



**Long term plan      Oak 2024-2025**

	<b>Autumn 1 – Africa</b>	<b>Autumn 2 – Animals</b>	<b>Spring – Intrepid Explorers</b>		<b>Summer 1 - Childhood then and now</b>	<b>Summer 2 – London</b>
<b>Maths</b>	Number: Place Value Number: Addition and Subtraction  NCETM Mastery Y2	Number: Addition and Subtraction Geometry: Shape	Number: Multiplication and Division Measurement: money	Measurement: Length and Height Measurement – Mass, Capacity and temperature	Fractions  Time	Statistics  Position and Direction  Consolidation
<b>Mental maths</b>	Know all the pairs of numbers within 20 Say 10 more/less than any number to 100 Add two or three single digit numbers Count on and back in ones and tens from any given 2-digit number		Learn 2x, 5x and 10x table (looking at lots of) Double numbers up to 20 Add any pair of 2-digit numbers Subtract any pair of 2-digit numbers Relate division to grouping (how many groups of five in fifteen)		Half/double numbers to 20 Begin to double 2-digit numbers less than 50 with ones digits of 1,2,3,4 or 5 Double and begin to halve numbers to 40 and multiples of 10 and 100	
<b>Multiplication tables</b>	Teaching times tables document Inverse relationships- see pages 11-14 Y2: doubling, halving, subtraction from a multiple of ten, bridging, repeated addition & subtraction, investigating properties & relationships, 2,3,5 & 10s					
<b>English</b>	<b>Narrative: Stories and Recount</b> Narrative – retell Postcard (Meerkat Mail) Setting description Character description Narrative – Retell	Poetry  Narrative Fact File	Setting description  Newspaper report	Using traditional tales and alternatives - Setting description - Character description - Narrative – traditional tale  Instructions	Letter Fact File Narrative Toy Story – Character description, retell, setting description)	Lists, recipes, invitations Narrative Fact File
<b>Grammarsaurus</b>	<b>Proper nouns:</b> places <b>Pronouns:</b> replaces a noun or a noun phrase <b>Pronouns:</b> subjective and objective <b>Adjectives of shape and touch</b>	<b>2 adjectives before a noun:</b> <i>Tell me a Dragon</i> <b>Coordination: (or, so)</b> – subj pred subj pred stop <b>Subordination: (because, if, when)</b> - subj pred adverbial clause stop <b>Singular possession</b>	<b>Ordinal determiners</b> <b>Simple expansion after noun</b> <b>Prepositions and adverbials of direction (where)</b> - <i>Rosie's Walk</i> <b>Commands:</b> imperative verb <b>Dialogue:</b> speech subj pred stop	<b>Adverbials of manner (how):</b> adverbial clause subj pred stop <b>Fronted adverbials of manner (how):</b> fronted adverbial subj pred stop <b>Questions:</b> Interrogative words <b>Consistent use of past and present tense</b> – <i>The Grump, Wonder</i>	<b>Auxiliary verb:</b> understanding as a helper verb <b>To be:</b> Progressive tense to form actions in progress using the auxiliary verb <i>to be</i>	Consolidation and gap filling
<b>Spelling/Grammar</b>	Ready to Write Capital Letters Full Stops Exclamation marks Question Marks Conjunctions Commas Expanded Noun phrases	Conjunctions (or, and, but)  Subordination (When, if, that, because)  Sentence Types ( questions and commands)	Word Classes Adjectives into adverbs using 'ly' Apostrophes omission and possession)  Sentence Types (statement and exclamation)	Tenses (Past and Present)  Suffixes (ness, er, ful and less)	Suffixes (er, est)  Assessment	Consolidation
<b>Handwriting</b>	Consolidation of letter formation (not joining)	Diagonal joins to letters without ascenders ( <i>ai, ar, un, in, am,</i>	Horizontal joins to letters without ascenders ( <i>ou, vi, wi,</i>	Diagonal joins to letters with ascenders ( <i>ab, ul, it, ib, if, ub, th, ck, ch, it</i> )	Horizontal joins to letters with ascenders ( <i>ol, wh, ot, ft, fl, of, rt, rk, wh, ol, ob</i> )	Consolidation



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		<i>ear, aw, ir, hu, ti, ki, du, up, ag)</i>	<i>op, ow, ov, ri, ru, ve, we, re, fe, fu)</i>			
<b>Reading for Pleasure</b>	Anna Hibiscus Sulewe	Anansi tales The Jungle Book	A River Madame Pamplemousse and her incredible edibles	Winnie the Pooh – AA Milne Dave Pidgeon	Paddington – Michael Bond Traction Man – Mini Grey	
<b>History</b>	<i>What is History? (Primary &amp; Secondary sources, Timelines/chronology, Finding out about the past, Key UK events e.g. Great fire of London, Guy Fawkes)</i>		Intrepid explorers of the world – Amy Johnson, Ibn Battuta, Neil Armstrong		Childhood Then and Now	
<b>Geography</b>	Africa - Kenya			Designing maps	Let's explore London	
<b>Science</b>	Living things and their habitats	Animals including humans	Use of everyday materials		Plants	
<b>Art</b>	Self-portrait African Art	Sparks and Flames – exploring chalks and pastels	Art from around the world		Drawing (link to DT) Georges Seurat (pointillism – late 19 <sup>th</sup> Century)	Super Sculptures
<b>D &amp; T</b>	Preparing an African feast		Make a fairytale home		Sewing	
<b>RE</b>	<i>Christianity</i>	<i>Christmas Story</i>	<i>Islam</i>	<i>Easter Story</i>	<i>Christianity</i>	<i>Christianity</i>
<b>Computing</b>	<i>Computer systems and networks – what is a computer</i>	<i>Online Safety (e-safety day Feb 2025)</i>		<i>Algorithms and debugging</i>	<i>Scratch Jr – Applying algorithm knowledge</i>	<i>Word Processing</i>
<b>PE</b>	Fundamentals: Unit 1  Ball Skills	Invasion  Dance	Gymnastics  Fitness	Target Games  Sending and receiving	Gymnastics (776)  Net and Wall	Athletics  Sports day practice
<b>PSHE</b>	<b>Talking points</b>  1. Why should I exercise? a. <a href="#">Get up and go!</a> 2. What if I don't like vegetables? a. <a href="#">I will never ever never eat a tomato</a> 3. Are medicines always good? a. Doctor Molly's Medicine Case 4. Can I stop myself being ill? a. <a href="#">Do not lick this book</a> 5. What does angry feel like? a. <a href="#">In my heart</a>		<b>Talking points</b>  1. What are rights and responsibilities? a. <a href="#">We are all born free</a> 2. How do I contribute? a. <a href="#">Farmer Duck</a> 3. How can I save the planet? a. <a href="#">Here we are</a> 4. Where could my money come from? a. <a href="#">My rows and piles of coins</a> b. <a href="#">The Tooth Book</a> 5. What should I do with money?		<b>Talking points</b>  1. Do I know my body? a. <a href="#">Me and my amazing body</a> 2. What does private really mean? a. <a href="#">My body! What I say goes!</a> 3. Who can I trust? a. <a href="#">Never talk to strangers</a> 4. Should I keep a secret? a. <a href="#">Ruby's Worry</a> 5. Am I safe online? a. <a href="#">Webster's email</a>	



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	<p>6. How do I make you feel?  a. <a href="#">The selfish crocodile</a></p> <p>7. Is it right or wrong?  a. <a href="#">When a dragon comes to stay</a></p> <p>8. How can I compromise?  a. <a href="#">The Steves</a></p>	<p>a. <a href="#">A Chair for Mother</a></p>	<p>6. What should I aim for?  a. <a href="#">The Dinosaur Department Store</a></p>			
<p><b>Music</b></p>	<p><b>Singing</b>  Sing songs together, at the same pitch. Respond to visual directions - stop, start, loud, soft.</p> <p><b>Listening</b>  Introduce short extracts of a variety of pieces throughout the year.</p>	<p><b>Performance and Expression</b>  Sing songs with a range of around 5 notes (do to so), some from memory. Sing collectively for the Christmas performances.</p>	<p><b>Instruments</b>  Create rhythms using word phrases and represent them with stick notation. Independently recreate rhythmic phrases and create different 'answer' phrases.</p>	<p><b>Experimenting With Sound</b>  Discuss the mood / feeling of the music, the tempo, dynamics.</p>	<p><b>Singing</b>  Introduce gradual dynamics: gradually getting louder (crescendo) and gradually getting softer (diminuendo). Respond to visual symbols:  crescendo <input type="checkbox"/> diminuendo  <input type="checkbox"/> pause <input type="checkbox"/></p>	<p><b>Create and Compose Music:</b>  Work with a partner to create simple question and answer phrases.</p>