



Year 2 Long Term Plan 2025/26

Personal development of our pupils is weaved throughout our curriculum. We aim to develop our pupils as responsible, rounded members of society who are prepared for, and contribute to, life in modern Britain and have a clear understanding of fundamental British values. We look for opportunities to do so within and beyond the curriculum subjects taught. Where personal development opportunities are planned for, this is highlighted in yellow.

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Half Termly Value | Respect | Generosity | Honesty | Forgiveness | Compassion | Patience |
| English Reading | <p>Class Reader Matilda</p> <p>Fiction The Tin Forest</p> <p>Non-Fiction The Poppy Lady, Moina Michael</p> <p>Poetry Turn the Teacher Purple</p> | <p>Class Reader The Midnight Gang</p> <p>Fiction The Owl who was Afraid of the Dark</p> <p>Non-Fiction Fantastically Great Women Who Changed the World</p> <p>Poetry First Snow in the Street</p> | <p>Class Reader Mr Popper's Penguins</p> <p>Fiction After the Fall</p> <p>Fiction The True Story of the Three Little Pigs!</p> <p>Poetry The Fight of the Year</p> | <p>Class Reader Charlotte's Web</p> <p>Fiction The Robot and the Bird</p> <p>Fiction Traction Man</p> <p>Poetry Stocking and Shirt</p> | <p>Class Reader On Board the Titanic</p> <p>Non-Fiction Titanic: The Disaster that shook the World</p> <p>Fiction There's a Rang Tan in my Bedroom</p> <p>Poetry It Starts with a Seed</p> | <p>Class Reader The Adventures of the Wishing Chair</p> <p>Fiction The Day the Crayons Quit</p> <p>Fiction George's Marvellous Medicine</p> <p>Poetry At the Seaside</p> |
| | English Writing | <p>Adventure The Dragon Machine</p> <p>Setting Narrative The Night Gardener</p> | <p>Narrative The Owl who was Afraid of the Dark</p> <p>Non-Chronological Report The Owl who was Afraid of the Dark</p> | <p>Poetry Wonderful Winter</p> <p>Twist on a Traditional Tale Narrative Little Red Reading Hood</p> | <p>Finding Narrative Bog Baby</p> <p>Instructions Bog Baby - Building a Habitat</p> | <p>Newspaper Report Grandad's Secret Giant</p> <p>Non-Chronological Report There's a Rang Tan in my Bedroom</p> |

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| | Diary The Night Gardener | | | | | |
| SPaG | <ul style="list-style-type: none"> Use of co-ordination (and, but, or) to write compound sentences. Write sentences including capital letters and full stops. Identifying nouns, adjectives and verbs Use of commas to separate items in a list. Use of noun phrases | <ul style="list-style-type: none"> Demarcate some sentences with capital letters and full stops Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses Time connectives Verbs (bossy verbs) | <ul style="list-style-type: none"> Use past and present tense mostly correct throughout writing Some use of verbs to mark in progress e.g. She is drumming. Apostrophes for contractions. | | | |
| Maths | <p>White Rose Number and Place Value Addition and Subtraction</p> <p>Fluency: Counting in 1s from any number to 100, forwards and backwards</p> <p>Count in 10s from any number forwards and backwards, start with multiples</p> <p>Count in 10s from any two-digit number</p> | <p>White Rose Addition and Subtraction Shape</p> <p>Fluency: Number bonds to 10, 20 and 100</p> <p>Give a 2 digit number, count on 23 eg. 56, 66, 76, 77,78, 79 repeat counting backwards. Repeat with other two-digit numbers</p> <p>2D/3D Shapes I Know video - YouTube</p> | <p>White Rose Money Multiplication and Division</p> <p>Fluency: Double 2p, double 5p, double 15p etc</p> <p>Counting in 2s, 5s, 10s and 3s - forwards and backwards</p> <p>Halve numbers to 20 2x table</p> <p>4x table</p> <p>(double the 2x table)</p> | <p>White Rose Length/Height Mass, Capacity and Temperature</p> <p>Fluency: Estimate</p> <p>Reading Scales</p> <p>Measurement maths powerpoint quiz</p> | <p>White Rose Fractions Time Arithmetic/Reasoning KSI SATs</p> <p>Fluency: Number bonds to 10, 20 and 100</p> <p>1/4, 2/4, 3/4, 4/4 1/2, 2/2 1/3, 2/3, 3/3 2/4 = 1/2</p> <p>Count around a clock 5 (5 past) 10 (10 Past) 15 (quarter past) 20 (20 past) etc.</p> | <p>White Rose Statistics Position/Direction</p> <p>Fluency: Estimate</p> <p>Bar charts Tally</p> <p>Left turn/right turn Forwards/backwards instructions</p> |



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| | <p>Count in 2s forwards and backwards</p> <p>Count in 5s forwards and backwards</p> | <p>TTRock Stars</p> <p>Moon Maths</p> <p>Primary Resources website</p> | | | <p>Say a 2-digit number and add a variety of multiples of 10</p> <p>23 + 4 tens</p> <p>56 + 2 tens</p> <p>71 - 3 tens</p> <p>2 times table</p> <p>division facts and halving</p> | |
| RE | <p>Branch 1</p> <p>Creation and Covenant</p> | <p>Branch 2</p> <p>Prophecy and Promise</p> | <p>Branch 3</p> <p>Galilee to Jerusalem</p> | <p>Branch 4</p> <p>Desert to Gardens</p> | <p>Branch 5</p> <p>To the Ends of the Earth</p> | <p>Branch 6</p> <p>Dialogue and Encounter</p> |
| Science | <p>Uses of Everyday Materials</p> | <p>Uses of Everyday Materials</p> <p>Living Things and Their Habitats</p> | <p>Living Things and Their Habitats</p> | <p>Animals including Humans</p> | <p>Animals including Humans</p> <p>Plants</p> | <p>Plants</p> |
| <p>Computing</p> <p>E-Safety</p> | <p>Programming - My Robot Helper</p> | <p>Storytelling with AR</p> | <p>Photography - Simple Photoshopping</p> | <p>Presentation - Speech Bubble Pictures</p> | <p>AI Advantages Video</p> | <p>Programming - Algorithms with Bee Bot App</p> |
| <p>Curriculum</p> <p>History / Geography</p> | <p>Continents & Oceans of the World</p> | <p>Great Women who Changed the World</p> <p>Mary Anning</p> <p>Monia Michael</p> | <p>Comparing Hot & Cold Places in the World</p> | <p>Local History</p> <p>Our Town: Then and Now</p> | <p>Significant event from the past - The RMS Titanic</p> | <p>Comparing St Helens to a town or city in Africa</p> |

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| | | Rosa Parks | | | | |
| Art/DT | <p>Drawing: Understanding Tone and Texture</p> <p>Exploring how artists use tone and texture and applying these techniques in observational drawings.</p> | <p>Structures: Baby Bear's Chair</p> <p>Explore stability and methods to strengthen structures, to understand Baby Bear's chair weaknesses and develop an improved solution.</p> | <p>Painting and Mixed Media: Life in Colour</p> <p>Explores primary and secondary colours, colour mixing and creating textures using different tools. Encourages exploration of collage techniques to experiment with materials evaluate artistic choices. Develops children's understanding of colour, texture and composition in art.</p> | <p>Mechanisms: Fairground Wheel</p> <p>Designing and creating a functional fairground wheel so that the wheel rotates and the structure stands freely.</p> <p>Invite parents into to school to see the children's work</p> | <p>Sculpture and 3D: Clay Houses</p> <p>Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response.</p> <p>Invite parents into to school to see the children's work</p> | <p>Mechanisms: Making a Moving Monster</p> <p>Explores levers, linkages and pivots through existing products and experimentation, using this research to construct and assemble a moving monster.</p> <p>Invite parents into to school to see the children's work</p> |
| PE | <p>Ball Skills</p> <p>Fundamentals</p> | <p>Sending and Receiving</p> <p>Gymnastics</p> | <p>Fitness</p> <p>Team Building</p> | <p>Striking and Fielding Games</p> <p>Fitness</p> | <p>Target Games</p> <p>Yoga</p> | <p>Net and Wall Games</p> <p>Athletics</p> |
| Music | <p>Musical Spotlight: Pulse, Rhythm and Pitch</p> <p>Social Question: How</p> | <p>Musical Spotlight: Playing in an Orchestra</p> <p>Social Question: How Does Music Teach Us</p> | <p>Musical Spotlight: Exploring Sounds</p> <p>Social Question: How Does Music Make the</p> | <p>Musical Spotlight: Recognising Different Sounds</p> <p>Social Question: How Does Music Teach Us</p> | <p>Musical Spotlight: Exploring Improvisation</p> <p>Social Question: How Does Music Make Us</p> | <p>Musical Spotlight: Our Big Concert</p> <p>Social Question: How Does Music Teach Us</p> |

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| | <p>Does Music Help Us to Make Friends?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A</p> | <p>About the Past?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B\flat, B</p> | <p>World a Better Place?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F\sharp, G, A</p> | <p>About Our Neighbourhood?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B\flat, B</p> | <p>Happy?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B\flat, B</p> | <p>About Looking After Our Planet?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F\sharp, G, A, B\flat, B</p> |
| <p>PSHE PATHS</p> | <ul style="list-style-type: none"> - Establishing a Positive Classroom Environment - Introduction to Feelings and Behaviour | <ul style="list-style-type: none"> - Self-Control and Anger Management - Anger Management and Problem Solving | <ul style="list-style-type: none"> - Anger Management and Problem Solving - Friendship and Feeling Lonely | <ul style="list-style-type: none"> - Friendship and Feeling Lonely - Manners and Listening to Others | <ul style="list-style-type: none"> - Manners and Listening to Others - Feelings /Emotions/ Behaviours | <p>Revisit topics to meet needs of the class</p> |
| <p>PSHE No Outsiders</p> | <p>Can I Join your Club?</p> | <p>How to be a Lion</p> | <p>The Great Big Book of Families</p> | <p>The Great Big Book of Families</p> | <p>What the Jackdaw Saw</p> | <p>All are Welcome</p> |