



Y2 Long term plan

Subjects	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths (White Rose)	- Number – Place Value - Number – Addition and Subtraction- using 2-digit numbers across a ten	- Number – Addition and Subtraction- using 2-digit numbers across a ten - Geometry – Shape	- Number – Money- Counting money and finding change - Number – Multiplication and Division- using 2's, 5s and 10s	- Measurement – Length and Height - Measurement – Mass, capacity and temperature	- Number – Fractions- Finding a quarter, a half and three quarters - Measurement- Time- O'clock, half past, quarter past and quarter to	- Statistics - Geometry- Position and direction - Consolidation
Phonics (Little Wandle)	- Complete Phase 5 phonics- Growing the code - Review Phase 5 - Build confidence with blending and tricky words	- Phase 5 consolidation - Learn new ways to spell familiar sounds - Develop accurate blending	- Begin bridge to spelling - Build reading fluency	- Explore alternative spellings and pronunciations - Develop fluent reading	- Review and consolidate bridge to spelling - Build fluency and confidence with spelling	- Consolidate - Consolidate phonics learning - Address any gaps - Begin spelling fluency
Handwriting (Little Wandle)	- Review correct letter formation - Develop pencil control and correct posture - Practise lower-case letter families	- Secure lower-case letter formation - Develop consistency in letter size and orientation - Practise capital letters	- Develop accurate and consistent letter formation - Use capital and lower-case letters correctly - Begin to develop greater fluency	- Develop consistent size and spacing - Form letters accurately within words and sentences - Build handwriting stamina	- Develop fluent and legible handwriting - Apply correct formation independently in writing - Maintain appropriate spacing	- Consolidate accurate letter formation - Develop speed, fluency and consistency - Where appropriate, children will begin to learn the correct joins needed for cursive handwriting
Reading (Little Wandle)	- Develop accurate decoding and blending - Read books matched to secure phonics knowledge - Build confidence and automaticity	- Apply Phase 5 phonics when reading - Develop prosody and expression - Discuss and understand texts	- Read increasingly complex Phase 5 books - Build reading fluency and stamina - Develop comprehension skills	- Develop automatic word reading - Read with expression and appropriate phrasing - Answer questions and discuss texts	- Consolidate accurate and fluent reading - Develop reading speed and confidence - Apply Phase 5 knowledge independently	- Develop fluent and expressive reading - Read with greater independence - Consolidate comprehension and vocabulary skills
Science	What does it mean to be alive? – Living things and their habitats	What do humans and animals need? – Animals including humans	What are materials?– Uses of everyday materials		What do plants need? – Plants	
PSHE	Being Me in My World Feeling special	Celebrating Difference Similarities and differences	Dreams and Goals - Setting simple goals - Facing challenges	Healthy Me - Making healthy choices - Keeping ourselves	Relationships - Families and belonging - Making and being a	Changing Me - Understanding changes - Growing from babies to adults



Y2 Long term plan

	and safe • Belonging to our class • Rights and responsibilities • Rewards and consequences • Creating a positive learning environment	• Understanding bullying • Making new friends • Celebrating what makes us unique	• Working towards success • Celebrating achievements • Working well with others	clean and healthy • Understanding medicines and safety • Road safety • Knowing how to keep ourselves safe	good friend • People who help us • Knowing when we need help • Appreciating important relationships	• Learning about our bodies • Understanding that some things about us change and some stay the same • Preparing for the move to Year 2
RE	What is it like to belong to the Christian religion today? Local Christianity.	What do Jewish people believe about God, creation, humanity, and the natural world? Advent & Christmas How do Christian families prepare for Christmas? • Advent traditions • Preparing for and celebrating Christmas	Humanism Who are the Humanists and what is their way of life?	Islam Who is a Muslim and how do they live?	Sikhi: Who is a Sikh and how do they live?	Jewish and Christian Stories: How and why are some stories important in religions?
History	How do Toys from the Past Compare to Today?		How did Neil Armstrong Change History?		How did the Great Fire change London?	
Geography	What is the weather like in the UK?		What do Maps/Atlases show?		Where did Robin Hood live?	
Art	Focus Artist- Claude Monet • Key skills -Painting: colour mixing and exploring tones -Painting simple landscapes with light and shade		Focus Artist- Beatrix Potter • Key skills -Drawing: Line drawing of animals and plants focusing on outline and detail Focus Artist- Georges Seurat • Key skills -Painting techniques: Introduction to pointillism-creating images using dots of colour		Focus Artist- Antoni Gaudi • Key skills -Sculptures: Designing and making “superstructures” inspired by nature and architecture, using clay or recycled materials	
D&T	Making Christmas biscuits		How can I make a moving vehicle?		How can I attach materials together? Making a Stuart House	
Computing	How do we create and edit digital files?	How can we create and improve algorithms to solve problems?	How can we create and improve programs to achieve a goal?	How can we create digital documents to communicate information effectively?	How can we use different types of digital media to communicate information effectively?	How can we be safe, kind and responsible while using technology?



Y2 Long term plan

PE	Attack, Defend, Shoot Unit 1 Dance Unit 2	KSI Foundations Dance Unit 2	Attack, Defend, Shoot Unit 2 Gymnastics Unit 1	Fitness Unit 1 Gymnastics Unit 2	Run, Jump, Throw Unit 1 Send and Return Unit 1	Run, Jump, Throw Unit 2 Send and Return Unit 2
Music	 Djembe drums How can we use drums to create and perform rhythm patterns? Composing Work with a partner to create simple question and answer phrases. Use graphic scores and stick notation for rhythm composition, and dot notation for pitched compositions up to a range of three notes: ● ● ● Musicianship / Performance Perform simple songs from memory, following performance directions. Know the meaning of tempo, dynamics, pitch and rhythm. Know the difference between creating a rhythm pattern and a pitch	Singing Sing songs with a range of around 5 notes (do to so), some from memory. Sing songs together, at the same pitch. Respond to visual directions - stop, start, loud, soft. Listening MMC suggested Y2 core listening pieces: Anna Clyne - Night Ferry Ravel - Bolero Elvis Presley - Hound Dog The Beatles - With A Little Help From My Friends Gong Kebyar of Peliatan - Baris Introduce short extracts of a variety of pieces throughout the year.	Singing Widen the vocal range to about 5 notes. Introduce call and response songs, sung from memory. Sing songs both with and without accompaniment. Increase visual directions, including counting in. Listening Find the pulse of the music and clap or tap along (2 fingers on palm of hand), being able to follow changes in the speed (tempo). Walk or march on the spot in time to music and know the difference between left and right. Discuss the mood / feeling of the music, the tempo, dynamics.	Composing Use stick notation for crotchet rests, crotchets and quavers as a means of composing short pieces for untuned percussion.  Musicianship / Performance Create rhythms using word phrases and represent them with stick notation. Independently recreate rhythmic phrases and create different 'answer' phrases.	Body percussion Composing Play or clap copycat rhythms, copying a leader and inventing rhythms for others to copy. Musicianship / Performance Create rhythms using word phrases. Respond independently to pitch changes of short phrases, indicating with actions (i.e. hands high, hands low).	Singing Introduce gradual dynamics: gradually getting louder (crescendo) and gradually getting softer (diminuendo). Respond to visual symbols: crescendo < diminuendo > pause ^ Listening Continue to introduce new pieces of music, as well as revisiting previous ones. Be able to group beats of the pulse into groups of 2 or 3, tapping the knees on beat 1 and clapping the remaining ones. Explore the history and origin of some pieces.



Y2 Long term plan

	pattern.					
Curriculum enhancement	Yorkshire Wildlife Park Panto Nottingham Royal Concert Hall		National Space Centre visit		Sports Day Multi-Skills Day at North Kesteven School	