



Year 2 Long Term Plan – 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Book: Goldilocks – Lauren Child Outcome: narrative & letter	Book: The Bear and Piano – David Litchfield Outcome: narrative & letter	Book: Henry VIII (Brilliant Brits) – Richard Brassey Outcome: non-chronological report Book: The Lighthouse Keepers Lunch Outcome: instructions	Book: The Dragon Machine – Helen Ward Outcome: Description Outcome: Travel Guide for Riyadh	Book: Greta and the Giants – Zoe Tucker	Book: The Wolves in the Walls – Neil Gaiman
Maths	Numbers within 100 (2 weeks) Addition and subtraction of 2-digit numbers (2 weeks) Addition and subtraction word problems (2 weeks) Measures: Length (2 weeks) Graphs (1 week) Multiplication and division (3 weeks)		Time (2 weeks) Fractions (2 weeks) Addition and subtraction of 2-digit numbers (2 weeks) Money (2 weeks) Face, shapes and patterns; lines and turns (3 weeks)		Numbers within 1000 (1 week) Measures: Capacity and volume (2 weeks) Measures: Mass (1 week) Exploring calculation strategies (2 weeks) Exploring multiplicative thinking (2 weeks)	
Science	The Human Body • Survival and Offspring • The Skeletal System, The Muscular System and Exercise • The Digestive System and Healthy Eating • The Circulatory System • Germs, Diseases and Preventing Illness	Living things and their environments • Dead or Alive • What is a habitat? • Rainforest and Desert Habitats • Meadow Habitats • Underground Habitats	Electricity • (this unit is beyond the requirements of the NC for Y2. It has been included to teach some important background knowledge that will help children in Y3 to access the curriculum content in greater depth) • Introduction to electricity, safety, exploring circuits and conductive/non-conductive materials	Plants • Plants around us • Seeds and Bulbs • Comparative Test 1 • Comparative Test 2 • Food and Farming	Materials and Matter • Materials and Their Uses • George de Mestral and Velcro • Matter Under the Microscope • Changing Solid Objects • Liquids and Their Properties	Astronomy • (This unit has been written in addition to the NC for Y2. It has been included to give children prior knowledge that will help children in Y5) • Introduction to astronomy • Model the solar system • Orbit and rotation • The moon and its phases • Constellations
RE	• U15 Who is a Muslim and how do they live? (P1)	• U17 Who is a Muslim and how do they live? (P2)	• U7 Who do Christians say made the world?	• U16 Why does Easter matter to Christians?	• U11 What does it mean to belong to a faith community?	• U18 What makes some places special to believers?
Geography		Spatial Sense • use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans • use simple compass directions and locational and directional language to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and contrast basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment Thematic week – Spain – From Sheffield to Madrid	•	The British Isles • name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas • use basic geographical vocabulary to refer to key physical features and human features understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country	•	Northern Europe • identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to key physical features and key human features Thematic week – Seaside (fossils) Don't Worry, Be Happy



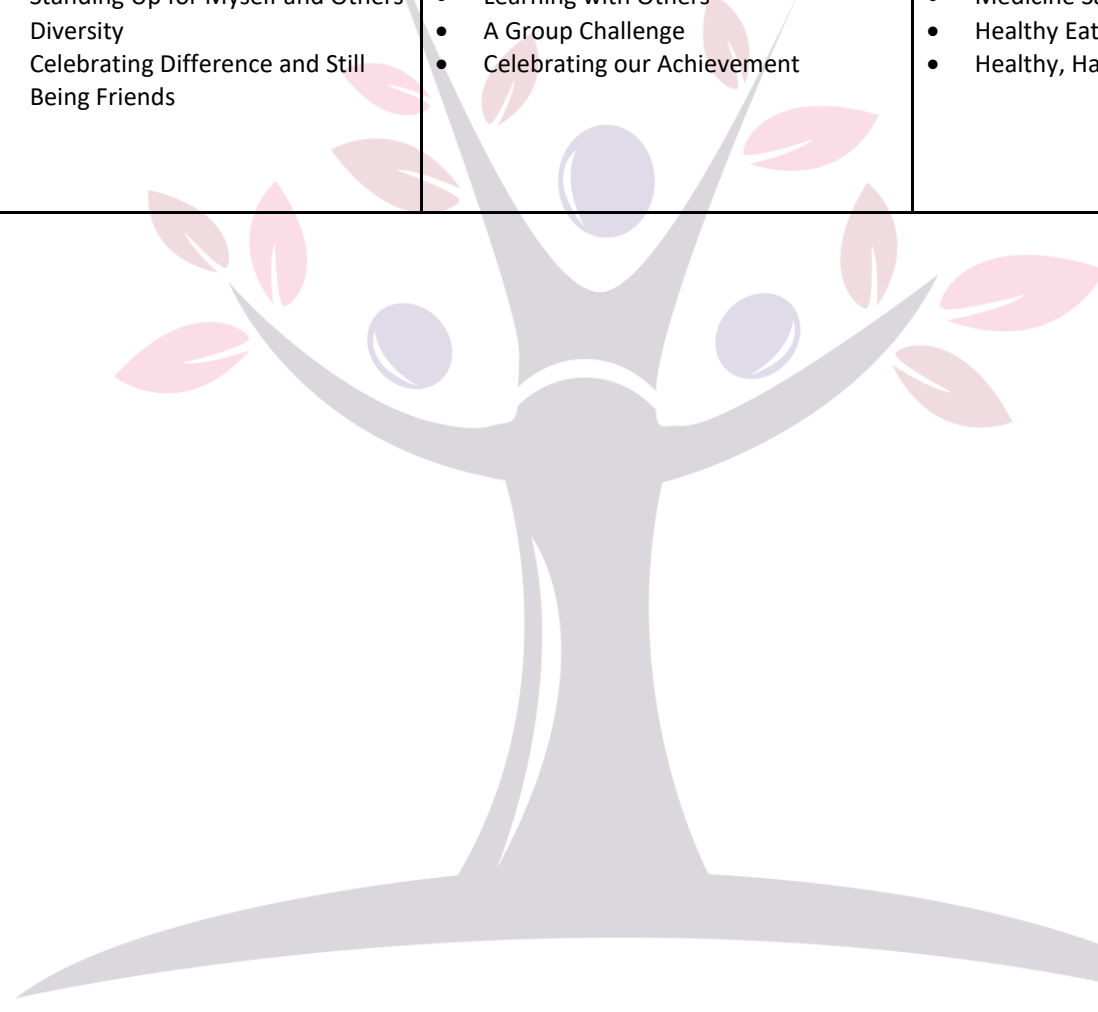
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History	Romans in Britain •The Roman Empire •Roman armies and soldiers •The invasion of Britain and Boudicca •Roman towns •Roman legacy on Britain Thematic week – History of Sheffield – Steel City		The Tudors • the lives of significant individuals in the past who have contributed to national and international achievements - significant historical events, people and places in their own locality		Powerful Voices • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • the lives of significant individuals in the past who have contributed to national and international achievements	
Art	Colour and Shape <u>Artists: Kandinsky, Delaunay, Monet, Klee, Picasso, Calder</u> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour and shape • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	Colour, Shape and Texture <u>Artists: Matisse, Durer, Jan van Eyck</u> • to use a range of materials creatively to design and make products • to use drawing, and painting to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, shape and texture • about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work	Portraits and Self-Portraits <u>Artists: Leonardo da Vinci, Holbein, Hogarth, Van Gogh, Rembrandt, Kahlo, Picasso, Gentileschi</u> • evaluate and analyse creative works using the language of art, craft and design • be taught to improve their mastery of art and design techniques, including drawing and painting • be taught about great artists in history	Landscape and Symmetry <u>Artists: Constable, Turner, Rousseau, Leonardo da Vinci, Hobbema, Goldsworthy</u> • to develop their techniques, including their control and their use of materials with creativity • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • about great artists in history	History Painting <u>Artists: Picasso, Caravaggio, Antonio del Pollaiuolo Kauffmann</u> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing with a range of materials	Murals and Tapestries <u>Artists/Art: Michelangelo, Leonardo da Vinci, Rego, The Lady and the Unicorn tapestries, Albers, Banksy</u> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • to improve their mastery of art and design techniques • about great artists in history
DT	Cook: Pizza		Sew: Pencil Cases		Build: Moving Pictures	
Music	Hands, Feet, Heart • Afropop, South African • South African music	Ho, Ho, Ho • A song with rapping and improvising for Christmas • Festivals and Christmas	I Wanna Play in a Band • Rock • Playing together in a band	Zootime • Reggae • Reggae and animals	Friendship song • Pop • A song about being friends	Reflect, rewind and replay • Classical • The history of music, look back and consolidate your learning, learn some of the language of music
PE	Fitness • Take part in a range of fitness activities to develop components of fitness • Explore and develop agility, balance, co-ordination, speed and stamina • Opportunity to work independently and with others • Develop perseverance and show determination to work for longer periods of time	Sending and receiving • Develop skills including throwing and catching, rolling, kicking, tracking and stopping a ball • Use equipment to send and receive a ball • Opportunities to work with a range of different sized balls • Understand the importance of abiding by rules to keep themselves and others safe	Dance • Explore space and how their body can move to express an idea, mood, character or feeling • Expand their knowledge of travelling actions and use them in relation to a stimulus • Build on their understanding of dynamics and expression • Use counts of 8 consistently to keep in time with the music and a partner • Explore pathways, levels, shapes, directions, speeds and timing • Provide feedback beginning to use key terminology	Striking and Fielding • Develop understanding of the principles of striking and fielding games • Develop skills of throwing and catching, tracking and retrieving a ball and striking a ball • Learn how to score points and play to the rules • Think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation	Team Building • Develop communication and problem-solving skills • Emphasis on teamwork • Learn to discuss, plan and reflect on ideas and strategies • Lead a partner whilst considering safety • Show honesty and fair play	Athletics • Develop skills required in athletic activities such as running at different speeds, jumping and throwing • Engage in performing skills and measuring performance, competing to improve on their own score and against others • Learn how to improve by identifying areas of strength as well as areas to develop
Computing	Computing systems and networks. • What is IT? • IT in school. • IT in the world. • The benefits of IT. • Using IT safely.	Digital Photography. • Taking photographs. • Landscape or portrait? • What makes a good photograph? • Lighting. • Effects.	Programming A – Robot Algorithms. • Giving instructions. • Same but different. • Making predictions. • Mats and routes. • Algorithm designs.	Data and information – pictograms. • Counting and comparing. • Enter the data. • Creating pictograms. • What is an attribute? • Comparing people.	Creating media – digital music. • How music makes us feel. • Rhythms and patterns. • How music can be used. • Notes and tempo • Creating digital music.	Programming B – quizzes. • ScratchJr recap • Outcomes. • Using a design. • Changing a design. • Designing and creating a program.



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	Using IT in different ways.	Is it real?	Debugging.	Presenting information.	Reviewing and editing music.	Evaluating.
PHSE	Being Me in My World - Hopes and Fears for the Year - Rights and Responsibilities - Rewards and Consequences - Our Learning Charter	Celebrating Difference - Boys and Girls - Why Does Bullying Happen? - Standing Up for Myself and Others - Diversity - Celebrating Difference and Still Being Friends	Dreams and Goals - Goals to Success - My Learning Strengths - Learning with Others - A Group Challenge - Celebrating our Achievement	Healthy Me - Being Healthy - Being Relaxed - Medicine Safety - Healthy Eating - Healthy, Happy Me	Relationships - Families - Keeping Safe – Exploring Physical Contact - Friends and Conflict - Secrets - Trust and Appreciation - Celebrating My Special Relationships	Changing Me - Life Cycles in Nature - Growing from Young to Old - The Changing Me - Boys’ and Girls’ Bodies - Assertiveness - Looking Ahead



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