

# Year 2 Long Term Plan 2024/25

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><b>Class Reader</b><br/><b>Fiction</b><br/>Pet Quest</p> <p><b>Non-Fiction</b><br/>The Poppy Lady,<br/>Moina Michael</p> <p><b>Poetry</b><br/>Turn the teacher purple</p> | <p><b>Class Reader</b><br/>Charlie and the Chocolate Factory</p> <p><b>Non-Fiction</b><br/>Fantastically Great Women Who Changed the World</p> <p><b>Poetry</b><br/>Winter is here</p> | <p><b>Class Reader</b><br/>Charlotte's Web</p> <p><b>Non-Fiction</b><br/>How to Help a Hedgehog and Protect a Polar Bear</p> <p><b>Fiction:</b><br/>Poles Apart</p> <p><b>Poetry</b><br/>Revolting Rhymes</p> | <p><b>Class Reader</b><br/>The Twits</p> <p><b>Non-Fiction</b><br/>The Life-cycle of a butterfly</p> <p><b>Fiction:</b><br/>Rang Tan in my Bedroom</p> | <p><b>Class Reader</b><br/>On Board the Titanic</p> <p><b>Non-Fiction</b><br/>Titanic: The Disaster that shook the World</p> <p><b>Fiction</b><br/>Grandpa's Garden</p> <p><b>Poetry</b><br/>Grandpas' Island</p> | <p><b>Class Reader</b><br/>The Adventures of the Wishing Chair</p> <p><b>Non-Fiction</b><br/>Where on Earth? Africa</p> <p><b>Fiction</b><br/>Handa's Surprise</p> <p><b>Poetry</b><br/>It Starts with a Seed</p> |
| English Writing   | <p><b>Narrative</b><br/>The Owl who was Afraid of the Dark</p> <p><b>Non-Chronological Report</b><br/>The Owl who was Afraid of the Dark</p>                                 | <p><b>Postcard</b><br/>Meercat Christmas</p> <p><b>Letter</b><br/>Dear Santa</p> <p><b>Poetry</b><br/>Winter</p>                                                                       | <p><b>Narrative-Twist on a Traditional Tale</b><br/>Little Red Riding Hood/ Three little wolves and the Big Bad Pig</p> <p><b>Persuasive Letter</b><br/>The Last Wolf</p>                                     | <p><b>Recipe</b><br/>Fruit Kebabs</p> <p><b>Wanted Poster</b><br/>Bog Baby</p> <p><b>Instructions</b><br/>How to look after a Bog Baby</p>             | <p><b>Recount/Diary</b><br/>Titanic</p> <p><b>Newspaper Report</b><br/>Titanic</p> <p><b>Poetry</b><br/>Grandpas' Island</p>                                                                                      | <p><b>Non-Chronological report</b><br/>A guide to Africa/ African animal fact file</p> <p><b>Adventure story</b><br/>The Journey</p> <p><b>Instructions</b><br/>Recipe for a</p>                                  |

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

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

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| Art/DT | <p><b>Painting and mixed media: Life in colour</b></p> <p>Developing colour mixing skills, learning about the work of artist Romare Bearden and creating textured papers using paint, children compose collages inspired by their exploration of colour and texture in the world around them.</p> | <p><b>Textiles: Pouches</b></p> <p>Learn how to sew a running stitch ready to design, make and decorate Christmas-themed pouches.</p> <p><b>Invite parents/community into school to do a needlework class with the children</b></p> | <p><b>Drawing: Tell a Story</b></p> <p>Using storybook illustration as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings.</p> | <p><b>Cooking and Nutrition: A Balanced Diet</b></p> <p>Learn about the food groups (carbohydrates, proteins, fruits and vegetables, dairy, oils and spreads) to understand a balanced diet to develop a healthy meal (healthy wrap).</p> <p><b>Invite families/community to make a healthy meal.</b></p> | <p><b>Structures: Baby Bear's Chair</b></p> <p>Explore stability and methods to strengthen structures, understand weaknesses and develop solutions.</p>                                              | <p><b>Sculpture and 3D: Clay Houses</b></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><b>Invite parents into to school to see the children's work</b></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><b>Musical Spotlight:</b> Pulse, Rhythm and Pitch</p> <p><b>Social Question:</b> How Does Music Help Us to Make Friends?</p> <p><b>Musical Learning:</b> Singing and listening are at</p>                                                                                                      | <p><b>Musical Spotlight:</b> Playing in an Orchestra</p> <p><b>Social Question:</b> How Does Music Teach Us About the Past?</p> <p><b>Musical Learning:</b> Singing and listening are at the heart of each</p>                      | <p><b>Musical Spotlight:</b> Exploring Sounds</p> <p><b>Social Question:</b> How Does Music Make the World a Better Place?</p> <p><b>Musical Learning:</b> Singing and listening are at the heart of each</p>               | <p><b>Musical Spotlight:</b> Recognising Different Sounds</p> <p><b>Social Question:</b> How Does Music Teach Us About Our Neighbourhood?</p> <p><b>Musical Learning:</b> Singing and listening are at</p>                                                                                                | <p><b>Musical Spotlight:</b> Exploring Improvisation</p> <p><b>Social Question:</b> How Does Music Make Us Happy?</p> <p><b>Musical Learning:</b> Singing and listening are at the heart of each</p> | <p><b>Musical Spotlight:</b> Our Big Concert</p> <p><b>Social Question:</b> How Does Music Teach Us About Looking After Our Planet?</p> <p><b>Musical Learning:</b> Singing and listening are at</p>                                                                                                                                                     |

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|              | <i>the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A</i>                                          | <i>lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B<math>\flat</math>, B</i> | <i>lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F<math>\sharp</math>, G, A</i> | <i>the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B<math>\flat</math>, B</i> | <i>lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B<math>\flat</math>, B</i> | <i>the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F<math>\sharp</math>, G, A, B<math>\flat</math>, B</i> |
| <i>PATHS</i> | <i>Four conceptual units across the year:<br/>Emotional understanding<br/>Self-control<br/>Social problem solving<br/>Peer relations and self-esteem</i> |                                                                                                                       |                                                                                                                     |                                                                                                                                         |                                                                                                                       |                                                                                                                                                               |