



Long Term Plan

Year 2

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	Fairytales	The Great Fire of London	Animals	Toys	Our World	Oh I do like to be beside the sea
Trips/Visitors	Broadland Park	Salvation Army Band	Sainsbury Centre (followed by Parent event, DT Masks)	Horsford All Saints Church Easter Experience	Exploring Science Amusement Lab	Henry Blogg Museum
Passport Experiences	Go on a walk Explore Broadland Park	Listen to a band		Visit All Saints Church	Watch the lifecycle of a butterfly	Paddle in the sea. Post a card Meet a librarian
English: Power of reading core text	Rapunzel <i>Fiction</i>	The Great Fire of London <i>Non-fiction</i>	A first book of animals <i>Poetry</i>	Traction Man <i>Fiction</i>	One World <i>Non-fiction</i>	The Storm Whale <i>Fiction</i>
Writing Opportunities	Fiction Story writing (mixed up fairy tale) Non fiction Instruction poster (how to escape the tower) Poetry Woodland inspired	Fiction: Setting description writing using the senses Non-fiction: Information report (Royal bulletin with future safety recommendations) Poetry Christmas Card Poetry	Fiction: Diary entry from the perspective of an explorer who has observed animals. Non-Fiction Animal fact file Poetry Shape Poems – animal outlines	Fiction Comic strip writing Non-fiction Research report about favorite toy.	Fiction Write a story of a trip across the world as a character from the book. Non-Fiction Write a guide – How to care for the world.	Fiction Story rewrite (POR session 14-15) Non-Fiction Advert for the local seaside town. Poetry Seaside poems
Cross Curricular Writing	How to keep healthy leaflet (Science) Instructions (geography) Recount – where food comes from (DT) Recipe (DT)	Poster – recycling (science) Letter – materials (science) Diary – Sam or eye witness (history) Hannukah Story (RE)	Instructions to grow plants (science) Holiday brochure (geography) Jewish Creation Story (RE)	Animal fact file (science) Advert for toys in past (history) Narrative for toy creation (art)	Butterfly diary – observations of changes (science) Recount - My journey (DT and Geography) Cartoon Strip (Computing)	Speech – How to care for our world (science) Diary of rescue (history) Newspaper report (history) Poetry (art)
Guided Reading	Fairy tale Pets – Tracey Corderoy Little Red – Bethan Woolvin The Three Little Pigs – Roald Dahl (poem)	Vlad and The Great Fire of London – Kate Cunningham The Great Fire of London – George Szirtes (poetry)	The Big Book of Bugs – Yuval Zommer	Traction Man and Turbo Dog – Mini Grey The Day the Crayons Quit – Drew Daywait	My First Book of Nature – Nicola Davies	The Pirates Next Door by Jonny Duddle



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Let's think in English	Kites (2 weeks) Bear (2 weeks)	Crocodile (2 weeks) The wall (3 weeks)	Today I feel (part 1) (2 weeks) Today I feel (part 2) (2 weeks)	Elise (3 weeks) Dark (2 weeks)	Suitcase (3 weeks) Hat (2 weeks)	Fish is fish (3 weeks) Mystery (2 weeks)
Phonics	Phonics will be taught daily following the Nebula SSP					
SPAG	The alphabet – uppercase and lowercase; nouns and adjectives; adjectives; nouns (collective); verbs (action/doing words and adding 'ed'); sentences (full stops, exclamation mark and question mark); sentence types; conjunctions - coordinating and subordinating conjunctions; adverbs – adding 'ly', when/where; proper, collective, and compound nouns; pronouns; commas; comparative adjectives; verbs (past progressive and past simple); adjectives (superlatives); nouns (adding 'ness'); adjectives (adding 'ful'); apostrophes; contractions; confusing words – homophones and near homophones.					

MATHS	Coverage areas. <u>Place Value</u> Year 1 - Numbers within 10 Year 2 - Numbers within 100 <u>Addition and subtraction</u> Year 1 - Numbers within 10 Year 2 - Numbers within 100 <u>Geometry</u> Year 1 - 2D and 3D Shape Year 2 - 2D and 3D Shape <u>Statistics</u> Year 1 - Statistics <u>General</u> Year 2 - Consolidation of place value/ addition and subtraction		Coverage areas. <u>Place Value</u> Year 1 - Numbers within 20 Year 1 - Numbers within 50 <u>Measurement</u> Year 2 - Money <u>Addition and subtraction</u> Year 1 - Numbers within 20 <u>Division and multiplication</u> Year 2 - division and multiplication <u>Measurement</u> Year 1- Length and height Year 2 - Length and height <u>Fractions</u> Year 2 - Halves, quarters, thirds and writing fractions <u>Measurement</u> Year 1 - weight, volume, mass, capacity and temperature <u>General</u> Year 1 - Consolidation and assessment		Coverage areas. <u>Division and multiplication</u> Year 1 - division and multiplication <u>Statistics</u> Year 2 - Statistics <u>Fractions</u> Year 1 - Halves and quarters <u>Geometry</u> Year 1 - Position and direction Year 2 - Position and direction <u>Place Value</u> Year 1 - Numbers within 100 <u>Measurement</u> Year 1 - Money Year 2 - weight, volume, mass, capacity and temperature <u>Measurement</u> Year 1 – Time Year 2 - Time <u>General</u> Year 1 - Consolidation and assessment Year 2 - Consolidation and problem solving	
	SCIENCE	<u>Animals needs for survival (Biology)</u> -Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	<u>Materials (chemistry)</u> - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass,	<u>Plants (Light and dark) (Biology)</u> - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	<u>Plants (Light and dark) (Biology)</u> (CONTINUED) - Find out and describe how plants need water, light and a suitable	<u>Plants (bulbs and seeds) (Biology)</u> -Observe and describe how seeds and bulbs grow into mature plants. Growing up (Biology)



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	<p><u>Humans (Biology)</u> - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><u>Plastic (Sustainability)</u> -Plastic can be helpful. -Plastic can be harmful for humans and other animals. -There are ways to reduce your plastic waste -Some plastic can be recycled. -Some plastic cannot be recycled.</p>	<p>brick, rock, paper and cardboard for particular uses. - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>temperature to grow and stay healthy. <u>Living Thing and their Habitats (Biology)</u> - Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. - Identify and name a variety of plants and animals in their habitats, including microhabitats. - Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. -Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. -Explore and compare the differences between things that are living, dead, and things that have never been alive.</p>	<p>- Notice that animals, including humans, have offspring which grow into adults.</p>	<p><u>Growing up B (Biology)</u> - Notice that animals, including humans, have offspring which grow into adults. <u>Wildlife (Sustainability)</u> -Wildlife is the animals and plants that live in nature and are not looked after by humans. -Some plants can be eaten as food. - There are many ways to care for local wildlife. - It is important to care for plants and animals.</p>
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HISTORY		The Great Fire of London Events beyond living memory that are significant nationally or globally.		Toys past and present Changes within living memory.		Henry Blogg Significant historical events, people and places in their own locality.
GEOGRAPHY	Walk to the woods Use ariel photos and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use basic symbols as a key. Use simple compass directions and locational and directional language to describe the location of features and routes on a map.		Animals around the world Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use world maps, atlases and globes to identify the United Kingdom and it's countries, as well as countries, continents and oceans studies at this key stage.		Our World Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Name and locate the world's seven continents and five oceans Use world maps, atlases and globes to identify the United Kingdom and it's countries, as well as countries, continents and oceans studies at this key stage.	
ART		Fire Pictures Painting and Sketching Use drawing, painting to develop and share their ideas, experiences and imagination. Artist study - Philip James de Louthembourg – The great fire or Salvador Dali – Fire, fire, fire		Character Creation Sculpture Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Artist study – Henry Moore		The Sea Painting and Collage Use a range of materials creatively to design and make products. Artist study – Megan Coyle
DT	Tea Party Understand where food comes from – Food around the world. Use the basic principles of a healthy and varied diet to prepare dishes Cheese Scones		Animal Mask Design, Make, Evaluate. Technical knowledge – select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Textiles - fixing		Car Design, Make, Evaluate. Technical knowledge – explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Wheels and Axles Pneumatic	



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PE	Gymnastics Skill areas – shape, balance, rolls (Y2) and travel.	Dance Explore movement using their bodies in creative ways. Link moves and demonstrate use of level, speed and pathways. Create a short dance motif using counts of 8.	Gymnastics Skills – flight (jumping and landing safely), rolls sequence and shape.	Games Fundamentals of movement Footwork patterns - agility, coordination and ball skills. Looking at progressive skill development challenges. Cooperative and competitive game opportunities.	Athletics Running for speed and distance. Jumping combinations. Cooperative and competitive games.	Games Sending and collecting skills. Overarm and underarm throwing. Creating own competitive mini team games using skills of throwing, catching and running. Scoring and leading their own games.
Games	Multi-Skills Fundamental Movements	Multi-Skills Ball Games - Throwing & Catching	Multi-Skills Circuit Training	Invasion Games Consolidation of footwork patterns Football skills Attacking and defending	Athletics Running for speed and distance. Achieving their personal best.	Net Games Tennis
RE	What do the senses tell me about the world of religion? Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them; Talk about what people mean when they say they 'know' something; Give a reason to say why someone might hold a particular belief using the word 'because'.	Why is light an important symbol? (for Christians, Jews and Hindus) Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. Recognise different types of writing from within one text. Give different examples of how a religion's beliefs influence daily life; Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community	What do Jews remember on Shabbat? Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. Recognise different types of writing from within one text.; Recognise that some beliefs connect together and begin to talk about these connections; Give different examples of how Jews' beliefs influence daily life	What questions do religious stories make us ask? Can we find any answers? Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them; Give a reason to say why someone might hold a particular belief using the word 'because'; Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.	How does a celebration bring a community together? Recognise the names of different religions, religious beliefs and worldviews and use them correctly; Identify evidence of religion and belief especially in the local area; Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community; – Give different examples of how ___ beliefs influence daily life	



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MUSIC	My Musical Heartbeat Sing as part of a group; sing in unison and occasionally in parts; understand and follow the leader or conductor; move confidently to a steady beat	Playing in an Orchestra Identify particular features when listening to music; begin to associate sounds they hear with instruments; independently identify the pulse in a piece of music and tap along; begin to say what they like and dislike	Exploring Sounds Work with a partner and in the class to improvise simple 'Question and Answer' phrases; order sounds to create a beginning, middle and end; choose sounds to achieve an effect; create short, rhythmic patterns – sequences of long and short sounds; play simple rhythmic patterns on an instrument; sing/clap a pulse increasing or decreasing in tempo	Recognising Different Sounds Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces; begin to compose short melodic patterns using two or three notes (tuned instruments/voice); be selective in the control used on an instrument in order to create an intended effect; have control when playing instruments; perform musical patterns keeping a steady pulse	Having fun with Improvisation Listen carefully to recall short rhythmic patterns; evaluate and improve their own work and give reasons; verbally recall what they have heard with simple vocabulary – loud, soft, high, low; recognise some band and orchestral instruments; practise, rehearse and share a song that has been learnt in the lesson, from memory or with notation, and with confidence; decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance	Our big concert Be selective in the control used on an instrument in order to create an intended effect; practise, rehearse and share a song that has been learnt in the lesson, from memory or with notation, and with confidence; decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance
	E-Safety (1-2 hours) Use technology safely & respectfully, keeping personal information private; identify where to go for help & support when they have concerns about content or contact on the internet or other online technologies.	Recognise Uses of IT (1-2 hours) Recognise common uses of information technology beyond school.	Developing Programming (4-5 hours) Understand what algorithms are; how they are implemented as programs on digital devices; & that programs execute by following precise & unambiguous instructions. Create & debug simple programs. Use logical reasoning to predict the behaviour of simple programs.	E-Safety (1-2 hours) Use technology safely & respectfully, keeping personal information private; identify where to go for help & support when they have concerns about content or contact on the internet or other online technologies.	Programming with Scratch Jr (3-4 hours) Understand what algorithms are; how they are implemented as programs on digital devices; & that programs execute by following precise & unambiguous instructions. Create & debug simple programs. Use logical reasoning to predict the behaviour of simple programs.	Introduce Data Handling (2-3 hours) Use technology purposefully to create, organise, store, manipulate & retrieve digital content.
COMPUTING	Digital Art (3-4 hours) Use technology purposefully to create, organise, store, manipulate & retrieve digital content.	Introduction to Animation (2-4 hours) Use technology purposefully to create, organise, store, manipulate & retrieve digital content.		Internet Research (1-2 hours) Use technology safely & respectfully, keeping personal information private; identify where to go for help & support		eBook Creation (3-4 hours) Use technology purposefully to create, organise, store, manipulate & retrieve digital content.



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				when they have concerns about content or contact on the internet or other online technologies.		
PSHE	NSPCC PANTS VIPs – friendships, forming and maintaining friendships, the qualities of a good friend. Disputes and bullying.	Safety First taking responsibility for their own safety. Everyday risks, hazards and dangers. First aid, dealing with common injuries and responding to emergency situations.	One World how people's life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries.	Digital Wellbeing What we use the internet for and the benefits and risks of online activities.	Growing Up the human body; how we grow and change, both physically and emotionally.	Money Matters where money comes from and how it is used.
RSHE	My Feelings Pupils can recognise and celebrate their strengths and achievements and set simple but challenging goals. Pupils can recognise what contributes to self-identity and belonging.	My Body Pupils can recognise how they grow and will change as they become older.	My Relationships Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable. Pupils can recognise similarities and differences. Pupils can demonstrate an awareness of, and pride in, their own individuality.	My Beliefs Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another one of them. Pupils can identify different points of view and consider their merits.	My rights and responsibilities Pupils understand and can judge what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond. Pupils understand that they have basic human rights and that some people have these denied.	Asking for help Pupils know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.