Year 2 Long Term Plan 2023 - 2024

	Autumn 1 Once upon a time…	Autumn 2 Own the night…	Spring 1 Out of this World!	Spring 2 Eureka! Great inventions!	Summer 1 Ahoy there Matey!	Summer 2 Is it a bird? Is it a plane?
Maths	NPV Addition and Subtraction 2.1 Measurement (money and length) Addition and Subtraction Everyday clock work (o'clock and half past) 2.2	Multiplication and Division Fractions Geometry 2.3 NPV Addition and subtraction Statistics 2.4	Addition and Subtraction Measurement (Time and Mass) 2.5 Fractions and Geometry Multiplication and Division 2.6	NPV Addition and Subtraction Addition and Subtraction (Money) Fractions 2.8 Measurement Geometry Addition and Subtraction 2.9	Statistics 2.7 Multiplication and Division 2.10 KS1 SATs 2.11	NPV Addition and Subtraction 2.12 Fractions Multiplication and Division 2.13 Measure 2.14 Geometry 2.15
English	Revisit good and bad characters Goldilocks and the Three Bears The Gingerbread Man – Gail Yerrill The Billy Goat's Gruff – Jane Bingham	Recount – Swanwick Lakes (school trip) The Owl Who was Afraid of the Dark – Jill Tomlinson Non-chron on nocturnal animals (created)	The way back home – Oliver Jeffers Beegu – Alexis Deacon	Disgusting Sandwich – Gareth Edwards Story Machine – Tom McLaughlin	Farm recounts (school trip) Somebody Swallowed Stanley – Sarah Roberts Pirate Cruncher	Superworm – Julia Donaldson Use your imagination – Nicola O'Byrne
Phonics	Recap Phase 4 and 5	Phase 6				
Reading	Traditional Tales.	Into the Forest Non-fiction nocturnal animals Conferencing (all)	Man on the moon – a day in the life of Bob Non-fiction space texts	The Twits The Dark The Story Machine Conferencing (all)	Tidy Non-fiction environtal/pirate texts Owl and the pussy cat	Minibeast poetry Conferencing (all)
Science		Living things and their habitats	Uses of everyday materials	Animals, including humans: Offspring	Plants	

Computing		Algorithms – Scratch Junior (Moving game) Loops, simple conditionals, predicting outcomes, input and outputs	Crumble (SPACE light up pictures) http://code-it.co.uk/cards/ Programming hardware	Database – how a bank works (link with SRE)	Algorithms – Scratch Junior (Story board)	Microsoft Office (Word) Teacher models folder - Opening/ saving/ font size and colour Save pictures
Online Safety	**Online relationships** I can use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country). I can give examples of how I might use technology to communicate with others I don't know well. **Online bullying** I can give examples of bullying behaviour and how it could look online. I understand how bullying can make someone feel. I can talk about how someone can/would get help about being bullied online or offline. **Privacy and security** I can describe how online information about me could be seen by others. I can describe and explain some rules for keeping my information private. I can explain what passwords are and can use passwords for my accounts and devices. I can explain how many devices in my home could be connected to the internet and can list some of those devices.		**Self image and identity** I can explain how other people's identity online can be different to their identity in real life. I can describe ways in which people might make themselves look different online. I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help. **Online reputation** I can explain how information put online about me can last for a long time. I know who to talk to if I think someone has made a mistake about putting something online. **Managing online information** I can use keywords in search engines. I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri). I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. I can explain why some information I find online may not be true.		**Health, wellbeing and lifestyle** I can explain simple guidance for using technology in different environments. I can say how those rules can help me. **Copyright and ownership** I can describe why other people's work belongs to them. I can recognise that content on the internet may belong to other people.	
Geography	Seasonal and daily weather patterns in the UK.			Contrasting UK area to Non-European area and our local environment -		4 beaches in the UK (main focus: Human and physical geography)

				Must be related to something local. (main focus: Place knowledge)		
	(main focus : Physical geography)					
History			**Local Study—Our School** **Enquiry Question: How has it changed over time?** **Skills: Chronology**		**Significant individual**—Florence Nightingale/Mary Seacole **Enquiry Question: Who was more influential Florence or Mary?** **Skills: Continuity & Change** *Can talk about similarities and differences not just between then and now but between then and another then.*	
PE	Unit 1 Attack, defend, shoot Unit 1 Gymnastics	Unit 2 Attack, defend, shoot Unit 1 Dance	Unit 1 Send and return Unit 2 Dance	Unit 2 Send and return Unit 2 Gymnastics	Unit 1 Hit, catch, run Unit 1 Run, jump, throw	Unit 2 Hit, catch, run Unit 2 Run, jump, throw
Personal Development	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money	Growth mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
RE	Special books (Bible and Torah)	Light as a symbol (Advent and Hannukah)	Change (People Jesus met)	Sadness to happiness (The Easter Story)	Stories (Stories from the 6 Major religions)	Concepts of God
P4C	RE discussions		I can say good things about myself in a group situation I can begin to ask relevant philosophical questions I can make relevant comments based on a concept		I know … so … I can add to … idea … My example is ….	

	Good/ Bad characters linked to Traditional tales/ Guided reading		I can make sense of the stimulus and discuss my understanding We can start to build a community of enquiry GDS: I am beginning to realise that others have opinions/viewpoints I can offer an opinion and be prompted with providing an example What makes me me? SRE link 'Is it always ok to take revenge?' The mole who knew too much. Fables Where do ideas come from? – The Story Machine		I'm not sure about … This would be better if …. I can prove this by … 'Should we always tell the truth?' Someone swallowed Stanley – Whose responsibility is it to clean the ocean? Can anyone be a superhero? English link	
Art	Habitats (Henri Rousseau)- layering			Animal art – (Paul Klee) shades		Flowers & the Chelsea Flower show
DT			Making a space buggy Mechanisms- vehicles, axles and washers Structures - joining (hinges, etc)		Food and nutrition making a healthier pizza	
Music	Tuned percussion - Listen2me (Pitch, dynamics, tempo)	Tuned percussion - Listen2me (Pitch, dynamics, tempo) Nativity performance	Man on the Moon (Timbre and Texture)		Jolly Roger sea shanties (Structure, Timbre, Duration)	
Extra Information		Swanwick Lakes Trip Year 2 Phonics Screening Nativity production	Testing?	Longdown Dairy Farm - Science	Testing?	Year 1 and Year 2 Phonics Screening Retakes Sports Day Beach Trip