



Year 2 Long Term Plan 2026-2027

| Year 2               | AT1                                        | AT2                                                                                                                                             | Sp 1                                                                                                 | Sp 2                                                                            | Sum 1                                     | Sum 2                                                                 |
|----------------------|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------|-----------------------------------------------------------------------|
|                      | Arctic Adventure                           | Chorley Remembers                                                                                                                               | Titanic                                                                                              | Kenya                                                                           | Looking after our Earth                   | Let's explore!                                                        |
| <u>Lead Subjects</u> | Geography - Hot and cold places            | History - Events beyond living memory that are significant nationally or globally<br><br>Remembrance Day/WWI<br><i>'Chorley remembers walk'</i> | History - Events beyond living memory that are significant nationally or globally<br><br>The Titanic | Geography - Small area of a non-European country - Kenya: Nairobi               | Geography - Continents and oceans         | History - Two famous significant individuals:<br><br>Famous explorers |
|                      |                                            | Geography - What is it like to live in Chorley, a small area of the UK?                                                                         |                                                                                                      |                                                                                 |                                           |                                                                       |
|                      | DT - Structures: A chair for a bear        | Art and Design - Drawing: Understanding tone and texture                                                                                        | DT - Mechanisms: Leavers                                                                             | Art and Design - Sculpture and 3D: Clay houses                                  | DT - Cooking and nutrition: Balanced diet | Art and Design - Painting and mixed media: Colour Mixing              |
|                      | Science - Living things and their habitats | Science - Materials                                                                                                                             | Science - Animals, including humans                                                                  | Science Week - Change and adapt<br>5 <sup>th</sup> -14 <sup>th</sup> March 2027 | Science - Plants                          | Science - Plants (extra unit)                                         |
|                      | Music - Musical storytelling: Instruments  | Music - Christmas music                                                                                                                         |                                                                                                      | Music - Call and response: Musical animals                                      | Music - Structure: Myths & legends        | Music - Pitch: Musical me                                             |

|                                                                             |                                                                                                                                         |                                                                                                                  |                                                                                             |                                                                                                                                                                                                                |                                                                                                                                                                                                    |                                                                                                                                              |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                             | <i>Global Learning Links: extreme weather around the world and climate change</i>                                                       | <i>GL: Remembrance, war throughout history and modern warzones</i>                                               | <i>GL: Migration and refugee crisis, RNLI</i>                                               | <i>GL: Stereotypical images, use of resources, water, food, conservation, slavery, diversity</i>                                                                                                               | <i>GL: Fairtrade, sustainability, food miles, plastic pollution, 'Somebody Swallowed Stanley'</i>                                                                                                  |                                                                                                                                              |
| <u>Computing</u>                                                            | Computing systems and networks 1<br><br>What is a computer?                                                                             |                                                                                                                  | Programming 1<br><br>Algorithm and debugging                                                | Data Handling<br><br>International Space Station                                                                                                                                                               | Programming 2<br><br>Scratch Jr                                                                                                                                                                    | Online Safety                                                                                                                                |
| <u>Maths</u>                                                                | Place Value<br>Addition and Subtraction<br>Shape                                                                                        |                                                                                                                  | Money<br>Multiplication and Division<br>Length and Height<br>Mass, Capacity and Temperature |                                                                                                                                                                                                                | Fractions<br>Time<br>Statistics<br>Position and Direction<br>Consolidation                                                                                                                         |                                                                                                                                              |
| <u>English</u>                                                              | Animal adventure story: <i>The Way Home for Wolf: Rachel Bright and Jim Field</i><br><br>Information text: based on a researched animal | Traditional tales with a twist<br><br>Instructions<br><br>Classic poems: <i>'Twas the night before Christmas</i> | Story as a theme: <i>Samson's Titanic Journey</i><br><br>Recount-Letters: Titanic           | Story from another culture: <i>Lila and the Secret of Rain by David Conway &amp; Jude Daly (3)</i><br><br>Persuasion: Persuasive adverts for Kenya (2)<br><br>Riddles: <i>African Big 5 Animal Riddles (1)</i> | Story with a familiar setting: <i>The Tin Forest by H. Ward</i><br><br>Explanations: How do plants grow? How do you look after a sunflower?<br><br>Poems on a theme: <i>Dreamer by Brian Moses</i> | Stories by the same author: <i>Simon Bartram</i><br><br>Non-chronological reports<br><br>Poems on a theme: <i>Diamantes Haiku Free verse</i> |
| <u>Key Authors</u><br>used as part of Book Club and during class novel time | Tom Percival                                                                                                                            | Alex T Smith                                                                                                     | Jill Tomlinson                                                                              | Atinuke                                                                                                                                                                                                        | Sally Gardner and Lydia Corry                                                                                                                                                                      | Chris Judge                                                                                                                                  |
| <u>PE</u>                                                                   | Fundamental Movement Skills<br>Playground games in the 20 <sup>th</sup> Century                                                         | CSSP Dance<br>Traditional Tales                                                                                  | Gymnastics                                                                                  | Games<br>Piggy in the Middle (core task)                                                                                                                                                                       | Athletics                                                                                                                                                                                          | Games<br>Net and Wall                                                                                                                        |

|             |                                                                                                                             |                                                                      |                                                           |                                                                      |                                                                                                                              |                                                                                                                   |
|-------------|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <u>PSHE</u> | <p>How do we recognise our feelings?</p> <p>Feelings and Emotions</p> <p>RSE: Journey in Love<br/>-Social and Emotional</p> | <p>Who helps to keep us safe in an emergency?</p> <p>Fire Safety</p> | <p>What makes a good friend?</p> <p>Being Responsible</p> | <p>What is bullying?</p> <p>Relationships</p> <p>Computer Safety</p> | <p>What roles do people play in our community?</p> <p>Our World</p> <p>RSE: Journey in Love<br/>- Physical and Spiritual</p> | <p>What can help us grow and stay healthy?</p> <p>Keeping and Staying Healthy</p> <p>Keeping and Staying Safe</p> |
| <u>RE</u>   | <p>Creation and Covenant</p>                                                                                                | <p>Prophecy and Promise</p>                                          | <p>Galilee to Jerusalem</p>                               | <p>Desert to Garden</p>                                              | <p>Ends of the Earth</p>                                                                                                     | <p>Dialogue and Encounter</p>                                                                                     |