






Year 2 Long Term Plan 2022-2023

	Autumn 1 6 weeks	Autumn 2 7 weeks 3 days	Spring 1 5 weeks 2 days	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 6 weeks
<b>Maths</b>	<ul style="list-style-type: none"> <li>Place Value (3)</li> <li>Addition and Subtraction (3)</li> </ul>	<ul style="list-style-type: none"> <li>Addition and Subtraction (3)</li> <li>Length and Height (2)</li> <li>(Apply add and subtract in length topic)</li> <li>Time (1)</li> <li>Consolidation (1)</li> </ul>	<ul style="list-style-type: none"> <li>Fractions (4)</li> <li>Time (1)</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication and Division (4)</li> <li>Money (2)</li> <li>(Apply multiplication in money)</li> </ul>	<ul style="list-style-type: none"> <li>Shape - 2D and 3D (4)</li> <li>Mass</li> <li>(Apply four rules in Mass topic) (2)</li> </ul>	<ul style="list-style-type: none"> <li>Position and Direction (2)</li> <li>Statistics (2)</li> <li>Volume</li> <li>(Apply four rules in volume topic) (2)</li> </ul>
<b>Poetry</b>		<p>The Owl and the Pussycat by Edward Lear (1 week)</p>  <p>Outcome: Narrative poem, experimenting with words and patterns</p>	<p>From a Railway Carriage by Robert Louis Stevenson (1 week)</p> <p>Outcome: Rhyming Bird's Eye-view poem</p>	<p>Night Sounds by Berliue Doherty (1 week)</p>  <p>Outcome: Senses poem</p>	<p>Father and I in the Woods by David McCord (1 week)</p> <p>Outcome: Shape poems</p>	<p>Fox by Kathy Henderson (1 week)</p>  <p>Outcome: Descriptive poem</p>

English

**Troll Swap** Leigh Hodgkinson  
(4 weeks)

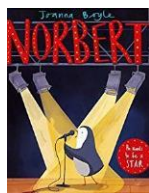


**The Highway Rat** Julia Donaldson  
(2 weeks)

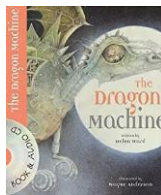
**The Owl who was afraid of the dark** Jill Tomlinson  
(4 weeks)



**Norbert** by Joanne Boyle  
(2 weeks)



**The Dragon Machine** Helen Ward  
(3 weeks)



**Man on the Moon** by Simon Bartram  
(2 weeks)



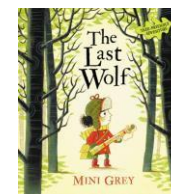
**Major Glad, Major Dizzy** Jan Oke  
(3 weeks)



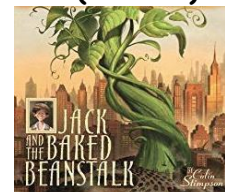
**The Disgusting Sandwich** by Gareth Edwards  
(2 weeks)



**The Last Wolf** Mini Grey  
(3 weeks)



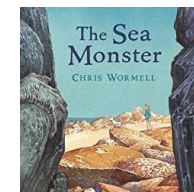
**Jack and the Baked Beanstalk** by Colin Stimpson  
(2 weeks)




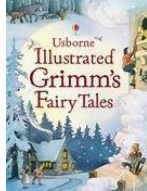
**Grandad's Secret Giant** David Litchfield  
(3 weeks)



**The Sea Monster** by Chris Wormell  
(3 weeks)



<p style="text-align: center;"><b>Outcome</b></p>	<p><b>Writing outcome:</b></p> <p>1. <b>Fiction:</b> to write a story based upon the model text using the pupils' ideas for characters</p> <p>2. <b>Fiction:</b> to write a recount of journey of the rat</p> <p><u>Additional writing opportunities:</u> Character description. Setting description. Instructions Letter Diary</p> <p><u>Cross-curricular writing opportunities:</u> Information text about the Great Fire of London</p>	<p><b>Writing outcome:</b></p> <p><b>Non-fiction:</b> to write an information text about owls using information gathered from the text.</p> <p>2. <b>Non-fiction:</b> to write an information text about penguins</p> <p><u>Additional writing opportunities:</u> Setting description Character description Letter to recount (with description)</p> <p><u>Cross-curricular writing opportunities:</u> Recount of theatre trip</p>	<p><b>Writing outcome:</b></p> <p>1. <b>Fiction:</b> to write a story based upon the model text using own ideas for a change of character and machine</p> <p>2. <b>Fiction:</b> to write a narrative retell</p> <p><u>Additional writing opportunities:</u> Poster Letter to inform Diary Character description Instructions Job advert</p> <p><u>Cross-curricular writing opportunities:</u></p>	<p><b>Writing outcome:</b></p> <p>1. <b>Fiction:</b> to recount in the form of a diary entry from the point of view of a toy</p> <p>2. <b>Fiction:</b> to write a letter to persuade</p> <p><u>Additional writing opportunities:</u> Character description Setting description Letter to inform Instructions Letter Instructions Recount (diary)</p> <p><u>Cross-curricular writing opportunities:</u> Recount of trip to Forest School to make sandwich Recount of Crosby Hall</p>	<p><b>Writing outcome:</b></p> <p>1. <b>Fiction:</b> to write a persuasive letter in role persuading characters to save the trees</p> <p>2. <b>Fiction:</b> to write a recount in the form of a diary for Jack</p> <p><u>Additional writing opportunities:</u> Instructions to inform Setting description Character description Journey through the woods</p> <p><u>Cross-curricular writing opportunities:</u> Instructions to plant bee seeds Recount of trip (farm)</p>	<p><b>Writing outcome:</b></p> <p>1. <b>Fiction:</b> to write a story with a moral focus</p> <p>2. <b>Narrative:</b> To write a story in the style of Sea Monster</p> <p><u>Additional writing opportunities:</u> Character description Setting description Letter(s) to persuade Diary Instructions to inform</p> <p><u>Cross-curricular writing opportunities:</u> Information text about healthy and unhealthy plants</p>
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<p><b>Pathways to Read</b></p>	<p><b>P2R Text:</b>  <b>Trolls Go Home</b>  Alan McDonald</p> 	<p><b>P2R Text:</b>  <b>Above and Below</b>  Patricia Hegarty</p> 	<p><b>P2R Text:</b>  <b>The Dragonsitter</b>  disasters Josh Lacy</p> 	<p><b>P2R Text: Owen and the Soldier</b>  Lisa Thompson</p> 	<p><b>P2R Text: Fantastic Mr Fox</b>  Roald Dahl</p> 	<p><b>P2R Text: Grimm's Fairytales</b>  Usborne books</p> 
<p><b>Class Author Study</b></p>	<p><b>Julia Donaldson</b>  The Snail and the Whale  A Squash and a Squeeze  The girl, the bear and the magic shoes  The Troll  The Go-away bird  Hospital Dog  Monkey Puzzle  Detective Dog  Princess Mirror-Belle  The Highway Rat  Charlie Cook's Favourite Book  The Cook and the King  The Smartest Giant in Town  Spinderella  Freddie and the Fairy</p>	<p><b>Mini Grey</b>  Traction Man  Traction Man meets Turbo Dog  Jim  The Pea and the Princess  Traction Man and the Beach Odyssey  The Very Smart Pea and the Princess to be  Hermelin</p>	<p><b>Emily Gravett</b>  Wolf won't bite  Meerkat Mail  Cyril and Pat  Little Mouse's Big Book of Beasts  Wolves  A sang of Gladness (1x without cover)  Tidy  The Rabbit Problem  Spells  Again  Too much stuff!</p>	<p><b>Raymond Briggs</b>  The Elephant and the Bad Baby  The Bear  When the Wind Blows  Ug  Jim and the Beanstalk  Father Christmas</p>	<p><b>Roald Dahl</b>  Oxford Roald Dahl Dictionary  Fantastic Mr Fox  Esio Trot  James and the Giant Peach  Billy and the Mini Pins  Matilda card game  Marvellous Maths Card Games  The Giraffe and the Pelly and Me  The Magic Finger  Never Grow Up  The Twits  Marvellous Joke Book  Dirty Beasts  George's Marvellous Medicine  Danny the Champion of the World</p>	<p><b>Jeanne Willis</b>  slug needs a hug  The first sledge stardust  Dr Xargle's Book of Earth Tiggers  Goldilocks  Tadpole's promise  Daddy. Don't let go  The bog baby  The king of tiny things  Somewhere  Grill Pan Eddy  Susan laughs  troll stinks</p>

					The Enormous Crocodile	
<b>Science (CUSP)</b>	<b>CHEMISTRY</b> Materials  <b>BIOLOGY</b> Animals, including humans		<b>BIOLOGY</b> Plants		<b>BIOLOGY</b> Living things and their habitats	
<b>History (CUSP)</b>	Events beyond living memory - The Great Fire of London		Significant historical events people and places in our own locality		Revisit events beyond living memory	
<b>Geography (CUSP)</b>	Y1 Revisit Continents, Oceans 1 week  Human and Physical features local area study 3 weeks  Introduce Yanomami (non-European study) 3 weeks		Comparison study UK and Non-European country) 6 weeks		Fieldwork and map skills 6 weeks	
<b>Art and Design (CUSP)</b>	Drawing Painting		Print Making Textiles		Collage Sculpture	
<b>Design Technology</b>	Textiles		Mechanisms - Sliders and Levers		Food	
<b>Music (Charanga)</b>	<b>Hands, Feet, Heart</b>  Style: South African Music	<b>Ho Ho Ho</b>  Style: Christmas, Big Band, Motown	<b>I Wanna Play in a Band</b>  Style: Rock	<b>Zootime</b>  Style: Reggae	<b>Friendship Song</b>  Learning to sing songs about being a good friend.	<b>Reflect, rewind and replay</b>

Listening Whole School	<i>Classical</i> Gustav Holst 'The Planets'	<i>Music for Film</i> Collection of Works by John Williams	<i>Classical</i> Collection of Works by Mozart, Beethoven and Bach	<i>Music Through the Ages</i> Live and Recorded Music from 1950s - 1980s.	<i>Music Through the Ages</i> Live and Recorded Music from 1990s - Present Day.	<i>Music from Other Cultures</i> Listening to traditional music of tribes and cultures across the globe.
<b>Computing</b>	Computer Networks	Creativity	Productivity	Creativity	Programming <i>Review prior objectives</i>	Communication <i>Review prior objectives</i>
Purple Mash Unit	Unit 2.5 Effective Searching	Unit 2.8 Presenting Ideas	Unit 2.3 Spreadsheets  Unit 2.4 Questioning	Unit 2.7 Making Music	Unit 2.1 Coding	Unit 2.2 Online Safety
Digital Literacy (eAWARE)	Passwords <i>Password Rules</i>	Friends <i>My Online Community</i>	Time Online <i>How long am I online</i>	Digital Footprint <i>My Footprint</i>	Private Information <i>My Private Information</i>	Positive Communication <i>Positive Poster</i>
<b>Physical Education</b>	<b>REAL PE</b> - Unit 1 (Personal) FUNS: 10 - Co-ordination - Floor Movement Patterns 1 - Static Balance - One Leg Standing	<b>REAL PE</b> - Unit 2 (Social) FUNS: 6 - Dynamic Balance to Agility 2 - Static Balance - Seated	<b>REAL PE</b> - Unit 3 (Cognitive) FUNS: 5 - Dynamic Balance 4 - Static balance - small base	<b>REAL PE</b> - Unit 4 (Creative) FUNS: 9 - Co-ordination - Balls Skills 7 - Counter Balance in Pairs	<b>REAL PE</b> - Unit 5 (Applying Physical Skills) FUNS: 8 - Co-ordination with Equipment 12 - Agility - Reaction/Response	<b>REAL PE</b> - Unit 6 (Health & Fitness) FUNS: 11 - Agility - Ball chasing 3 - Static Balance - Floor work
	<i>GAMES</i> - Football <i>Focus on:</i> <i>Ball control</i>	Team games focusing on fundamentals e.g. agility, balance, co- ordination. Missed the team game element in Year 1	<i>ATHLETICS</i> - Sports Day Practice	Gymnastics - Val Sabin	Dance - Val Sabin	Striking and Fielding games focusing on throwing and catching for improvement as well building up strategic game play. Missed the throwing and catching focus in Year 1

<p><b>Religious Education</b></p>	<p><b>Introduction to RE</b>  <b>What is it? Why do we learn about it? What can we learn from it?</b></p> <p>Hinduism  How might people express their devotion?</p>	<p><b>Christianity God</b>  Does how we treat the world matter?</p>	<p><b>Christianity Jesus</b>  Why do Christians say that Jesus is the 'Light of the World'?</p>	<p><b>Christianity Church</b>  What unites the Christian community?</p>	<p><b>Islam</b>  Why do Muslims believe it is important to obey God?</p>	<p><b>Judaism</b>  What aspects of life really matter?</p>
<p><b>PHSCE</b></p>	<p><i>Being Me in My World</i></p> <p>Friendship.  Feeling lonely.  How to manage arguments/conflict.  <b>**Kidsafe RevisionUnit**</b></p>	<p><i>Celebrating Difference</i></p> <p>Behaviour; What is bullying? Appropriate words and actions.  Showing respect for others.  <b>** Pants - NSPCC**</b>  <b>Revision</b></p>	<p><i>Relationships</i></p> <p><i>Keeping safe; recognising risk. Following rules. Trust; trusted adults and secrets.</i></p>	<p><i>Changing Me</i></p> <p><i>Feelings; identifying a range of feelings. Times of change; loss and bereavement. Sharing feelings with trusted people.</i></p>	<p><i>Healthy Me</i></p> <p><i>Being healthy. What makes us healthy; eating, drinking, playing and sleeping. Sunshine; safety of the sun. Growth.</i></p>	<p><i>Dreams and Goals</i></p> <p><i>People and jobs; jobs within the community. Importance of money. Strengths and weaknesses linked to skills. Use of internet. Managing change.</i></p>
<p><b>Character Education - Missions</b></p>	<p><b>The Queen</b>  <b>The Longest Reign</b></p>		<p><b>Pocahontas</b>  <b>Trouble in the Tribe</b></p>		<p><b>Samuel Pepys</b>  <b>London's Burning</b></p>	