



Long Term Plan Year 2 (2025-2026)

Year 2	Autumn 1		Autumn 2	
RE	Creation & Covenant		Prophecy & Promise	
English	Stories in familiar settings Non-chronological reports Whole class reading: The Day the Crayons Came Home		Instructions Poetry with a theme: Nonsense poetry Recounts Whole class reading: The Twits	
Maths	Number: Place Value	Number: Addition and Subtraction		Geometry: Properties of shape.
IPC	Brainwave: Metacognition	Super Humans	From A to B	
	Goals: <u>Knowledge</u> <ul style="list-style-type: none"> Following strategies to manage our emotions. Applying metacognitive strategies to improve our learning. The diversity of the human race. <u>Enquiry types</u> <ul style="list-style-type: none"> Research using secondary sources <u>Working scientifically</u> <ul style="list-style-type: none"> Asking simple questions and recognising that they 	Science: <u>Knowledge</u> <ul style="list-style-type: none"> The bodies of humans and animals. The senses and the organs connecting to them. What living things need to survive. Food groups and how food gives us energy. <u>Enquiry types</u> <ul style="list-style-type: none"> Research using secondary sources Pattern seeking Identifying, classifying and grouping 	Geography: <ul style="list-style-type: none"> How we travel to school How we can use maps to record our journey Travel to – and around – different countries History: <ul style="list-style-type: none"> Changes within living memory Interviews and eyewitness accounts as a primary historical source Timelines that show when different types of transport were invented Art: <ul style="list-style-type: none"> How to make our own artwork to capture speed and movement. Music: <ul style="list-style-type: none"> KS1 Nativity 	

	can be answered in different ways.	<u>Working scientifically</u> <ul style="list-style-type: none">• Asking simple questions and recognising that they can be answered in different ways.• Performing simple tests & identifying and classifying, Design, Technology and Innovation: <ul style="list-style-type: none">• Designing products that are able to do a particular job.	
PSHE	Created and loved by God	Created and loved by God	
PE	Multiskills	Multiskills/ Gymnastics	
Computing	Computing systems and networks: Internet Safety and IT around us 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	Creating media: Digital photography	

Year 2	Spring 1		Spring 2	
RE	Galilee to Jerusalem		Desert to Garden	
English	Poetry: Poetry based on a theme – Habitats/Transport Persuasion Whole class read: Fantastic Mr Fox		Traditional tales (fables) Fairy tales	
Maths	Measurement: Money	Number: Multiplication and division	Measurement: Length and Height	Measurement: Mass, capacity and temperature
IPC	Live and Let Live		Buildings	
	Science: <u>Knowledge</u> <ul style="list-style-type: none"> What animals and humans need to survive and grow. How living and nonliving things are different. How humans and animals grow and change. How to carry out a survey of living things. How to attract wildlife to our environment. <u>Enquiry types</u> <ul style="list-style-type: none"> Pattern seeking Identifying, classifying and grouping <u>Working scientifically</u> <ul style="list-style-type: none"> Performing simple tests & identifying and classifying, Asking simple questions and recognising that they can be answered in different ways. Gathering and recording data to help in answering questions. Design, Technology and Innovation: <ul style="list-style-type: none"> Choose and use suitable materials (bug hotel) 		Art: <ul style="list-style-type: none"> Refine sketching skills (to make observations of local buildings) Experiment with watercolours Consider the effect of colour mixing to create different effects Explore simple mono printing techniques Use digital media eg: taking photos on iPads to convey different perspectives Look at a variety of types of source material and understand the differences Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. Look at artists who use different styles of art to depict cities. History: <ul style="list-style-type: none"> Identify features of buildings in the past compared to today. Consider changes to building materials. identify and explain differences between old and modern buildings in the local area. Geography: <ul style="list-style-type: none"> Identify features of different homes around the world. 	

	<ul style="list-style-type: none"> Evaluate against design criteria <p>Geography:</p> <ul style="list-style-type: none"> Using maps to find places where plants and animals live. <p>International:</p> <ul style="list-style-type: none"> Animals that are endangered (homework project) How we look after the young and the old. 	<ul style="list-style-type: none"> What influenced the design of homes around the world. <p>Design, Technology and Innovation:</p> <ul style="list-style-type: none"> Know that design is driven by a purpose Be able to generate a design Be able to design products, taking inspiration from another source Be able to produce a final design proposal Be able to use a range of tools and techniques following guidance from an adult Know the risks to self and others when using tools Be able to build structures, exploring how they can be made stronger and meet a design need. <p>Science: <u>Knowledge</u></p> <ul style="list-style-type: none"> How to test the strength of structures. How we can support structures and make them more stable. <p><u>Enquiry types</u></p> <ul style="list-style-type: none"> Observing over time Comparative and fair testing <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> Using observations and ideas to suggest answers to questions. Observing closely, using simple equipment <p>Music - Infant Music Festival</p>
PSHE	Created to love others	Created to love others

PE	Forest School/ Gymnastics	Fundamental skills
Computing	<p>Creating media: Digital music</p> <p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p>To say how music can make us feel</p> <p>To identify that there are patterns in music</p> <p>To experiment with sound using a computer</p> <p>To use a computer to create a musical pattern</p> <p>To create music for a purpose</p> <p>To review and refine our computer work</p>	<p>Data and information: Pictograms</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>To recognise that we can count and compare objects using tally charts</p> <p>To create a pictogram</p> <p>To select objects by attribute and make comparisons</p> <p>To recognise that people can be described by attributes</p> <p>To explain that we can present information using a computer</p>

Year 2	Summer 1		Summer 2	
RE	To the ends of the Earth		Dialogue & Encounter	
English	Introduction to plays Extended stories Whole class reading: The Sheep Pig		Poetry: Poetry based on observation Recounts	
Maths	Number: Fractions	Measurement: Time	Statistics	Geometry: Position and direction
IPC	Time Travellers - Great Fire of London		What a Wonderful World!	
	<p>History:</p> <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Use artefacts, pictures and stories to find out about the past. Explore how a person from history might have been feeling. Describe a significant local historical event. Look at the achievements of important scientists and inventors. Learn how to order a group of objects from old to new and look at the reasons technology changes over time. <p>Science:</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p><u>Enquiry types</u></p> <ul style="list-style-type: none"> Identifying, classifying & grouping. 		<p>Geography:</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	

	<ul style="list-style-type: none"> ● Pattern seeking. <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> ● Performing simple tests & identify & classify. ● Gather and record data to help in answering questions. <p>Art:</p> <ul style="list-style-type: none"> ● Explore the work of an artist and make links to your own work. ● Use drawing and painting skills to depict your understanding of the Great Fire of London. <p>Design, Technology and Innovation:</p> <ul style="list-style-type: none"> ● Recreate nostalgic flavours. 	
PSHE	Created to live in community	Created to live in community
PE	Athletics	Sports day/Forest school
Computing	<p>Programming A: Robot algorithms</p> <ul style="list-style-type: none"> ● I can follow instructions given by someone else ● I can choose a series of words that can be acted out as a sequence ● I can give clear instructions ● I can use the same instructions to create different algorithms ● I can use an algorithm to program a sequence on a floor robot ● I can follow a sequence ● I can predict the outcome of a sequence ● I can compare my prediction to the program outcome ● I can explain the choices that I made for my mat design ● I can identify different routes around my mat ● I can create an algorithm to meet my goal 	<p>Programming B: An introduction to quizzes</p>

	<ul style="list-style-type: none">• I can use my algorithm to create a program• I can test and debug each part of the program	
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