



	Autumn 1 8 Weeks	Autumn 2 8 Weeks	Spring 1 5 Weeks	Spring 2 5 Weeks	Summer 1 7 Weeks	Summer 2 7 Weeks
Theme:	The Day the Crayons Quit	Victorians	The Natural World	Fire, Fire	Amazing Africa	Beatrix Potter
Learning Visit/ In school visitors	Church - Harvest Festival - Year 2 lead	Church – Christmas Carols – Year 2 lead St John's House	Visitors: DT - car engineer Vist (process of designing cars) RE – Salvation Army / Mrs Renata (How show they care for others)		Walk to the Library? Severn Trent workshop	

ENGLISH						
Traditional Tales	The Emperor's New Clothes The Pied Piper	Rumpelstiltskin Babushka	The Town Mouse and the Country Mouse Hansel and Gretel	Beauty and the Beast Pinocchio	Stone Soup Peter Pan	Gingerbread Man The Runaway Pancake
Phonics LEVEL 6 Twinkl phonics	1. 'y' saying /igh/ 2. 'dge' and 'ge' saying /j/ 3. adding -es to words ending in y 4. 'gn' saying /n/ 5. 'kn' saying /n/ 6. adding -ed, -ing to words ending in y 7. 'wr' saying /r/	8. 'le' saying /l/ 9. adding -er, -est to words ending in y 10. 'el' saying /l/ 11. 'al' and 'il' saying /l/ 12. adding -ed, -er to words ending with e 13. 'eer' saying /ear/ 14. ture 15. adding -est, -y to words ending with e	16. 'mb' saying /m/ 17. 'al' saying /or/ 18. adding -ing, -ed to CVC, CCVC 19. 'o' saying /u/ 20. 'ey' saying /ee/	21. adding -er, -est, -y to CVC and CVCC words 22. contractions 23. 'war' saying /wor/ 'wor' saying /wur/ 24. suffixes -ment, -ness 25. s' saying /zh/	26. wa' saying /wo/ and 'qua' saying /quo/ 27. suffixes -ful, -less, -ly 28. homophones/ near homophones 29. prefix dis	application of Phonics
GPS Taught discreetly on Monday and reinforced in English lessons throughout the week	National Curriculum: use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use: <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English 					

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	<ul style="list-style-type: none"> use and understand the grammatical terminology in English Appendix 2 in discussing their writing. 					
	1. capital letters and full stops 2. proper nouns (names) 3. plural nouns 4. alphabetical order (1) - first/ second letter 5. alphabetical order (2) - second/ subsequent letters 6. verbs 7. adverbs	8. common nouns (revision) 9. adjectives and expanded noun phrases 10. commas in lists 11. capital letters for place names 12. regular past tense 13. regular present tense 14. question marks and commands	16. using a dictionary (1) – finding definitions 17. coordinating conjunctions 18. irregular past tense 19. exciting words (1) – alt words for said 20. exclamation marks (to show emotion/ shouting)	21. improving sentences (1) - adjectives and nouns 22. contractions 23. subordinating conjunctions 24. improving sentences (2) – verbs and adverbs 25. exciting words (2) – using a thesaurus	26. possessive apostrophe 27. improving sentences (2) - when, if, because 28. speech marks 29. commas in speech 30. using a dictionary (2) – checking spellings	application of GPS
Handwriting TWINKL handwriting scheme 2 discreet handwriting lessons per week Year 2 to complete step 4 and 5 Lesson 1=4 Lesson 2=5 Handwriting to be reinforced through all other learning Flexible based on assessment in each class	National Curriculum references: <ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters. 					
	The Curly Caterpillar Family (c, a, d, e, s and g)	The Curly Caterpillar Family (f, q and o)	The Ladder Family (l, i, u, t, y and j)	The One-Armed Robot Family (n, m and h)	The One-Armed Robot Family (k, b, p and r)	The Zigzag Monster Family (z, v, w and x)

Writing	National Curriculum references Transcription: Spelling (see English Appendix 1) Pupils should be taught to: spell by: <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book]
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	<ul style="list-style-type: none"> distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly apply spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. <p>Composition:</p> <p>Pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events /writing poetry / writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear 					
	<p>English Genres from the Comprehension Sections of the 2014 Curriculum</p> <ul style="list-style-type: none"> Contemporary and classic poetry Stories and non-fiction Fairy stories and traditional tales Non-fiction books that are structured in different ways 					
	<ul style="list-style-type: none"> Letter Story Poem Biography 	<ul style="list-style-type: none"> Biography Non-Chronological report/recount Poem 	<ul style="list-style-type: none"> Narrative Leaflet <i>Poetry (GR)</i> 	<ul style="list-style-type: none"> Narrative Poem Letter 	<ul style="list-style-type: none"> Brochure (non-fiction persuasion) Poem Instructions Blurb Letter 	<ul style="list-style-type: none"> Narrative Biography Character booklet
Spoken Language	<p>Listen and respond appropriately to adults and their peers:</p> <ul style="list-style-type: none"> ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 					



	<ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication 					
Reading Whole class reading 1:1 reading each half term 1:1 reading interv.	National Curriculum references: Reading – word reading <ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading. Reading – comprehension <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear understand both the books that they can already read accurately and fluently and those that they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 					
Maths Blast	Week 1 – Stage 1 Book 1 Subitising 1-5 Week 2 – Stage 1 Book 2 Subitising 6-10	Week 1 - Stage 4 Book 1 – Ten and Bit Week 2 - Stage 4 Book 1 – Ten and Bit	Week 1 - Stage 5 – Book 2 – Make 10 and then addition	Week 1 Stage 5 – Book 3 - More doubles and near doubles	Week 1 - Stage 5, Book 5 – Strategy Selection Week 2 - Stage 5, Book 5 – Strategy Selection	Week 1 – Stage 6 Book 3 – Calculating with tens Week 2 - Stage 6 Book 3 – Calculating with tens 1 day assessment

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	<p>Week 3 – Stage 1 Book 2/Stage 1 Book 3 Subitising with tens frame</p> <p>Week 4 – Stage book 9 Strategy Selection</p> <p>Week 5 - Stage book 9 Strategy Selection</p> <p>Week 6 - Stage book 9 Strategy Selection</p> <p>Week 7 - Stage book 9 Strategy Selection (2 days assessment)</p>	<p>Week 3 – Stage 4 Book 1 – Ten and Bit + 1 day assessment</p> <p>Week 4 - Stage 5 – Book 1 – Make 10 and then addition</p> <p>Week 5 - Stage 5 – Book 1 – Make 10 and then addition</p> <p>Week 6 - Stage 5 – Book 1 – Make 10 and then addition</p> <p>Week 7 - Stage 5 – Book 1 – Make 10 and then addition (2 days assessment/consolidation)</p>	<p>Week 2 - Stage 5 – Book 2 – Make 10 and then addition</p> <p>Week 3 – Stage 5 – Book 2 – Make 10 and then addition</p> <p>Week 4 - Stage 5 – Book 2 – Make 10 and then addition (2 days assessment/consolidation)</p> <p>Week 5 Stage 5 – Book 3 - More doubles and near doubles</p>	<p>Week 2 Stage 5 – Book 3 - More doubles and near doubles</p> <p>Week 3 Stage 5 – Book 3 - More doubles and near doubles (1 day)</p> <p>Week 4 – Stage 5, Book 4 - Adjusting</p> <p>Week 5 - Stage 5, Book 4 - Adjusting</p>	<p>Week 3 - Stage 5, Book 5 – Strategy Selection 1 day assessment</p> <p>Week 4 – Stage 6 Book 1 – Calculating with multiples of 10</p> <p>Week 5 - Stage 6 Book 1 – Calculating with multiples of 10 1 day assessment</p> <p>Week 6 – Stage 6 – Book 2, calculating with Ones</p> <p>Week 7 - Stage 6 – Book 2, calculating with Ones 1 day assessment</p>	<p>Week 3 – Stage 6 Book 4 Make the next ten and then</p> <p>Week 4 - Stage 6 Book 4 Make the next ten and then 1 day assessment</p> <p>Week 5 Stage 6 Book 4 Make the previous 10 and then</p> <p>Week 6 Stage 6 Book 4 Make the previous 10 and then 1 day assessment</p> <p>Week 7- Stage 5 and 6 teaching and consolidation</p>
Maths	<p>2A – Unit 1 Numbers to 100 (17 lessons)</p> <p>2A – Unit 2 Addition and subtraction (13 lessons)</p> <p>2A – unit 3 Addition and subtraction 2 (12 lessons)</p> <p>2A – unit 4 Properties of shapes (12 lessons)</p> <p>58 lessons</p>		<p>2B – Unit 5 Money (10 lessons)</p> <p>2B – Unit 6 Multiplication and Division 1 (8 lessons)</p> <p>2B – Unit 7 Multiplication and Division 2 (10 lessons)</p> <p>2B – Unit 8 Length and Height (5 lessons)</p> <p>2B – Unit 9 Mass Capacity and Temperature (8 lessons)</p> <p>41 lessons</p>		<p>2C – Unit 10 Fractions (12 lessons)</p> <p>2C – Unit 11 Time (5 lessons)</p> <p>2C – Unit 12 Problem Solving (11 lessons)</p> <p>2C – Unit 13 Position and Direction (5 lessons)</p> <p>2C – Unit 14 Statistics (7 lessons)</p> <p>40 lessons</p>	
Science	<p>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.</p>	<p>To describe the importance of exercise, eating the right amounts of different types of food and hygiene.</p>	<p>To explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>To describe how animals obtain their food from plants and other animals, using the idea of a simple</p>	<p>To 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><i>To identify and name a variety of plants and animals in their habitats, including microhabitats.</i></p>	<p>To observe and describe how seeds and bulbs grow into mature plants.</p> <p>To Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>

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			food chain, and identify and name different sources of food.	To notice that animals, including humans, have offspring which grow into adults		
Science skills	Questioning	Hypothesising	Measuring	Predicting	Communicating	Fair tests
Key scientists	John McAdam	Alexander Flemming	Rosalind Franklin	Charles H Turner	Jane Colden	Professor Stephen Hawking

GEOGRAPHY	<p>Understand that a world map shows all the countries in the world. Identify The United Kingdom on a world map and countries where members of the class come from, as well as countries of significant linked to learning in other subjects. Name and locate the world's seven continents. Name and locate the world's five oceans.</p> <p>Maps to include: OS maps Google maps Birds eye view maps</p> <p>To identify seasonal and daily weather patterns in the United Kingdom. (Autumn)</p> <p>Environmental impact Interconnections Space Place</p> <p><u>Fieldwork</u> Collecting colours outside link to weather patterns</p>	<p><i>REVISIT</i> <i>Countries in UK</i> <i>Name and locate seven continents and oceans</i></p>	<p>To identify seasonal and daily weather patterns in the United Kingdom.(Winter)</p> <p>Identify the location of cold and hot areas of the world in relation to the Equator and the North and South Poles</p> <p>Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map. Use aerial photographs of and plan perspectives to recognise landmarks and basic human and physical features Devise a simple map Use and construct basic symbols in a key.</p> <p>Interconnections Place Environment Scale</p> <p><u>Fieldwork</u></p>	<p><i>REVISIT</i> <i>Seasonal weather patterns</i> <i>Locations of hot and cold areas of the world in relation to the equator</i></p> <p><i>Countries in UK</i> <i>Name and locate seven continents and oceans</i></p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of The United Kingdom (Leamington,) and of a small area in a contrasting non-European country (Bo) Compare Leamington and Bo (types of buildings, traffic, climate (revisit from Year 1) and vegetation.</p> <p>Identify and name the human and physical features of the two localities studied (Leamington and Bo)</p> <p>To identify seasonal and daily weather patterns in the United Kingdom.(Spring)</p> <p>Cultural Awareness Scale Place Space</p> <p><u>Fieldwork</u></p>	<p><i>REVISIT</i> <i>Human and physical features in Leamington Spa and Bo</i></p> <p><i>Seasonal weather patterns</i> <i>Locations of hot and cold areas of the world in relation to the equator</i></p> <p><i>Countries in UK</i> <i>Name and locate seven continents and oceans</i></p>
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	Compare roads on different continents – link to John McAdam		Taking temperatures around school		Vegetation walk and comparison	
Ongoing	<p>Use basic geographical vocabulary to refer to key physical and human features: <i>Revise:</i> <i>Beach, Forest, Hill, Sea, River, Season, Weather, Town, Farm, House, Shop, Mountain, Soil, City, Factory, Cliff, Coast, Port, Harbour,</i> <i>New vocabulary:</i> <i>Ocean, Valley, Vegetation, Village, Office</i> To identify seasonal and daily weather patterns in the United Kingdom. Use world maps, atlases and globes to identify The United Kingdom and its countries, as well as countries of significant to the children and learning, and the countries, continents and oceans studied at this key stage.</p>					
HISTORY	<p><i>REVISIT</i> <i>Yr 1 learning</i> <i>Recap timeline</i> <i>Moon landing</i> <i>To have knowledge of significant historical events, people and places in their own locality.</i></p> <p><i>Shakespeare</i> <i>significant historical events, people and places in their own locality.</i></p> <p><i>Identify similarities and differences between ways of life in different periods.</i></p>	<p>To have knowledge and understanding of events beyond living memory which are significant nationally or globally.</p> <p>Cultural Pastimes Invention and Technology Local study</p>	<p><i>REVISIT</i> <i>Recap the timeline.</i> <i>What is the significance of the Victorian era</i></p> <p><i>Victorians, cultural past times, rich and poor</i></p> <p><i>How Leamington changed during the Victorian period.</i></p>	<p>To have knowledge and understanding of events beyond living memory which are significant nationally or globally</p> <p>Power and leadership Invention and Technology</p>	<p><i>REVISIT</i> <i>Recap the timeline</i> <i>Discuss the impact of the fire of London.</i></p>	<p>To have knowledge and understanding of the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>To understand the difference between things that happened in the past and in the present including the impact this has had on change over time.</p> <p>To compare aspects of life in different periods using the lives of significant individuals.</p>
Ongoing History Skill	<p>Develop an awareness of the past, using common words and phrases related to the passing of time including: before xx, after xx, last year, xx years/days ago/before/after xx. E.G the Great fire of London burned for 5 days before being put out.</p> <p>They should know where the people and events they study fit within a chronological frame work using a timeline and use the language of before, after, between etc. to explain the order.</p>					



ART	<p>REVISIT Yr 1 learning</p> <p><i>Key artist: Frida Kahlo (yr1 artist)</i></p> <p>PAINTING key vocabulary to demonstrate knowledge and understanding - Primary colours, secondary colours, warm colours, cool colours, watercolour wash, brushstroke, acrylic paint.</p> <p>COLLAGE: Key vocabulary to demonstrate knowledge and understanding - Collage, squares, gaps, mosaic, features, cut, place, arrange.</p> <p>DRAWING: key vocabulary to demonstrate knowledge and understanding portrait, self-portrait, line drawing, landscape.</p>	<p>Printing</p> <p>Key Artist: William Morris</p> <p>To use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings.</p> <p>Design patterns of increasing complexity and repetition.</p> <p>Mimic print from the environment.</p> <p>Print using a variety of materials, objects and techniques</p>	<p>REVISIT printing Autumn 2</p> <p><i>Key Artist: William Morris</i></p> <p>Printing <i>Discuss the various techniques we used.</i></p> <p><i>Discuss the patterns they designed.</i></p>	<p>Sculpture</p> <p>Key Artist: Alice Mara</p> <p>To understand the safety and basic care of materials and tools. ONGOING</p> <p>To manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. To experiment with, construct and join recycled, natural and man-made materials more confidently.</p>	<p>REVISIT sculpture Spring 2</p> <p><i>Key Artist: Alice Mara</i></p> <p>Sculpture - <i>To understand the safety and basic care of materials and tools.</i> ONGOING</p> <p><i>Discuss the techniques used to create our sculpture and how to handle clay</i></p>	<p>Drawing</p> <p>Key Artist: Beatrix Potter</p> <p>To use different grades of pencil to sketch and shade.</p> <p>To record clearly observable light and dark areas.</p> <p>To draw shapes and lines to represent observations and ideas.</p> <p>To record some detail using lines and shading</p> <p>To apply pressure to tools to achieve tones.</p> <p>To work on a sustained drawing, reviewing and refining</p> <p>Painting – To stay within drawn lines when using a thin brush. Use colours that represent ideas To mix primary colours and use own colours in work (rather than premixed) To create different effects with brushes</p> <p>Beatrix Potter</p>
Ongoing skills	<p>Review what they and others have done and say what they think and feel about it e.g. annotate sketchbook (NOT over artwork, attach slips/post its)</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</p> <p>Begin to work in response to, or copy the style of different artists.</p>					



<p>DT</p>	<p>Choose the correct equipment to create my product and explain my choice independently.</p> <p>Choose suitable materials to create my product and can explain why these are most suitable.</p> <p>Cut, shapes accurately and join materials together.</p> <p>Join different materials in different ways.</p> <p>PENCIL CASES</p>	<p><i>Revisit</i> <i>What equipment and materials did we choose to create our pencil cases?</i></p> <p><i>How did we join the fabric?</i></p> <p><i>Explain the fastening.</i></p> <p><i>Talk about the embellishments you used.</i></p>	<p>Explore simple mechanisms such as a wheel or axle.</p> <p>Make my structures stronger, stiffer and more stable and describe how I did this.</p> <p>Model ideas by exploring materials and by making templates and mock- ups.</p> <p>VEHICLES</p>	<p><i>Revisit</i> <i>What mechanisms have we used?</i> <i>(levers/ axles and wheels)</i></p> <p><i>How did the axles and wheels work?</i></p> <p><i>How did you make the structure stronger/ stiffer?</i></p>	<p>Understand what makes a healthy diet and can describe some of the properties of the foods that I eat.</p> <p>Plan and create a dish using healthy ingredients and describe why my dish is healthy.</p> <p>Use tools to cut, chop, mix and slice safely with increasing independence.</p> <p>Prepare food safely and hygienically and can describe what this means.</p> <p>AFRICAN DISH</p>	<p><i>Revisit</i> <i>What is a healthy diet?</i></p> <p><i>Discuss the ingredients you used to make it a healthy dish.</i></p> <p><i>Discuss the tools you used.</i></p> <p><i>Recap how to prepare food safely and hygienically.</i></p>
<p>Ongoing skills</p>	<p>Describe how my product works.</p> <p>Evaluate what was successful.</p> <p>Suggest improvements and make changes to my design.</p> <p>Use my own experiences and conduct research to think of ideas for a product and discuss its features.</p> <p>Existing products</p> <ul style="list-style-type: none"> • What products are • Who products are for • How products work/are used • What materials products are made from • What they like and dislike about products <p>Design, create and label a plan and use ICT where needed.</p> <p>Talk through my plan</p> <ul style="list-style-type: none"> • say whether their products are for themselves or other users and consider the needs/preferences of other users • say how they will make their products suitable for their intended users • say how their products will work • use simple design criteria to help develop their ideas 					

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COMPUTING	<p>To use a range of software to create graphs, databases, stories and animation.</p> <p>To use technology to communicate (e.g., email, facetime, skype, blog post)</p>	<p>(2 lessons can be paired where appropriate)</p> <p>Evolve Self-image and identity - Lesson 1&2</p> <p>Online relationships: Lessons 1-7</p> <p>Online reputation: Lesson 1-3</p>	<p>To use a range of software to create graphs, databases, stories and animation.</p>	<p>(2 lessons can be paired where appropriate)</p> <p>Evolve Online bullying Lesson 1-3</p> <p>Managing online information Lessons 1-5</p> <p>Health, wellbeing and lifestyle Lessons 1-2</p>	<p>To write an algorithm using programming software (e.g., purple mash, logo, purple mash 2DIY)</p> <p>To debug an algorithm</p> <p>SCRATCH JUNIOR – YR2 REPEAT COMMANDS/ USING EMAIL ICON/ RECORD VOICES</p>	<p>(2 lessons can be paired where appropriate)</p> <p>Evolve Privacy and security Lesson 1-4</p> <p>Copyright and ownership Lesson 1-2</p>
Ongoing skills	<p>To use the internet for independent research. To use a range of apps independently. School online safety rules on first slide of each computing lesson</p>					
PSHE	<p>To understand that people and other living things have rights and everyone has a responsibility to protect those rights.</p> <p>To learn how they can contribute to the life of the classroom and the school. (Class/School Rules)</p> <p>To recognise how their behaviour can affect other people. What is fair /unfair/kind or unkind.</p> <p>To share their views and opinions with others.</p> <p>To learn and listening to others and play and work co-operatively. Resolving arguments through negotiation.</p>	<p>To learn about good and not so good feelings and to develop simple strategies for managing them.</p> <p>That bodies and feelings can be hurt.</p> <p>To learn the correct names for the main parts of the body and the similarities and differences between boys and girls.</p> <p>About rules and ways keeping physically and emotionally safe (including ICT, Road Safety, Fire ect)</p> <p>To recognise people who look after them and establishing a safe network to ask for help if</p>	<p>To understand the process of growing from young to old and how people's needs may change as they become more independent.</p> <p>To learn from their experiences, recognise and celebrate their strengths and set simple but challenging goals.</p> <p>To understand about change and loss and the associated feelings.</p>	<p>Learn what constitutes and how to maintain a healthy lifestyle including the benefits of physical activity, healthy eating and making healthy choices.</p> <p>To recognise what they like and dislike and how to make real informed choices that improve their physical and emotional health.</p> <p>Learn about the importance of maintaining personal hygiene and responsibilities they have for their own health.</p> <p>To learn how some diseases are spread and can be controlled</p>	<p>To understand that money comes from different sources and can be used for different purposes.</p> <p>To understand what improves and harms their local environment and how to develop strategies to conserve these.</p>	<p>To learn that they belong in various groups and communities such as family and school.</p> <p>To identify special people in their lives, what makes them special and how special people care for each other.</p> <p>To understand that marriage represents a formal and legally recognised commitment of two people which is intended to be lifelong.</p>

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	<p>To learn to identify and respect the differences and similarities between people (covered in R.E)</p> <p>To learn the difference between teasing and bullying that these are wrong and unacceptable and what to do if they need help.</p>	<p>they are worried about something</p> <p>To learn what is meant by 'privacy</p> <p>To understand what kind of physical contact is appropriate and inappropriate</p> <p>To learn the difference between secrets and surprises.</p> <p>To communicate their feelings to others and to recognise how others show feelings and how to respond</p>				
BLP	<p>REFLECTIVENESS - Meta learning</p> <p>Four "R's" (Resourcefulness, Relating, Resilience, Reflectiveness)</p> <p>RESILIENCE - Managing distractions</p> <p>RELATING - Collaboration</p> <p>RELATING - Imitation</p> <p>RELATING - listening</p>	<p>RESILIENCE – Noticing</p> <p>RESOURCEFULNESS – questioning</p> <p>Reasoning</p> <p>RESILIENCE – Absorption</p> <p>RESOURCEFULNESS – Capitalising</p> <p>REFLECTIVENESS – planning and revising</p>	<p>RESOURCEFULNESS – Imagining</p> <p>RESOURCEFULNESS – Making Links</p> <p>RELATING – Empathy</p> <p>RELATING – Interdependence</p> <p>REFLECTIVENESS - Distilling</p>	<p>Revisit</p> <p>Resourcefulness</p>	<p>Revisit</p> <p>Reflectiveness</p>	<p>Revisit</p> <p>Relating</p>
	Ongoing: three before me/ zone of challenge					
RE	<p><u>Key Question: 1.4 What can we learn from sacred books?</u></p> <p>Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</p> <p>Thematic learning.</p> <p>Theology.</p> <p>(Visit church, harvest)</p>	<p><u>Key Question: 1.10</u></p> <p>Who is a Sikh and how do they live?</p> <p>Living (Religious practices and ways of living; questions about values and commitments)</p> <p>Systematic learning.</p> <p>Human & Social Sciences.</p>	<p><u>Key Question: 1.8 How should we care for others and the world, and why does it matter?</u></p> <p>Living (Religious practices and ways of living; questions about values and commitments)</p> <p>Thematic learning. Human & Social Sciences.</p>	<p><u>Key Question: 1.6 How and why do we celebrate special and sacred times?</u></p> <p>Expressing (Religious and spiritual forms of expression; questions about identity and diversity)</p>	<p><u>Key Question: 1.2 Who is a Muslim and what do they believe?</u></p> <p>Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</p> <p>Systematic learning.</p> <p>Theology.</p>	<p><u>Key Question: 1.11 What can we learn from the life of the Buddha?</u></p> <p>Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</p> <p>Thematic learning.</p> <p>Theology.</p>

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				Thematic learning. Philosophy.		
	<u>Lessons:</u> 1. What stories are special to us? What is a holy book? 2. What did Jesus teach about God in a story? 3. What did Jesus say about how to treat others? 4. How are holy books treated? 5. What story is special for Jewish people in the Torah? 6. Which story do Muslims tell about the Prophet Muhammad? 7. What can be learnt from the story of Jonah?	<u>Diwali Day 20.11.23</u> <u>Cover:</u> (Recap learning from Hinduism unit to compare) 1. What stories do Sikh people love to remember? 2. What happens at the Gurdwara? 3. Which values are particularly important to Sikh people? <u>Following lessons:</u> 4. What do you know about who is a Sikh and how they live? 5. What is important to a Sikh? 6. What objects are important in Sikh ways of life?	<u>World Religions Day 16.01.23</u> 1. <i>Should we care for everyone?</i> 2. <i>What do some religions say about caring for other people?</i> 3. How have some people shown they cared? How is the golden rule an encouragement to care? <u>Following lessons:</u> 4. <i>What do Christians believe about caring for people?</i> 5. What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world?	<u>Lessons:</u> 1. What matters most at Easter? 2. Why do Jewish people tell the story of the Passover? 3. What do Muslims celebrate at Id Ul Fitr?	<u>Lessons:</u> 1. What is a mosque, and what happens at a mosque? 2. How and why do Muslims pray and worship at the mosque? 3. Mosques near where we live: What can we find out? 4. What can we learn from Muslim holy words?	<u>Lessons:</u> 1. The Buddha's privileged life as a prince. And the Four Sights. 2. The Noble Search 3. Buddha's teaching career 4. Kindness 5. Harmlessness 6. Experience meditation
MUSIC	The Green Fuse (2017) James B Wilson Bizet - L'Arlesienne Suite No. 2: Farandole (1872) Pirates of the Caribbean (Recorder group) Chuck Berry – School Day Ring Ring Goes the Bell. The Who – My Generation March Militaire Schubert (1818)	Night Ferry – Anna Clyne	Bolero by Ravel. (1928) Tielman Susato: La Morisque (1551) Hound Dog – Elvis Presley (1956) Elgar – Nimrod (1928) Scott Joplin – Maple Leaf Rag (1899)	Peter and the Wolf Baris - Gong Kebyar of Peliatan - Gamelan Runaway Blues Ma Rainey Kate Bush Wild Man Ronda Alla Turca Mozart	Fanfarra (cabua-le-le) Star Wars main theme – John Williams Happy – Pharrell Williams Beatles With a little help from my friends. Beatles Twist and Shout	How to train a dragon main theme Music from South Africa: Miriam Makeba – The Click Song Wagner – Rise of the Valkyries Stravinsky – The Firebird Camille Sans Saens – Elephant – Carnivall of the animals
Listening	Listen with concentration and understanding to a range of high quality live and recorded music, describing it, including by the pitch: pulse, dynamics and rhythm patterns.	Listen with concentration and understanding to a range of high quality live and recorded music, describing it, including by	Listen with concentration and understanding to a range of high quality live and recorded music, describing it, including by	Listen with concentration and understanding to a range of high quality live and recorded music, describing it,	Listen with concentration and understanding to a range of high quality live and recorded music, describing it, including	Listen with concentration and understanding to a range of high quality live and recorded music, describing it, including

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		the pitch: pulse, dynamics and rhythm patterns.	the pitch: pulse, dynamics and rhythm patterns.	including by the pitch: pulse, dynamics and rhythm patterns.	by the pitch: pulse, dynamics and rhythm patterns.	by the pitch: pulse, dynamics and rhythm patterns.
Singing	<p><u>Singing</u> Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and b) the visual symbols (e.g. crescendo/diminuendo and pause).</p> <p>Sing songs with a small pitch range (e.g. rain, rain go away), pitching accurately.</p> <p>Sing songs regularly with a pitch range of do-so with increasing vocal control.</p> <p>Work with a partner to improvise simple question and answer phrases to be sung and played on untuned percussion, creating a musical conversation.</p> <p>Create music in response to a non-musical stimulus (e.g. a storm, or a rocket launch).</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Use music technology if available to capture, change and combine sounds.</p> <p><u>Listening</u> Mark the beat of a listening piece by tapping or clapping</p>	<p>Musical Skills unit/Christmas performance</p> <p><u>Singing</u> Know the meaning of dynamics (loud and quiet) and tempo (fast and slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols e.g. crescendo, diminuendo and pause.</p> <p>Sing songs with an increasing range.</p> <p><u>Composing</u> N/A</p> <p><u>Musicianship</u> <u>Pulse</u> Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.</p> <p>Walk in time to the beat of a piece of music or song</p> <p><u>Pitch</u> Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).</p>	<p><u>Singing</u> Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and b) the visual symbols (e.g. crescendo/diminuendo and pause).</p> <p>Sing songs with a small pitch range (e.g. rain, rain go away), pitching accurately.</p> <p>Sing songs regularly with a pitch range of do-so with increasing vocal control.</p> <p><u>Composing</u> Use graphic symbols, dot notation and stick notation, as appropriate to keep a record of composed pieces.</p> <p>Use music technology if available to capture change and combine sounds.</p> <p><u>Pulse and Beat</u> Understand that the speed of the beat can change and combine sounds.</p> <p>Musicianship Pulse and Beat</p>	<p><u>Singing</u> Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and b) the visual symbols (e.g. crescendo/diminuendo and pause).</p> <p>Sing songs with a small pitch range (e.g. rain, rain go away), pitching accurately.</p> <p>Sing songs with a widening vocal range.</p> <p><u>Composing</u> Create music in response to a non-musical stimulus (e.g. a story, or a rocket launch).</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate to keep a record of composed pieces.</p> <p>Use music technology if available to capture change and combine sounds.</p> <p><u>Musicianship</u></p>	<p><u>Singing</u> Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and b) the visual symbols (e.g. crescendo/diminuendo and pause).</p> <p>Sing songs with a small pitch range (e.g. rain, rain go away), pitching accurately.</p> <p>Sing songs with a widening vocal range.</p> <p>Composing Use music technology, if available, to capture, change and combine sounds.</p> <p>Musicianship Pulse and Beat Identify the beat groupings in familiar music that they sing regularly and listen to e.g. in 2 Maple Leaf Rag -by Joplin and 3 The elephant from Carnival of the animals by Saint Saens.</p>	<p><u>Singing</u> Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and b) the visual symbols (e.g. crescendo/diminuendo and pause).</p> <p>Sing songs with a small pitch range (e.g. rain, rain go away), pitching accurately.</p> <p>Sing songs with a widening vocal range.</p> <p>Composing Use music technology, if available, to capture, change and combine sounds.</p> <p>Use graphic symbols, dot notation and stick notations, as appropriate to keep a record of composed pieces.</p> <p>Musicianship Pulse and Beat Begin to group beats in twos and threes by tapping knees on the first (strongest) beat</p>



	<p>and recognising tempo as well as changes in tempo.</p> <p>Walk in time to the beat of a piece of music or song.</p> <p><u>Rhythm</u> Play copycat rhythms, copying a leader and inventing rhythms for other to copy on untuned percussion.</p> <p>Create rhythms using word phrases as a starting point (e.g. Hel-lo-Simon).</p> <p><u>Pitch</u> Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).</p>		<p>Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.</p> <p>Walk in time to the beat of a piece of music or song.</p> <p>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p> <p><u>Rhythm</u> Play copycat rhythms, copying a leader and invent rhythms for others to copy on untuned percussion.</p> <p>Create rhythms using word phrases as a starting point (Hel-lo Simon)</p> <p><u>Pitch</u> Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody.</p> <p>Sing short phrases independently within a singing game or short song.</p> <p>Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. standup, sit down, hands high/hands low).</p>	<p><u>Pitch</u> Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. standup, sit down, hands high/hands low).</p> <p>Recognise dot notation and match it to 3 notes tunes played on tuned percussion</p>		<p>and clapping the remaining beats.</p> <p>Identify the beat groupings in familiar music that they sing regularly and listen to e.g. in 2 Maple Leaf Rag -by Joplin and 3 The elephant from Carnival of the animals by Saint Saens.</p> <p><u>Rhythm</u> Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchet rests.</p> <p>Create and perform their own chanted rhythm patterns with the same stick notation.</p>
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Key Knowledge/NC links/EYFS reference:	<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians • Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence • Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. <p><i>Pupils should be taught to: (National Curriculum subject aims)</i></p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>				
Recorders	Recorders Phase 1	Recorders Phase 2			PE
Multi-Skills: Throwing and Catching roll a ball along a line, with some success; • react and stop a rolling ball using two hands; • roll a ball towards a target; • throw underarm, using different objects, with some control; • throw underarm towards a target; • throw overarm, using different objects, with some control; • throw overarm for distance; • attempt to catch an object, using some of the correct techniques; attempt to move and position themselves when trying to catch an object; • catch different objects with occasional success; • bounce a ball on a spot and occasionally catch it;	Dance: work with a partner; • follow their partner's movements; • use expressions, gestures or movement to communicate ideas and feelings with support; • follow a simple dance motif; • say what they like about a movement or dance; • move freely to music; • march; • know we stretch after exercise; • know we cool down after exercise; • dance in their personal space;	Gymnastics: copy balances on a range of body parts; • say what is good about a partner's performance; • match the actions of their partner and copy a paired balance correctly; • perform a paired balance on a piece of apparatus; • demonstrate at least one type of roll correctly; • show some control when they are rolling; • perform at least one type of jump correctly, showing a clear body shape in the air; • jump off apparatus with support and land safely; • copy, remember and perform three different movements to make a sequence; • describe a sequence and say what is good about it;	Dance: copy and repeat movements to form a simple motif; • perform some actions in unison and canon; • copy the movements and body shapes of others to represent a plant growing; • answer simple questions about the performance of others with support; • copy the movements of other members of their group; • move their body showing some control; • combine given movements to create a dance based on plants; • create some appropriate body shapes and make	Multi skills: target games change the speed of the ball they are rolling; • sometimes hit the target with a rolling ball; • take part in games that involve rolling, including team games; • know how to carry out an underarm throw and can do this with some accuracy; • aim for a stationary target using an underarm throw with some accuracy and success; • work with others to design a game that involves throwing underarm; • know how to carry out an underarm throw, aiming for a	Animal Olympics: • bend their knees before jumping; • give praise to their partner when they are successful; • bring their arm backwards before throwing forwards; • keep practising to achieve greater accuracy; • run at different paces; • finish the course, even if they feel tired and need to slow down their pace; • turn their bodies to face the new direction in which they will run; • consider how the hare would feel when trying to escape; • bend their knees to take off;

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	<ul style="list-style-type: none"> • bounce a ball to a partner, changing the height of the bounce; • use different skills they have learnt in a range of games, with some success; • evaluate their performance, with support. 	<ul style="list-style-type: none"> • dance in the wider space; • move along a pathway; • use their bodies to make sounds. 	<ul style="list-style-type: none"> • work with a partner to copy, remember and perform three different movements to make a matching sequence; • show some control when performing simple balances, jumps and rolls. 	<p>some movements that show awareness of the music;</p> <ul style="list-style-type: none"> • copy the movements of others to represent different parts of a story; • answer questions about their performance with some support; • copy the movements of others to represent different parts of a story and perform them in unison with a partner; • perform a whole dance with some prompting. 	<p>moving target, and can do this with some success and accuracy;</p> <ul style="list-style-type: none"> • avoid being hit by a ball by using different techniques, including dodging, swerving and jumping, with some success; • know how to play a game that involves aiming at moving targets and can take part, with some success at hitting a target; • know how to carry out an underarm throw, aiming for a target, and can do this with some success and accuracy; • know how to carry out an overarm throw, for distance, and can do this with some success; • sometimes choose the most appropriate throw to use based on the situation; • know how to kick a football for accuracy, aiming for a target, and can do this with some success; • know how to play a game that involves kicking at targets and can take part with some success; 	<ul style="list-style-type: none"> • show equality through taking turns, as suggested by an adult; • follow instructions to take part in athletics activities; • take inspiration from several choices.
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					<ul style="list-style-type: none">• use the different skills they have learnt in a range of different target games, with some success and proficiency;• know what a tactic is and, with support, can use them in a game;• begin to display elements of teamwork in a game	
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