callensen and what does he create? I can talk about the work of artists, crafts makers and designers, making confident comparisons.		**Tone and Colour** – painting Use tints/ shades to paint a sea picture, taking inspiration from the artist **Catherine Kennedy.** 1. How do artists represent the sea? 2. What do waves look like, and how can I portray this in my work? 3. How can I use tints/ tones to change colours? 4. What effect does adding highlights have on my work?

		pattern, texture, line, shape, form and space. I can represent implied texture in my work through mark making Clay work I can cut, join and mark clay to make a Christmas clay ornament or decoration. I can understand how to join malleable materials, and can use modelling tools with safety and precision I can use my knowledge of materials to make decisions about the best way to cut, shape and join them when making a product		I can make clear links between the skills used by artists, crafts makers and designers, and my own work. I can understand and explain the difference between 2D and 3D art forms		5 & 6. How can I use my learning to create my own painting of the sea? Recap and dig deeper into the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. I can create tints and shades of colours by adding white or black. I can talk about the work of artists, crafts makers and designers, making confident comparisons I can make clear links between the skills used by artists, crafts makers and designers, and my own work I can recognise and name primary and secondary colours I can mix paint to create secondary colours of my choice with a growing level of confidence I can confidently give feedback to others to help them to develop their ideas
Geography *Kapow planning*	**Would you prefer to live in a hot or cold place?**		**Why is our world wonderful?** 6 lessons		**What is it like to live by the coast?** 6 lessons	

	6 lessons Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country. Describing what physical features may occur in a hot place in comparison to a cold place. Locating some hot and cold areas of the world on a world map. Locating the Equator and North and South Poles on a world map. Locating hot and cold areas of the world in relation to the Equator and the North and South poles. Using a world map, globe and atlas to locate all the world's seven continents on a world map. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Recognising human features on aerial photographs and plan perspectives.		Locating all the world's seven continents on a world map. Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live in. Confidently locating the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human and physical) of the four capital cities of the UK. Showing on a map the city, town or village where they live in relation to their capital city. Describing the key physical features in a local river area using basic geographical vocabulary. Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK. Using a world map, globe and atlas to locate all the world's seven continents on a world map. Using a world map, globe and atlas to locate the world's five oceans. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.		Showing on a map the oceans nearest the continent they live in. Locating the surrounding seas of the UK on a map of this area. Confidently locating the capital cities of the four countries of the UK on a map of this area. Describing the key physical features of a coast and how it changes over time using subject-specific vocabulary. Describing and understanding the differences between a city, town and village. Describing the key human features of a coast and how it changes over time using subject-specific vocabulary. Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, W) to describe the route on a map. Using a map to follow a prepared route.	

	Recognising physical features on aerial photographs and plan perspectives. Recognising there are different ways to answer a question. Asking and answering simple questions about human and physical features of the area surrounding their school grounds.		Using locational language and the compass points (N, S, E, W) to describe the route on a map. Recognising landmarks of a city studied on aerial photographs and plan perspectives. Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. Drawing a map and using class agreed symbols to make a simple key. Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. Finding a given OS symbol on a map with support. Beginning to draw objects to scale (e.g. show the school playground is smaller than the school or school field). Using an aerial photograph to draw a simple sketch map using basic symbols for a key. Discussing the features they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area		Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. Asking and answering simple questions about human and physical features of the area surrounding their school grounds. Collecting quantitative data through a small survey of the local area/school to answer an enquiry question Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data. To know that a sea is a body of water that is smaller than an ocean. To know that there are four bodies of water surrounding the UK and to be able to name them.	

			surrounding their school grounds. Classifying the features they notice into human and physical with teacher support. Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data.			
History *Units from Historical Association*		**Great Fire of London** To know about significant events in History.		**George Stephenson** To know about significant people in History.		**The Story of Our High Street** Changes within living memory.
Music *Recorders and singing taught each week*	Musical Composition involving Body Percussion Experiment with Music I can compose simple pieces using different notation	Christmas songs Musical composition based on The Snowman Untuned instruments I can name most percussion instruments I can play a simple rhythm on two different percussion instruments Singing I can sing songs on my own and with others and explain how I work with others I can recognise phrases and know when to breathe	Listening Skills – Ravel Bolero Listen with concentration I can listen with concentration and understanding to a range of high-quality live and recorded music	Gamelan Music from Indonesia Easter Performance Listen with concentration I can talk about how a piece of music made me feel I can compare two pieces of music using some musical vocabulary Dynamics – loudness and softness in music. I can sing both soft and loud	Carnival Composition Experiment with Music I can compose simple pieces using different notation I can use computer software to compose a short piece of music I can recognise and incorporate the dimensions of music on my compositions (e.g. dynamics, tempo, timbre, texture)	Leavers' Performance Songs Singing Recorders I can sing songs on my own and with others and explain how I work with others I can recognise phrases and know when to breathe I understand how the volume and pitch of my voice changes

		I understand how the volume and pitch of my voice changes I can begin to show changes in pitch using the movement of my hands I can think about lyrics and change how my voice sounds		I can use my voice to get gradually louder and quieter with finesse		I can begin to show changes in pitch using the movement of my hands I can think about lyrics and change how my voice sounds

Knowledge is indicated in red

Skills are indicated in green

Termly Foundation assessments are highlighted yellow