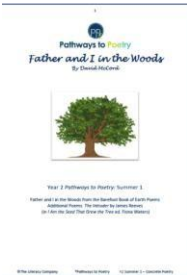
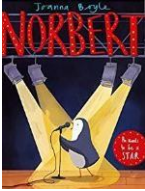
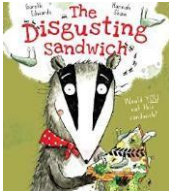
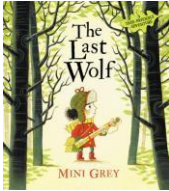
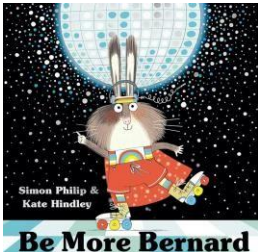
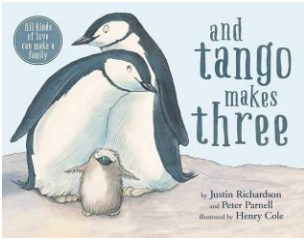
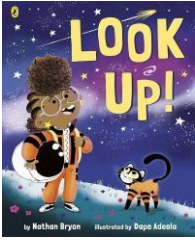
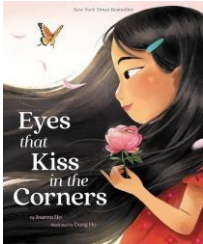
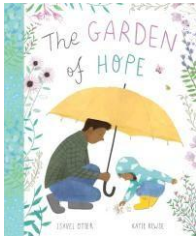


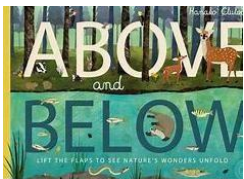
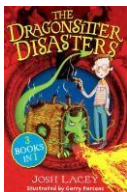
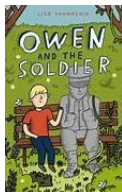
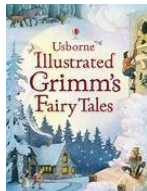


Year 2 Long Term Plan 2025 – 2026

Year group: Two	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
High Performance Learning VAAs (Values, attitudes and attributes)	 Learn Dynamic (enquiring) Enterprising and creativity Open-minded Fearless (risk-taking)	 Achieve Perseverance Resilience Aspirations (+practice)	 Respect Collaborative Helpful (concern for society) Listening (+confident)	 Learn Dynamic (enquiring) Enterprising and creativity Open-minded Fearless (risk-taking)	 Achieve Perseverance Resilience Aspirations (+practice)	 Respect Collaborative Helpful (concern for society) Listening (+confident)
	Metathinking  - Thinking skills to solve a problem - Describing the thinking skills - Recognising that errors are part of learning - Consider what worked well and what did not - Suggest goals for improvement	Linking  - Recognise simple patterns or similarities - Use patterns and connections to make simple predictions - Make simple and obvious connections - Recognise big ideas and use them to make sense of things - Conduct processes in the head, without concrete resources	Analysing  - Ask simple questions - Ask relevant questions - Select information from sources to develop understanding - Use information to explore ideas - Use of symbols, vocabulary and language with some errors - Use a given	Creating  - Understand rules in different domains - Choose some rules to disregard or change - Ask 'what if?' - Brainstorm ideas for simple problems - Consider the evidence and be willing to abandon an idea based on this - Generate multiple solutions and ideas	Realising  - Recall key facts, concepts and ideas - Recall more complex key facts, concepts and ideas with independence - Develop skills with increasing accuracy - Show some fluency in age-related tasks - Begin to work to the speed of task	Review of Metathinking, Linking, Analysing, Creating and Realising. 

	- Different approaches to solve a problem - Justify appropriate strategies - Communicate views based on experiences - Begin to explain my views using examples and reasons	- Find solutions to problems - Create solutions in the mind - Recognise different perspectives - Begin to distinguish between facts, beliefs and opinions	approach to solve problems, ideas or tasks Understand that complex tasks can be broken down	- Create variations to accepted ideas - Create new ideas by building on existing ideas		
Maths	Place Value (4 weeks) Length and height (2 weeks)	Addition (2 weeks) Subtraction (2 weeks) Inverse operations (1 week) Statistics – embed place value, addition and subtraction skills in this (2 weeks)	Multiplication – include counting in money (2ps etc) and time intervals (5 minutes) (3 weeks) Division (2 weeks and 4 days)	Fractions Y1/2 (4 weeks) Money (3 weeks)	Time Y1/2 (3 weeks) Volume (1 week and 4 days)	Consolidation of: Place value Addition Subtraction Multiplication Division Fractions
Poetry	Zebra Questions	The Owl and the Pussycat by Edward Lear  Outcome: Narrative poem, experimenting with words and patterns	From a Railway Carriage by Robert Louis Stevenson  Outcome: Rhyming Bird's Eye-view poem	Night Sounds by Berliue Doherty  Outcome: Senses poem	Father and I in the Woods by David McCord  Outcome: Shape poems	Fox by Kathy Henderson  Outcome: Descriptive poem

English driver text	Troll Swap by Leigh Hodgkinson 	The Owl who was afraid of the dark by Jill Tomlinson  Norbert by Joanne Boyle 	Man on the Moon by Simon Bartram 	The Disgusting Sandwich by Gareth Edwards 	The Last Wolf by Mini Grey 	Grandad's Secret Giant by David Litchfield 
Outcome linked to driver text	Revisit outcome: to write instructions on how to be a good troll Writing outcome: To write an adventure narrative (character-driven retell)	Revisit outcome: to write a letter giving advice to Plop Writing outcome: to write a non-fiction information text about owls	Revisit outcome: to write a non-fiction information text about space/the moon Writing outcome: To write an adventure narrative	Revisit outcome: to write instructions for making a sandwich Writing outcome: to write a narrative changing key details	Revisit outcome: to create a warning sign (setting description) Writing outcome: to write a letter in the role	Revisit outcome: to write a letter in the role of child/giant/Grandad Writing outcome: to write a narrative with moral focus
Text to celebrate diversity and inclusion	Is being resilient always easy? Be more Bernard by Simon Philip and Kate Hindley 	What makes a family? And Tango Makes Three by Justin Richardson 	Does what other people think about our hopes and dreams matter? Look Up! by Nathan Bryon 	Why is it important to love yourself? Eyes That Kiss in the Corners by Joanna Ho 	What can hope look like? The Garden of Hope by Isabel Otter and Katie Rewse 	Is it always easy to make the right choice? The Magic Paintbrush by Julia Donaldson 

	Writing Outcome: to write a letter in reply to an agony-aunt style question	Writing Outcome: to write instructions	Writing Outcome: to produce an advert/flyer to persuade people to come to the moon	Writing Outcome: a poem in the style of the author (what you love about yourself)	Writing Outcome: to write a section of narrative with focus on setting description	Writing Outcome: to write letter to advise Shen – linked to conscience alley
Pathways to Read	Trolls Go Home by Alan McDonald 	Above and Below by Patricia Hegarty 	The Dragonsitter disasters by Josh Lacy 	Owen and the Soldier by Lisa Thompson 	Fantastic Mr Fox by Roald Dahl 	Grimm's Fairytales Usborne books 
Class Author Study	Julia Donaldson	Mini Grey	Emily Gravett	Raymond Briggs	Roald Dahl	Jeanne Willis

Science	How do all living things work together? I know the difference between things that are living, dead and things that have never been alive. I know how to compare the differences between things that are living, dead and things that have never been alive. I know that most living things live in habitats to which they are suited. I know how different habitats provide for the basic needs of different kinds of animals and plants. I know that animals and plants within different habitats can depend on each other. I know a variety of plants in a habitat, including microhabitats. I know a variety of animals in a habitat, including microhabitats.	What is a life cycle? I know that animals, including humans, have offspring. I know that offspring grow into adults. I know the basic stages in a life cycle for animals, including humans e.g., egg, chick, chicken; spawn, tadpole, frog; baby, toddler, child, teenager, adult. I know the basic needs of animals, including humans, for survival (water, food and air). I understand the importance for humans of exercise. I understand the importance for humans to eat the right amounts of different types of food. I understand the importance for humans to have good hygiene.	What do plants need to grow? I know the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers I know the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant I can investigate the way in which water is transported within plants I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.			
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	I know that animals obtain their food from plants and other animals. I know what a simple food chain is. I know some different sources of food.					
History	What are we remembering on Remembrance Day? - Describe what life was like for people during World War 1. - Explain how different people and animals helped during the war. - Understand why Walter Tull - Understand why we use poppies as a symbol for Remembrance Day.	Can disasters have a positive impact? - Describe some similarities and differences between London now and in the past. - Use a timeline to sequence events beyond 100 years. - Identify the causes and consequences of events from the Great Fire of London. - Use Samuel Pepys’ diary to find information about the Great Fire of London.	Who was the remarkable Mr Smithies? - Use sources to gather information. - Draw conclusions or interpretations based on the evidence available. - Describe why William Smithies was a significant individual and his achievements. - Compare the changes in transport from the time of William Smithies’ travels to modern times.			
Geography	What makes up our World? - Name and locate seven continents and five oceans - Identify main features of each continent - Compare and contrast continents	What is it like to live by the coast? - Name and locate seas and oceans surrounding the UK - Define what a coast is and locate coasts in the UK - Identify physical and human features of the UK - Use four compass points to describe a location	Would you prefer to live in a hot or cold place? - Locate North and South Pole and the Equator - Investigate weather using key vocabulary - Recognise features of hot and cold countries and locate on a map - Find similarities and differences between the UK and hot and cold countries.			
Art and Design	Drawing: How can we create spirals using different drawing tools? - Draw in a controlled way using correct and precision - Draw lines using different grades of pencil - Use pencil to make dashes and circular patterns	Collage: How can we use layers of textures for effect in collaging? - Select which texture would be best for layering - Add layers of textures in collaging - Describe textures - Explain the effect of layering in art	Creative Response Drawing and collage (PAN Art): - Create controlled spiral drawings using different gradients of pencil - Use layers for effect, selecting appropriate textures to create a winter scene with spiral branches	Painting: How can we develop an understanding of tint and shade when painting? - Experience painting with smaller paint brushes to develop further control - Explore colour mixing and create brown paint by mixing - Create tints with paint by adding	Digital Art/Photography: How can photographs be used in art? - Use images to and combine with other artwork - Use IT to create art	Creative Response Painting and Digital Art/Photography: - Create artwork which combines painting with digital art/photography - Use a variety of colour mixing to overlap images uses from IT devices

				white and shade by adding black Create a painting piece in the style of an artist		
Design Technology	What structure can I build for Tabitha? - Experiment with structures to determine which are the strongest or most stable - Experiment with materials to manipulate strength and stiffness - Design, make and evaluate a structure		What vehicle will I make for the man on the moon and how will it move?		What will I put into my healthy fruit smoothie to help keep me healthy for Sports Day?	
Music	How do styles of music differ? A look into South African Music. Hands, Feet, Heart Style: South African Music	How is music used to celebrate in festivals and at Christmas? Ho Ho Ho Style: Christmas, Big Band, Motown	How can we work collaboratively to play in a band? What comprises a band? I Wanna Play In A Band Style: Rock	How do styles of music differ? A look into Reggae music. Zootime Style: Reggae	How do songs portray meaning? Friendship Song Learning to sing songs about being a good friend.	How has music developed overtime? Consolidate our learning from the year. Take a look at the history of music. Learn some of the language of music.
Listening Whole School	Classical Gustav Holst 'The Planets'	Music for Film Collection of Works by John Williams	Classical Collection of Works by Mozart, Beethoven and Bach	Music Through the Ages Live and Recorded Music from 1950s – 1980s.	Music Through the Ages Live and Recorded Music from 1990s – Present Day.	Music from Other Cultures Listening to traditional music of tribes and cultures across the globe.
Computing	Information Technology: How is technology used in the world around us? Identify examples of computers		Computer Science: What is an algorithm?		Digital Literacy: What is stop-motion?	
Physical Education	Why is it important to work collaboratively when playing football? - I can participate in team games. - I can pass a ball with control.	How do I form simple sequences? - I can demonstrate quality of movement when standing and stepping. - I can explore small point balances.	How do I score points in handball? - I can decide when and where to run, showing good awareness of others. - I can control the ball when	How do I run faster? I can explore and practice a variety of athletic movements and apply athletic skills and techniques to a variety of activities.	How do I move with expression? I can perform a range of actions and simple movement patterns with control and coordination.	How do I send a ball with control and accuracy? I can explore different ways of moving, changing speed and direction fluently.

	- I can show control when movement, changing speed and direction both with and without a ball. - I can perform a variety of skills keeping the ball under control. Fundamental Movement - Skill 8: I can throw a tennis ball and catch the rebound after one bounce with the other hand. - Skill 8: I can throw a tennis ball and catch the rebound with the other hand without a bounce. - Skill 12: I can react and catch a tennis ball dropped from shoulder height from 1 bounce.	- I can develop balance and coordination. - I can remember and repeat a range of gymnastic actions with control and precision. Fundamental Movement - Skill 1: I can stand still on one leg for 30 seconds. - Skill 1: I can complete five mini squats. - Skill 10: I can skip with knee and opposite elbow at 90 angle with balance and control. - Skill 10: I can hopscotch forwards and backwards, hopping on the same leg with balance and control.	moving. - I can throw a ball in different ways (fast, slow, high, low). - I can catch a ball thrown by others. - I can choose and use simple tactics. Fundamental Movement - Skill 11: I can start in seated / lying position, throw a ball, chase and collect it in balances position facing the opposite direction. - Skill 11: I can start in seated / lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing the opposite direction. - Skill 6: I can stand on a line and jump from 2 feet to 1 foot and freeze on landing.	- I can develop coordination and balance whilst exploring different running, jumping, and throwing techniques. - I can begin to show control, coordination, and consistency when running at speed. - I can develop a range of jumping techniques. - I can develop the underarm and pull throw technique. Fundamental Movement - Skill 2: I can pick up a cone from one side, swap hands and place it on the other side. I can return the cone to the opposite side. - Skill 5: I can walk fluidly, lifting knees to 90°. - Skill 5: I can walk fluidly, lifting heels to bottom.	- I can compose short dances that express and communicate mood, ideas, and feelings, varying simple compositional ideas. - I can explore, remember, and repeat short dance phrases, showing greater control and spatial awareness. - I can work individually and with others. Fundamental Movement - Skill 3: I can hold mini-back support position. - Skill 3: I can place a cone on tummy and take it off with other hand in mini-back support. - Skill 7: I can hold on and, with a long base, lean back, hold our balance and move back together again. - Skill 7: I can hold on with 1 hand and, with a long base, lean back, hold our balance and move back together again.	- I can explore different ways of moving a golf ball, and/other size ball. - I can push/ roll and putt a ball towards a target with control. - I can use skills learnt to participate and compete in rolling and putting games. - I can develop technique when using the golf putter, becoming increasingly accurate. Fundamental Movement - Skill 4: I can stand on low beam with good stance for 10 seconds. - Skill 9: I can sit and roll a ball up and down legs and around upper body using 1 hand. - Skill 9 I can stand and roll a ball up and down legs and around upper body using 1 hand.
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Religious Education	Christianity (God) Does how we treat the world matter?	Christianity (Jesus) Why do Christians say that Jesus is the 'Light of the World'?	Hindu dharma How might people express their devotion?	Islam Why do Muslims believe it is important to obey God?	Christianity (Church) What unites the Christian community?	Judaism What aspects of life really matter?
PHSCE	How can different relationships impact me? • Explain that families offer love and support and that different families may be made up of different people. • Understand what friends may be thinking and feeling in different situations. • Explain who is in my family and how they care for me. • Show respect to people who have different families to me. • Be a good friend. • Describe my aspirations, regardless of my gender.	How can different relationships impact me? • Understand that food and drinks with lots of sugar are bad for our teeth. • The importance of exercise to stay healthy. • Explain the balance of foods we need to keep healthy. • Describe some breathing techniques that can be a useful strategy to relax. • Understand that a growth mindset means being positive about challenges and finding ways to overcome them.	What are my boundaries and how can they keep me safe? • Identify when secrets and surprises are appropriate. • Describe who my trusted adults are and that I should speak to them if I am ever worried or feel uncomfortable about another adult. • Understand that I can give permission and take it away when I choose. • Describe ways to keep safe on and near roads. • Understand how to stay safe with medicines.	When do rules need to change? • Recognise that different rules apply in different situations. • Explain what makes a good school environment. • Recognise that everyone in school has a responsibility to maintain the school environment. • Identify some jobs that people do to keep the local area pleasant. • Recognise some local job roles that help the community. • Recognise similarities and difference between people in the local community. • Explain that differences should be respected. • Explain how the school council works.	Kidsafe Unit • To equip participating children with effective skills to keep themselves safe from various forms of child abuse, without shattering their innocence.	Do we always need what we want? • Explain some ways adults get money. • Discuss the role of bank account cards. • Recognise wants and needs. • Recognise the difference between a want and a need. • Identify their skills and talents. • Identify ways to develop their skills and talents. • Explain why treating people equally and inclusively is important.

Chatacter Education – Missions	The Queen The Longest Reign		Pochahontas Trouble in the Tribe		Samuel Pepys London’s Burning	