






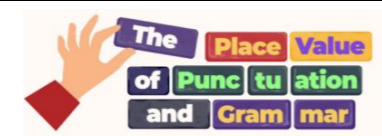




Year 2 Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Mighty Explorers	Amazing Africa	Where there's smoke...	Keep on Moving	Enchanted Forest	Rumble in the Jungle
Key Themes	(Geography/History) - Compass directions - Maps & arial view photo - Maps of school	(Geography) - Food Origins - Continents and oceans -Compare Derbyshire with the Kalahari Dessert	(History) -Events beyond living memory that are significant nationally	(History) -Transport -Exercise & Healthy Living	(Geography) -Local area e.g. Sherwood forest - Where are forests, hills, rivers etc.	(Science) -Living things and their habitats
Key Figures, Events, Places	Ibn Battuta 1300 Anne Bonny Marco Polo	Kalahari Dessert	The Great Fire of London	Titanic	Robin Hood	Jane Goodall Rachel Carson
Core Text/s	Explorers- Amazing Tales of the World's Greatest Adventurers Grandad's Island	Meerkat Mail Africa, Amazing Africa: Country by Country	The Great Fire of London: Anniversary Edition The Baker's Boy and the Great Fire of London	My Big Book of Transport The story of Titanic for children	The Story of Robin Hood The Big Book of Blooms	Look inside the Jungle Jungle Jamboree
Reading	<i>Vipers to be taught through each lesson</i>  Develop pleasure in reading by listening to, discussing and expressing views of stories. -Discuss the sequence of events in the book -Retell wider range of stories	<i>Vipers to be taught through each lesson</i>  Develop pleasure in reading by listening to, discussing and expressing views of non-fiction. -introduce children to non-fiction books that are structured differently -discuss and clarify the meanings of words, linking to known vocabulary	<i>Vipers to be taught through each lesson</i>  Develop pleasure in reading by listening to, discussing and expressing views of contemporary and classic poetry. -recognise simple recurring literary language -learn some poems by heart reciting some with appropriate intonation	<i>Vipers to be taught through each lesson</i>  Explain and discuss their understanding of books, poems and other works that have been read to them and those that they can read for themselves. Participate in discussions about books, poems and other materials, taking turns and listening to what others say.	<i>Vipers to be taught through each lesson</i>  Understand the books they can already read accurately and fluently and the books they listen to by: -Drawing on what they already know, and vocabulary provided -Check the text makes sense to them by correcting inaccurate reading	<i>Vipers to be taught through each lesson</i>  Understand the books they can already read accurately and fluently and the books they listen to by: -Discussing the significance of titles and events, making inferences and predicting what might happen.
Writing	 To inform	 To inform				
Speaking & Listening/ Drama	Outcome: Perform a poem in small groups, each taking on a section. Add sound effects/ instruments/ use of quiet or loud voice.	/	Outcome: Use props and/or puppets to retell a familiar story in small groups using direct speech.	/	/	Outcome: Present a point of view to the class in small groups (the group all agree on the same point of view).
Maths	Number & Place Value Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward recognise the place value of each digit in a two-digit number (tens, ones)	Addition & Subtraction continued if needed Measurement: Money recognise and use symbols for pounds (£) and pence (p);	Multiplication & Division (continued from Autumn 2) recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Properties of shape identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line	Measurement: Length and Height choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm)	– Measurement: Time compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour and draw the

	<p>identify, represent and estimate numbers using different representations, including the number line</p> <p>compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs</p> <p>read and write numbers to at least 100 in numerals and in words</p> <p>use place value and number facts to solve problems.</p> <p>Addition & Subtraction solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of mental and written methods <p>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> - a two-digit number and ones - a two-digit number and tens - two two-digit numbers - adding three one-digit numbers <p>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>	<p>combine amounts to make a particular value</p> <p>find different combinations of coins that equal the same amounts of money</p> <p>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>Multiplication & Division (2 weeks continued in Spring 1) recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs</p> <p>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <p>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p>	<p>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs</p> <p>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <p>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> <p>Statistics interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>ask and answer questions about totalling and comparing categorical data</p>	<p>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</p> <p>compare and sort common 2-D and 3-D shapes and everyday objects</p> <p>Fractions recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity</p> <p>write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p>	<p>compare and order lengths, mass, and record the results using $>$, $<$ and $=$</p> <p>Geometry: Position & Direction Order and arrange combinations of mathematical objects in patterns and sequences</p> <p>use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</p>	<p>hands on a clock face to show these times</p> <p>know the number of minutes in an hour and the number of hours in a day.</p> <p>– Measurement: Mass, Capacity & Temperature choose and use appropriate standard units to estimate mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>compare and order mass, volume/capacity and record the results using $>$, $<$ and $=$</p>
Science	<i>Working Scientifically objectives for this key stage will be</i>	<i>Working Scientifically objectives for this key stage will be</i>	<i>Working Scientifically objectives for this key stage will be</i>	<i>Working Scientifically objectives for this key stage will be</i>	<i>Working Scientifically objectives for this key stage will be</i>	<i>Working Scientifically objectives for this key stage will be</i>

	<p><i>covered in half termly experiments:</i></p> <p>Uses of everyday materials:</p> <ul style="list-style-type: none"> - To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses 	<p><i>covered in half termly experiments:</i></p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> -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. 	<p><i>covered in half termly experiments:</i></p> <p>Uses of everyday materials:</p> <ul style="list-style-type: none"> - To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	<p><i>covered in half termly experiments:</i></p> <p>Animals including humans:</p> <ul style="list-style-type: none"> -Notice the animals including humans have offspring which grow into adults. -Find out about and describe the basic needs of animals including humans for survival (water, food and air) -Describe the importance of humans of exercise, eating the right amount of different types of food, hygiene. 	<p><i>covered in half termly experiments:</i></p> <p>Plants</p> <ul style="list-style-type: none"> -Observe and describe how seeds and bulbs grow into mature plants - Find out and describe how plants need water, light and suitable temperature to grow and stay healthy 	<p><i>covered in half termly experiments:</i></p> <p>Living things and habitats:</p> <ul style="list-style-type: none"> - To explore and compare the differences between things that are living, dead, and things that have never been alive. -Identify that most living things, living habitats to which they are suited and describe how different habitats provide 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 micro habitats
<p>Computing</p>	<p>NCCE Creating media - Digital painting (Y1)</p> <ul style="list-style-type: none"> - Use technology purposefully to create, organise, store, manipulate, and retrieve digital content 		<p>NCCE Data and information – Pictograms (Y2)</p> <ul style="list-style-type: none"> -Use technology purposefully to create, organise, store, manipulate and retrieve digital content - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 		<p>NCCE Programming B – An introduction to quizzes (Y2)</p> <ul style="list-style-type: none"> - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions - Create and debug simple programs -Use logical reasoning to predict the behaviour of simple programs 	
<p>E-Safety</p>	<p>Managing online information (PE)</p> <p>I can use simple keywords in search engines.</p> <p>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).</p> <p>I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).</p> <p>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.</p> <p>I can explain why some information I find online may not be real or true.</p> <p>Online relationships (PE)</p> <p>I can use the internet to communicate with people I don't know well (e.g. email a pen pal in another school or country).</p> <p>I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).</p> <p>I can explain who I should ask before sharing things about myself or others online.</p> <p>I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.</p> <p>I can explain why I have a right to say 'no' or 'I will have to ask someone'.</p> <p>I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.</p> <p>I can identify who can help me if something happens online without my consent.</p> <p>I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.</p>		<p>Online reputations (PE)</p> <p>I can explain how information put online about me can last for a long time.</p> <p>I know who to talk to if something has been put online without consent or if it is incorrect.</p> <p>I can describe how anyone's online information could be seen by others.</p> <p>Online bullying (PE)</p> <p>I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>I can explain why anyone who experiences bullying is not to blame.</p> <p>I can talk about how anyone experiencing bullying can get help.</p> <p>Copyright and ownership (PE)</p> <p>I can recognise that content on the internet may belong to other people.</p> <p>I can describe why other people's work belongs to them.</p> <p>Self image and identity (C)</p> <p>I can recognise that I can say 'no'/'please stop'/'I'll tell'/'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset</p> <p>I can explain how this could be either in real life or online</p> <p>Health, wellbeing and lifestyle (C)</p> <p>I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.</p> <p>I can say how those rules / guides can help anyone accessing online technologies.</p>		<p>Privacy and security (PE)</p> <p>I can explain what passwords are and can use passwords for my accounts and devices.</p> <p>I can explain and give examples of what is meant by 'private' and 'keeping things private'.</p> <p>I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</p> <p>I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).</p> <p>Self Image and Identity (PE)</p> <p>I can explain how other people's identity online can be different to their identity in real life.</p> <p>I can describe ways in which people might make themselves look different online.</p> <p>If something happens that makes me feel sad, worried, uncomfortable, or frightened I can give examples of when and how to speak to an adult I can trust</p>	

	<p>I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.</p> <p>Health, well-being and lifestyle (C) I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples.</p>		<p>Privacy and security (C) I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location) I can describe the people I can trust and can share this with; I can explain why I can trust them I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school)</p>			
History	<p>Ibn Battuta (1369) Marco Polo</p>	/	<p>Great Fire of London (1666)</p>	<p>Changes in transport over time e.g trains or buses</p>	<p>Robin Hood (1160) Cannot be moved due to residential trip links</p>	
	<p>-Lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods.</p>		<p>-Events beyond living memory that are significant nationally or globally</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life -Significant historical events, people and places in their own locality</p>	<p>-Significant historical events, people and places in their own locality</p>	
<p>Objectives highlighted below should be taught explicitly to meet National Curriculum Attainment Objectives: To develop an awareness of the past, using common words and phrases relating to the passing of time. To know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. To use a wide vocabulary of everyday historical terms. To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events To understand some of the ways in which we find out about the past and identify different ways in which it is represented. To gain and deploy a historically grounded understanding of abstract terms To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>						
Geography	<p>Locational Knowledge -Name and locate the world's seven continents and five oceans</p> <p>Human and physical features -use basic geographical vocabulary to refer to: <i>Key physical features: beach, cliff, coast, sea, ocean</i> <i>Key human features: harbour, port</i></p> <p>Geographical skills and fieldwork - To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. - To use simple compass directions (North, East, South, West) and locational and directional language (e.g. near</p>	<p>Geographical skills and fieldwork - To use world atlases and globes to identify the countries, continents and oceans studied at this key stage.</p> <p>Human and physical geography -To use basic geographical vocabulary to refer to: <i>Key physical features: ocean, vegetation, weather</i> <i>Key human features: village, shop, farm</i></p> <p>Place Knowledge - 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.</p>	/	/	<p>Locational Knowledge - To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Geographical skills and fieldwork - Use simple field work and observational skills to study the geography of their school and its grounds and the human and physical features of its surrounding environment.</p> <p>Human and physical geography -To use basic geographical vocabulary to refer to: <i>Key physical features: forest, hill, valley</i></p>	<p>Human and physical geography -To identify the location of hot and cold areas of the world in relation to the Equator. -To use basic geographical vocabulary to refer to: <i>Key physical features: mountain, river, vegetation, season and weather</i></p>

	and far, left and right), to describe the location of features and routes on a map.					
Art and Design	Henri Matisse -To develop a wide range of art and design techniques in using pattern, texture and shape. <i>(Shape-Drawing & Painting)</i>	Anni Albers -To develop a wide range of art and design techniques in using colour, pattern, texture, line form and space. <i>(Textiles & Printing objects)</i>			Chris Kenny -To use sculpture to develop and share their ideas, experiences and imagination - To learn about the work of a range craft makers, describing the differences and similarities between different practices and disciplines, and making links to their own work <i>(Link to outdoor learning – sculpture)</i>	
			<p>Design -To generate, develop, model and communicate their ideas through talking and drawing, templates</p> <p>Make -To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -To select from and use a wide range of materials and components, including construction materials according to their characteristics</p> <p>Evaluate -To evaluate their ideas and products against design criteria</p> <p>Technical Knowledge -To explore and use mechanisms [for example, sliders], in their products. <i>*Create houses with sliding flames or sliding people in houses.</i></p>	<p>Design - To design purposeful, functional, appealing products for themselves and other users based on design criteria -To generate, develop, model and communicate their ideas through communication technology <i>(*children to use chrome books to gather images of transport)</i></p> <p>Make -To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Evaluate -To explore and evaluate a range of existing products -To evaluate their ideas and products against design criteria</p> <p>Technical Knowledge -To build structures, exploring how they can be made stronger, stiffer and more stable -To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <i>Vehicles with axles</i></p>	<p>Cooking & Nutrition -To use the basic principles of a healthy and varied diet to prepare dishes - Understand where food comes from <i>*Make a basic chickpea curry and chapati</i></p>	
Design and Technology						
Music	KAPOW Unit 1- Call & response (Animals)	-	KAPOW Unit 2- Instruments Musical storytelling		KAPOW Unit 3- Structure (Myths and legends)	KAPOW Unit 4- Pitch (Musical me)
	All national curriculum objectives interwoven through each unit of lessons- -Use their voices expressively and creatively by singing songs and speaking chants and rhymes					

	-Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high quality live and recorded music Experiment with create, select and combine sounds using the inter-related dimensions of music (pitch, duration, tempo, timbre, structure, musical notations)					
Physical Education	GetSet4PE Fundamentals Fitness	GetSet4PE Sending and Receiving Target Games	GetSet4PE Dance Gymnastics	GetSet4PE Ball skills Invasion Games	GetSet4PE Athletics Striking and fielding	GetSet4PE Team building Net and wall
French	Not taught in KS1	Not taught in KS1	Not taught in KS1	Not taught in KS1	Not taught in KS1	Not taught in KS1
RE	What can we learn from sacred books? <i>Please see RE mapping for specific lessons to be taught in this unit.</i>	What does it mean to belong to a faith community? <i>Please see RE mapping for specific lessons to be taught in this unit.</i>	Who is a Muslim and what do they believe?	Who is a Muslim and what do they believe?	Who is a Jew and what do they believe? <i>Please see RE mapping for specific lessons to be taught in this unit.</i>	How should we care for others and the world?
Jigsaw (PSHE)	Being Me (BM lessons, 1, 4, 6) -I can identify some of my hopes and fears for this year. I recognise when I feel worried and know who to ask for help. -I can listen to other people and contribute my own ideas about rewards and consequences I can help make my class a safe and fair place. -I can recognise the choices I make and understand the consequences. I am choosing to follow the learning charter.	Celebrating Differences (CD lessons, 2, 3, 4, 5) -I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). I understand some ways in which boys and girls are different and accept that this is OK. -I understand that bullying is sometimes about difference. I can tell you how someone who is bullied feels I can be kind to children who are bullied. -I can recognise what is right and wrong and I know how to look after myself. I know when and how to stand up for myself and others -I understand that it is OK to be different from other people and to be friends with them. I understand we shouldn't judge people if they are different. I know how it feels to be a friend and have a friend.	Dreams and Goals (DG lessons, 2, 3, 4) -I carry on trying (persevering) even when I find things difficult. I can tell you some of my strengths as a learner. -I can recognise who I work well with and who it is more difficult for me to work with. I can tell you how working with other people helps me learn. -I can work well in a group. I can work with others in a group to solve problems.	Healthy Me RSE – Statutory All lessons must be taught -I know what I need to keep my body healthy. I am motivated to make healthy lifestyle choices. -I can show or tell you what relaxed means. I can tell you when a feeling is weak and when a feeling is strong -I understand how medicines work in my body and how important it is to use them safely. I feel positive about caring for my body and keeping it healthy. -I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. I have a healthy relationship with food and know which foods I enjoy the most. -I can make some healthy snacks and explain why they are good for my body. I can express how it feels to share healthy food with my friends. -I can decide which foods to eat to give my body energy. I have a healthy relationship with food and I know which foods are most nutritious for my body.	Relationships RSE – Statutory All lessons must be taught -I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. I accept that everyone's family is different and understand that most people value their family -I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. know which types of physical contact I like and don't like and can talk about this -I can identify some of the things that cause conflict with my friends. I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends -I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this -I recognise and appreciate people who can help me in my family, my school and my community. I understand how it feels to trust someone -I can express my appreciation for the people in my special relationships. I am comfortable accepting appreciation from others	Changing Me RSE – Statutory All lessons must be taught -I can recognise cycles of life in nature. I understand there are some changes that are outside my control and can recognise how I feel about this -I can tell you about the natural process of growing from young to old and understand that this is not in my control. I can identify people I respect who are older than me. -I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. I feel proud about becoming more independent. -I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private. I can tell you what I like/don't like about being a boy/girl. -I understand there are different types of touch and can tell you which ones I like and don't like. I am confident to say what I like and don't like and can ask for help. -I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make when I am in Year 3 and know how to go about this.

Please see each year group's half termly Curriculum Packs for more detail on topic coverage and objectives.

Progression Maps and Subject Guides are a planning tool which support the LTP.