

YEAR 2 CYCLE 1 LONG TERM PLAN

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEME	Being Brave	Lost and Found	Adventures	Similarities and Differences	Imagination and Creativity	Nature All Around Us
English	 					
Whole School Writes						

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Guided Reading



Writing

- Break words into phonemes for spelling
- Know some spellings which use variations of standard phonemes
- Use the possessive apostrophe
- Spell some words with contracted forms
- Use suffixes to spell longer words, including -ment, -ness, -less, -ful, -ly
- Form lower-case letters of the correct size relative to one another
- Write capital letters of appropriate size

- Write for different purposes
- Read aloud using appropriate intonation
- Use noun phrases
- Use four main types of sentence appropriately
- Use present and past tense correctly
- Use some coordinating and subordinating conjunctions
- Use appropriate demarcation punctuation
- Use commas for lists

Reading

- Read fluently using decoding skill
- Read accurately by blending, including alternative sounds for graphemes
- Read multisyllable words containing known graphemes
- Read common suffixes
- Read exception words
- Read most words quickly and accurately without overt sounding and blending

- Discuss and express views on a wide range of poetry, stories and non-fiction
- Recognise simple recurring literary language in stories and poetry
- Perform poetry learnt by heart with appropriate intonation
- Discuss and clarify the meanings of words
- Discuss the sequence of events in books
- Make inferences on the basis of what is being said and done
- Ask and answer questions about a text
- Predict what might happen based on reading so far
- Explain and discuss understanding of a range of reading

Maths

Place value
Addition and
Subtraction

Addition and
Subtraction

Shape

Money

Multiplication and
division

Multiplication and
division
Length and height
Mass, capacity and
measure

Fractions
Time

Statistics
Position and
direction
Consolidation

Science

Science Bug
<https://www.activelearnprimary.co.uk/>

Uses of Materials
Describe the physical properties of a variety of everyday materials. Compare and group together materials based on their physical properties. Identify and compare the

Changing shapes
Explore how the shapes of solid objects can be changed. (squashing, bending, twisting, stretching)
Margaret E Knight

Feeding and exercise
Explain the basic needs of animals, including humans for survival (water, food, air). Know why exercise, a balanced diet and hygiene are important for

Growing plants
Describe what plants need to survive. Observe and explain how seeds and bulbs grow into mature plants. Find out & describe how plants need water, light

Living Things
Explain the differences between living and non-living things. Describe some of the life processes common to plants and animals, including humans.

Habitats
Match living things to their habitat. Know how a habitat provides for the basic needs of things living there (plants and animals).

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<p>Key Scientist Focus</p> <p>https://www.twinkl.co.uk/resource/science-knowledge-organiser-scientists-and-inventors-year-2-t-sc-2549723</p>	<p>suitability of everyday materials for particular uses.</p> <p>People who developed useful new materials (John Dunlop, Charles Macintosh, John McAdam)</p>	<p>1838-1914 most well-known for a machine she built when she was 30 which folded and glued paper to create a flat-bottomed paper bag</p>	<p>humans. Name sources of food for animals. Know about and explain a simple food chain.</p> <p>Elizabeth Garrett Anderson was the first woman to qualify as a doctor. She qualified in 1865.</p> <p>Louis Pasteur discovered that germs are living things that can be spread by touch or through the air.</p> <p>Science Careers– doctors / dentists</p>	<p>and a suitable temperature to grow and stay healthy.</p> <p>Tim Smit had the idea to build the Eden Project</p> <p>Nicholas Grimshaw Designed the biomes for the Eden Project.</p> <p>Project career as a horticulturist- Lucy Wenger https://www.edenproject.co.uk/eden-story/behind-the-scenes/a-day-in-the-life-of-an-eden-gardener</p>	<p>Classify things by living, dead or non-living. Explain that animals grow and reproduce. Explain why animals have offspring which grow into adults. Describe the life cycle of some living things(e.g. egg, chick, chicken).</p> <p>Jane Goodall</p>	<p>Describe a range of different habitats. Describe how plants and animals are suited to their habitat. Describe what animals need to survive.</p> <p>Rachel Carson; a scientist who studied ocean habitats. She discovered that pollution from farms was affecting the oceans and the animals in them.</p>
	<p>History</p>	<p>Great Fire of London</p> <p>Chronological Understanding</p> <p>Sequence events of the Great Fire of London in the correct order.</p> <p>Use terms such as before, after, past, present, then, and now.</p> <p>Recognise that the Great Fire happened a long time ago and beyond living memory.</p> <p>Knowledge and Interpretation</p> <p>Understand that life in London in 1666 was very different from life today.</p>	<p>Nurturing Nurses</p> <p>Chronological Understanding</p> <p>Place Florence Nightingale, Mary Seacole, and Edith Cavell on a timeline. Recognise that these individuals lived at different times in the past. Use phrases such as before, after, past, present, then, and now.</p> <p>Knowledge and Interpretation</p> <p>Understand what makes a person significant. Explain how Florence Nightingale improved nursing. Explain who Mary Seacole was and how she improved nursing.</p> <p>Explain who Edith Cavell was and how she helped soldiers.</p>	<p>Toys (Then and Now)</p> <p>Chronological Understanding</p> <p>Place toys from different time periods in chronological order.</p> <p>Use vocabulary such as past, present, then, now, old, and new.</p> <p>Recognise that toys have changed within living memory and over longer periods of time.</p> <p>Knowledge and Interpretation</p> <p>Find out about toys today and explain how we can learn about the past.</p>		

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	<p>Describe key features of the Great Fire and why it was significant.</p> <p>Explain how London changed as a result of the fire.</p> <p>Know that we learn about the past through stories, diaries, paintings, and other sources.</p> <p>Historical Enquiry</p> <p>Ask and answer questions about the Great Fire using different sources.</p> <p>Identify similarities and differences between past and present London.</p> <p>Use evidence (artefacts, pictures, stories) to explain what happened.</p> <p>Suggest why people at the time acted as they did during and after the fire.</p>	<p>Compare the lives and contributions of different nurses.</p> <p>Recognise why it is important to remember people from the past.</p> <p>Historical Enquiry</p> <p>Ask and answer questions about significant individuals using different sources.</p> <p>Identify similarities and differences in the lives and achievements of Florence Nightingale, Mary Seacole, and Edith Cavell.</p> <p>Use evidence (pictures, artefacts, stories) to explain why these people are remembered.</p> <p>Make reasoned suggestions about why their actions were important nationally and internationally.</p>	<p>Describe toys from the past and compare them with toys today.</p> <p>Identify similarities and differences between toys from the early 20th century, the Victorian period, and modern times.</p> <p>Recognise how toys have changed over time and explain why.</p> <p>Historical Enquiry</p> <p>Ask and answer questions about toys using different sources such as artefacts, books, and family memories.</p> <p>Use evidence (e.g. real toys, replicas, photos, stories) to find out about the past.</p> <p>Compare toys from different times and suggest reasons for changes.</p> <p>Use words and phrases related to the passing of time when talking about toys.</p>
Geography	<p>Our Country</p> <p>Locational Knowledge</p> <p>Name and locate the four countries of the UK and their capital cities.</p> <p>Identify the surrounding seas of the UK.</p> <p>Locate the UK on a world map and globe.</p>	<p>Sensational Safari</p> <p>Locational Knowledge</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Locate Kenya on a world map, atlas, or globe.</p>	<p>Weather</p> <p>Locational Knowledge</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Locate countries/regions with different climates using maps, globes, and atlases.</p> <p>Identify the UK on a map and relate its</p>

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Place Knowledge

Understand the differences between a town and the countryside.

Identify key features of the four countries of the UK.

Compare geographical similarities and differences between London and Brasilia.

Human and Physical Geography

Use key vocabulary to describe human and physical features of towns and the countryside.

Recognise features of capital cities, including London.

Observe what aerial views show and use them to describe places.

Geographical Skills and Fieldwork

Use maps, atlases, and globes to locate the UK and its countries.

Follow and create simple journey lines.

Use photographs to identify and describe features of places.

Take part in role play activities (e.g. tour guide) to explain features of the UK.

Understand Kenya's position in relation to the UK and other continents.

Place Knowledge

Understand what life is like for people living in Kenya.

Recognise key physical and human features, such as national parks, wildlife, and Maasai culture.

Compare similarities and differences between life in Kenya and life in the UK.

Human and Physical Geography

Identify key physical features such as landscapes, animals, and national parks.

Identify key human features including settlements, Maasai culture, and local lifestyles.

Use geographical vocabulary to describe human and physical features.

Geographical Skills and Fieldwork

Draw simple maps to represent features of Kenya.

location to weather patterns.

Place Knowledge

Understand what the weather is like in the UK and where we live.

Describe features of hot and cold countries and the Arctic region.

Recognise seasonal differences and how climate affects daily life.

Human and Physical Geography

Identify and describe daily weather patterns in the UK.

Understand how weather can affect humans, including clothing, activities, and safety.

Recognise dangerous/adverse weather and understand safety measures (e.g., Slip, Slop, Slap, Seek, Slide campaign).

Understand human and physical features of cold regions like the Arctic.

Geographical Skills and Fieldwork

Observe and record daily and weekly weather using charts.

Use key vocabulary to describe the weather (sunny, rainy, windy, hot, cold, etc.).

Watch weather forecasts and interpret their

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		<p>Use simple compass directions (North, South, East, West) to describe locations on maps.</p> <p>Observe and ask questions about photographs and images to find out about Kenya.</p> <p>Compare daily life and experiences in Kenya with pupils' own locality in the UK</p>	<p>meaning.</p> <p>Use maps, globes, and atlases to locate and compare places with different climates.</p> <p>Conduct simple research on extreme weather and cold regions.</p>
Art Kapow	<p>Drawing: Tell a story</p> <p>Suggest ways to draw a word through marks.</p> <p>Use relevant language to describe how an object feels.</p> <p>Suggest ways to create different textures through drawn marks.</p> <p>Freely experiment with different tools, receiving encouragement when needed.</p> <p>Describe and then draw shapes that make up an object.</p> <p>Use good observational skills to add details to their drawing.</p> <p>Use an interesting range of marks that show an understanding of how to draw different textures.</p> <p>Make sketches, which may be of basic stick-like figures or may imply more shapes.</p> <p>Develop sketches into a character, with some support, adding details to enhance their character.</p> <p>Demonstrate an understanding of how drawing facial features in different ways conveys expressions.</p> <p>Recount a story and select key events to draw.</p>	<p>Painting and mixed media Life in colour</p> <p>Name the primary and secondary colours.</p> <p>Talk about the colour changes they notice and make predictions about what will happen when two colours mix.</p> <p>Describe the colours and textures they see.</p> <p>Try different tools to recreate a texture and decide which tool works best.</p> <p>Show they can identify different textures in a collaged artwork.</p> <p>Apply their knowledge of colour mixing to match colours effectively.</p> <p>Choose collage materials based on colour and texture.</p> <p>Talk about their ideas for an overall collage.</p> <p>Try different arrangements of materials, including overlapping shapes.</p> <p>Give likes and dislikes about their work and others'.</p> <p>Describe ideas for developing their collages.</p> <p>Choose materials and tools after trying them out.</p>	<p>Sculpture and 3D Clay houses</p> <p>Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay.</p> <p>Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique.</p> <p>Roll a smooth tile surface.</p> <p>Join clay shapes and make marks in the tile surface to create a pattern.</p> <p>Draw a house design and plan how to create the key features in clay.</p> <p>Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.</p>

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	Create scenes from their own imagination, with some support.					
DT (Kapow) https://www.kapowprimary.com/	Christmas Fayre Item Mechanisms: Fairground wheel Choose tools and materials and explain why they have chosen them. Join materials and components in different ways. Measure materials to use in a model or structure. Make a model stronger and more stable. Use wheels and axles, when appropriate to do so.		Mechanisms: making a moving monster Food: a balanced diet Choose tools and materials and explain why they have chosen them. Join materials and components in different ways. Measure materials to use in a model or structure. Weigh ingredients to use in a recipe. Describe the ingredients used when making a recipe.		Structures: Baby Bear's Chair Textiles: pouches Design - purposeful, functional, appealing products for Baby Bear's Chair, based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, IT. Explain why they have chosen specific textiles.	
	Call and Response Use dynamics when creating sound. Play in time with a group. Experiment with different sounds on the same instrument. Clap the animal sound patterns mostly accurately. Clap the sound patterns in time with the pulse of the backing track. Demonstrate both a call and response. Copy a sound pattern using an instrument. Playing either a call and/or response role in time with another pupil. Perform a composition.	Instruments Identify sections of the music where the tempo changes. Correctly describe sections of music as fast or slow. Point out moments in the music where the dynamics change. Accurately describe dynamic changes as soft or loud. Give specific examples of how the music corresponds to actions in the story. Provide clear and specific examples of how music supports the story. Justify tempo and dynamic choices made to represent a character, event or feeling. Suggest appropriate musical dynamics and tempo changes for	Singing (Theme: On this Island) Breathe after each phrase in a song when singing. Sing a song from memory. Use different pitches while singing (high and low notes). Sing lyrics accurately. Perform actions that match lyrics. Collaborate and communicate within a group. Use sounds creatively to represent a chosen environment. Perform a composition. Apply pitch and dynamics to enhance a composition. Read notation from left to right.	Contrasting Dynamics Use their voice to create a variety of sounds. Use dynamics to create an atmosphere. Collaborate with peers to contribute to a group soundscape. Correctly identify changes in dynamics. Show changes in dynamics using bodies and vocals. Compare two pieces of music using musical vocabulary to describe the changes in dynamics. Interpret music in a visual form. Identify and discuss patterns in different pieces of music. Successfully create and play patterns, notating them.	Structure Recognise, play and write rhythms with one beats and paired half beats. Show a rest beat using a silent movement. Read and follow a structure from left to right. Add rhythms to a structure to create a beginning, middle and end. Work well as part of a group, listening to others and respecting their ideas. Maintain a steady beat. Use a thinking voice to play rhythms on an instrument.	Pitch Move their eyes from left to right to read pitch patterns. Sing high and low notes including the notes in between. Play a pattern of high and low notes on an instrument. Read notation from left to right. Draw high and low sounds using dots at the top and bottom of a page, respectively. Recognise when notes stay the same. Recognise missing notes on a stave.

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		different scenes of the story. Work as part of a group to rehearse a performance. Perform confidently using appropriate instrumental sounds. Play their part at appropriate tempo and dynamics.		Create and play a simple pitch pattern accurately.		
Computing and E-Safety (kapow)	Computing systems and networks 1: What is a computer? Exploring what a computer is by identifying and learning how inputs and outputs work. Understanding how computers are used in the wider world, children design their own computerised invention.	Programming 1: Algorithms and debugging Developing an understanding of what algorithms are, how to program them and how they can be developed to be more efficient through a range of unplugged and plugged-in activities.	Computing systems and networks 2: Word processing Learning about word processing and how to stay safe online developing touch typing skills. Introducing important keyboard shortcuts, as well as simple editing tools within a word processor including: bold, italics, underline and font colour as well as how to import images.	Programming 2: ScratchJr Exploring what 'blocks' do, using the app 'ScratchJr,' by carrying out an informative cycle of predict > test > review. Programming a familiar story and an animation of an animal, children make their own musical instrument by creating buttons and recording sounds as well as following an algorithm to record a joke.	Creating media: Stop motion Storyboarding and simple animation creation using either tablet devices or devices with cameras.	Data handling: International Space Station Learning how astronauts survive on the ISS, including identifying necessary items, designing sensor displays and exploring habitable planets. Children gain an understanding of living in space and how space exploration can benefit life on Earth.
PSHE	Me and My School	Me and My Relationships	Me and My Safety	Me and Other People	Me and the World Local area Money	Happy, Healthy Me
RE Staffordshire Syllabus	Caring for the Natural world Explore stories from religious traditions and find out about attitudes to the natural world 1.6c	Storytelling through sacred writings Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers 1.5c	Worshipping and ceremonies Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies 1.3b	Valuing new life Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression 1.3c	Belonging to a group Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives 1.2c	Showing kindness and goodness Listen and respond to stories highlighting the morals and values of believers in practice 1.6a

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PE (PE Hub)	<p>Send and Return Be able to track the path of a ball over a net and move towards it. Begin to hit and return a ball with some consistency. Play modified net/wall games throwing, catching and sending over a net.</p> <p><u>Key vocabulary</u> Serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racquet.</p>	<p>Gymnastics Describe and explain how performers can transition and link elements. Perform basic actions with control at different speeds and levels. Develop flexibility in a range of shapes and balances.</p> <p><u>Key vocabulary</u> Balance, shape, bridge, jump power, weight-on, point, patch, teddy, dolly, front-straddle, cup, puck, v-sit, japana, arabesque.</p>	<p>Dance Describe and explain how performers can transition from shapes and balances. Challenge themselves to move imaginatively, responding to music. Work as part of a group to create and perform.</p> <p><u>Key vocabulary</u> Direction, huddle, group, mood, feeling, penguin, musicality, respond, galloping, flying, friendship, abandonment.</p>	<p>Attack Defend Shoot Send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g., dribbling and passing.</p> <p><u>Key vocabulary</u> Aim, attack, compete, control, cooperate, receive, restart, sideline.</p>	<p>Run Jump Throw Throw and handle a variety of objects. Develop power, agility, coordination and balance. Negotiate obstacles showing increased control.</p> <p><u>Key vocabulary</u> Run, throw, handle, power, quick, burpee, obstacle, control, stamina, static, dynamic, collect.</p>	<p>Hit Catch Run To develop hitting skills with a variety of bats. Practice feeding/ bowling skills. Hit and run to score points in games.</p> <p><u>Key vocabulary</u> Hit, catch, runs, wicket, bats, bowl, feed, throw, catch, underarm, overarm, field, hitter, bowler, umpire, posts, stumps.</p>



Little Aston Primary School
Achieving Together