

Y2 Long Term Plan

|                             | Autumn 1                                                                                                                                                                                                                                 | Autumn 2                                                                                                                                                                                          | Spring 1                                                                                                                                                                     | Spring 2                                                                                                                                                                   | Summer 1                                                                                                                                         | Summer 2                                                                                                                                         |
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| <b>English</b>              | <b>Texts:</b><br><br>Whole School project: Peace on Earth by Smriti Halls and David Litchfield<br><br>Lights on Cotton Rock by David Litchfield<br><br>Traction Man by Mimi Grey<br><br><b>Outcomes:</b><br><br>Narrative<br>Comic Strip | <b>Texts:</b><br><br>The Goldilocks Project by Lauren Child, Anthony Browne & Leigh Hodgkinson<br><br>Wolves by Emily Gravett<br><br><b>Outcome:</b><br><br>Narrative<br>Non-chronological report | <b>Texts:</b><br><br>Jim and the Beanstalk by Raymond Briggs<br><br><i>Bear and the Piano by David Litchfield</i><br><br><b>Outcome:</b><br>Narrative<br>Diary entry         | <b>Texts:</b><br><br>If All the World Were by Joseph Coelho<br><br>Rosie Revere, Engineer by Andrea Beaty<br><br><b>Outcome:</b><br><br>Poetry<br>Non-chronological report | <b>Texts:</b><br><br>George's Marvellous Medicine by Roald Dahl<br><br><b>Outcome:</b><br><br>Instructions<br>Narrative<br>Letter                | <b>Texts:</b><br><br>A Walk in London by Salvatore Rubbino<br><br>Ocean Meets Sky by Eric Fan<br><br><b>Outcome:</b><br><br>Guide Book<br>Poetry |
| <b>Talk Through Stories</b> | Tiddler by Julia Donaldson<br>Stuck by Oliver Jeffers<br>Perfectly Norman by Tom Percival<br>How to be a Viking by Cressida Cowell<br><br>Poems:<br>Brother<br>Zanzibar                                                                  |                                                                                                                                                                                                   | Aaron Slater Illustrator by Andrea Beaty<br>Ada Twist Scientist by Andrea Beaty<br>Billy the Dragon by Nadia Shireen<br><br>Poems:<br>If I were a hawk<br>The sound of music |                                                                                                                                                                            | The squirrels who squabbled by Rachel Bright and Jim Field<br>Molly's moon mission by Duncan Beedie<br>Carmela full of wishes by Matt de la Pena |                                                                                                                                                  |
| <b>Maths</b>                | Place Value<br><br>Addition & Subtraction<br><br>Times tables taught: 2, 5, 10                                                                                                                                                           | Addition & Subtraction<br><br>Geometry- shape<br><br>Times tables taught: 2, 5, 10                                                                                                                | Money<br><br>Multiplication and division<br><br>Times tables taught: 2, 5, 10                                                                                                | Place Value within 50<br><br>Measurement – Length and Height<br>Mass, capacity and temperature<br><br>Times tables taught: 2, 5, 10                                        | Fractions<br><br>Time<br><br>Times tables taught: 2, 5, 10                                                                                       | Statistics<br><br>Geometry – position and direction<br><br>Times tables taught: 2, 5, 10                                                         |
| <b>Science</b>              | Living Things and their Habitats<br><br>Science Enquiries: Classifying                                                                                                                                                                   | Animals including humans<br><br>Science Enquiries: Research                                                                                                                                       | Use of everyday materials<br><br>Science Enquiries: Classifying <sup>[SEP]</sup>                                                                                             | Plants<br><br>Science Enquiries: Observing<br>Pattern Seeking                                                                                                              | Living Things and their Habitats<br><br>Science Enquiries: Classifying                                                                           | Working scientifically<br>Recap – time to address any science skills children are not secure on or gaps in                                       |

|                              | Pattern Seeking                                                                                                                             | Observing over time                                                                                                                                                                                                                            | Fair testing                                                                                      |                                                                                                                                                                                  | Pattern Seeking                                                                                                                                                              | knowledge                                                                                                                             |
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| <b>Geography</b>             |                                                                                                                                             | <p>Let's explore the world</p> <p>Atlases, maps and cardinal compass points, characteristics of the four countries of the United Kingdom and find out why there are hot, temperate and cold places around the world. Local area fieldwork.</p> |                                                                                                   | <p>Coastlines</p> <p>Physical and human features of coastal regions across the United Kingdom, including a detailed exploration of the coastal town of Whitby, in Yorkshire.</p> |                                                                                                                                                                              | <p>Street Detective</p> <p>Investigating how Mitcham and London has changed over time using maps and aerial images.</p>               |
| <b>History</b>               | <p>Movers and shakers</p> <p>Significant historical people; sorting them in categories and discussing the impact they had on our lives.</p> |                                                                                                                                                                                                                                                | <p>Land Ahoy!</p> <p>Navigate, investigate and explore the world, just like Captain Cook</p>      |                                                                                                                                                                                  | <p>Magnificent Monarchs</p> <p>The English and British monarchy from AD 871 to the present day. Learning about the impact of Henry VIII, Queen Victoria and Elizabeth II</p> |                                                                                                                                       |
| <b>Computing</b>             | <p>To be internet legends</p> <p>Understanding how to use the internet safely, be kind online, be respectful online</p>                     | <p>Switched on Computing: We are researchers. Research an influential person from history.</p>                                                                                                                                                 |                                                                                                   | <p>Switched on Computing: We are astronauts. Coding using Scratch</p>                                                                                                            |                                                                                                                                                                              | <p>Switched on Computing: We are zoologists. Organising data from a bug hunt and using graphing to upload, interpret and analyse.</p> |
| <b>Art</b>                   | <p>Studying basic colour theory and exploring primary and secondary colours in artist's work</p>                                            |                                                                                                                                                                                                                                                | <p>Explore the visual elements of flowers, including shape, texture, colour, pattern and form</p> |                                                                                                                                                                                  | <p>Analyse the portraits of Tudor monarchs and compare Tudor portraits and selfies today.</p>                                                                                |                                                                                                                                       |
| <b>Design and Technology</b> |                                                                                                                                             | <p>Origins of common Foods. Planning, making and evaluating a meal. Food Technology workshop: Rainbow</p>                                                                                                                                      |                                                                                                   | <p>Making and strengthening structures, including different ways of joining materials.</p>                                                                                       |                                                                                                                                                                              | <p>Experiment with different shaped cams before designing, making and evaluating a child's automaton toy.</p>                         |

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|                             |                                                                                                     | Wraps                                                                |                                                                                                                   |                                                                    |                                                                                                      |                                                                  |
| <b>PSHE</b>                 | Relationships:<br>Families and friendships<br>Safe relationships<br>Respecting ourselves and others |                                                                      | Living in the wider world:<br>Belonging to a community<br>Media literacy and digital resilience<br>Money and work |                                                                    | Health and Wellbeing<br>Physical health and Mental wellbeing<br>Growing and changing<br>Keeping safe |                                                                  |
| <b>Religious Education</b>  | SACRE:<br>Christian Festivals                                                                       | SACRE:<br>Sacred writing                                             | SACRE:<br>The Christian Bible                                                                                     | SACRE:<br>Christian Faiths and Values                              | SACRE:<br>Islam – Hajj                                                                               | SACRE:<br>Places of worship                                      |
| <b>Music</b>                | Charanaga: Model Music Curriculum<br><br>Exploring simple patterns                                  | Charanaga: Model Music Curriculum<br><br>Focus on dynamics and tempo | Charanaga: Model Music Curriculum<br><br>Exploring feelings through music                                         | Charanaga: Model Music Curriculum<br><br>Inventing a musical story | Charanaga: Model Music Curriculum<br><br>Music that makes you dance                                  | Charanaga: Model Music Curriculum<br><br>Exploring improvisation |
| <b>Physical Education</b>   | Dance                                                                                               | Cricket (Shine)                                                      | Gymnastics                                                                                                        | KS1 Games                                                          | Athletics 1                                                                                          | Athletics 2 and Sports Day                                       |
| <b>Mandarin</b>             | Greetings                                                                                           | Family                                                               | Number                                                                                                            | Colour                                                             | Animal                                                                                               | Food                                                             |
| <b>Learning Experiences</b> | Local area fieldwork trip<br>Design and Technology food workshop<br>Library Visit                   |                                                                      | The Golden Hinde<br>Into Film Festival cinema visit                                                               |                                                                    | Hampton Court                                                                                        |                                                                  |

