



Long Term Plan

2024/25

Year 2

Subject	Autumn Term 1	Autumn Term 2		Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Marvellous me! Stories and poems	Space	Autumn	Horrible histories	Hot and cold	Paddington's travels	Roald Dahl
Festivals	Harvest	Christmas Bonfire night			Easter Mother's Day	Father's Day	
English	Stories in familiar settings Poetry Colour monster The day the crayons quit	Poetry Imaginary worlds and Fantasy The man on the moon Bob's best friend Tattybogle		Non Fiction: Information Texts Talk for writing The Egg	Non Fiction: Instructions Imaginary and fantasy worlds Stories from other cultures	Animals in traditional tales and fairy tales	Instructions Imaginary fantasy worlds
Science	<p>Humans</p> <ul style="list-style-type: none"> -Recognise the stages of a human's life cycle. -Know what humans need to survive, -Understand the need for exercise and hygiene. -Scientific enquiry- the effect of exercise on our heart rate. <p>Animals</p> <p>Notice that animals, including humans, have offspring which grow into adults</p> <ul style="list-style-type: none"> -Find out about and describe the basic needs of animals including humans, for survival (water, food and air) - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 			<p>Uses of everyday materials</p> <ul style="list-style-type: none"> -Identify and compare the suitability of a variety of everyday materials, including wood, metal ,plastic, glass, brick, rock, paper and cardboard for particular uses. -To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching, 	<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 a suitable temperature to grow and stay healthy 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> -Explore and compare the differences between things that are living, dead and things that have never been alive. -Identify that most living things live in habitats to which they are suited to and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. -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. -Identify and name a variety of plants and animals in their habitats, including microhabitats. 	
Geography	<p>Deeper into the UK</p> <ul style="list-style-type: none"> -Use world maps. Atlases and globes to identify the UK and locate and name the capital cities of the UK. Recognise and label the seas around the UK using atlases and globes. Know the saints, flags and emblems of each of each nation. 	<p>Seven Continents and five oceans</p> <p>Use world maps, atlases and globes to identify the continents and oceans and compare our continent to another.</p>			<p>Place beyond UK</p> <p>Comparing our place where we live to another country. Africa + Antarctica</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to</p>	<p>Recognising key physical features</p> <p>Recognise and name features like beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, city, town, village, factory, farm, house, office, port, harbour. Compare our</p>	<p>Geographical skills and fieldwork</p> <p>Create simple maps and plans using basic keys and observations of Swathmoor hall and gardens. Describe the physical features of Swarthmoor Halls's ground.</p>

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				the equator and the North and South Poles.	town with another place in the world.	
History		<p>Bonfire Night Festival Gunpowder plot Remembrance Day Neil Armstrong</p> <p>Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Completed and checked by DS</p>	<p>Florence Nightingale Grace Darling Mary Seacole</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Events beyond living memory that are significant nationally or globally.</p>			<p>Local History Significant historical events, people and places in their own locality.</p> <p>Margaret Fell Laurel and Hardy</p>
Art (Art is carried out throughout topic)	<p>Drawing – Tell a story</p> <p>Describe and then draw shapes that make up an object. Use good observational skills to add details to their drawing. Use an interesting range of marks that show an understanding of how to draw different textures. Make sketches, which may be of basic stick-like figures or may imply more shapes. Develop sketches into a character, with some support, adding details to enhance their character. Demonstrate an understanding of how drawing facial features in different ways conveys expressions.</p>	<p>Art linked to topic</p> <p>Remembrance day art Christmas crafts Christmas card design</p>	<p>Painting – Life in colour</p> <p>Name the primary and secondary colours. Talk about the colour changes they notice and make predictions about what different textures in a collaged artwork. Apply their knowledge of colour mixing to match colours effectively. Choose collage materials based on colour and texture. Talk about their ideas for an overall collage. Try different arrangements of materials, including overlapping shapes. Give likes and dislikes about their work and others'. Describe ideas for developing their collages.</p>	<p>Art linked to topic</p> <p>Community links – Ulverston Printfest</p>	<p>Sculptures – Clay houses</p> <p>Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. Roll a smooth tile surface. Join clay shapes and make marks in the tile surface to create a pattern. Draw a house design and plan how to create the key features in clay. Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.</p>	<p>Craft and design – Map it out</p> <p>Sort map images into groups, explaining their choices. Draw a map of their journey to school, including key landmarks and different types of mark-making. Follow instructions to make a piece of felt that holds together and resembles their map. Decide how to place 'jigsaw' pieces to create an abstract composition. Make choices about which details from their map to include in a stained glass. Cut cellophane shapes with care and arrange them into a pleasing composition. Design a print with simple lines and shapes, making improvements as they work.</p>

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DT		<p>Food Balanced diet</p> <p>Learn about the basic rules of a healthy and varied diet to create dishes. Understand where food comes from, for example plants and animals</p>	<p>Mechanisms Making a moving monster</p> <p>Introduce and explore simple mechanisms such as sliders, wheels and axels in their designs. Recognise where mechanisms such as these exist in toys and other familiar products.</p>	<p>Structures Baby bear's chair</p> <p>Build structures such as windmills and chairs, exploring how they can be made stronger. Recognise areas of weakness through trial and error.</p>	<p>Textiles Pouches</p> <p>Explore different methods of joining fabrics and experiment to determine the pros and cons of each technique.</p>	<p>Mechanisms Fairground wheel</p> <p>Introduce and explore simple mechanisms, such as sliders, wheels and axels in their designs. Recognise where mechanisms such as these exist in toys and other familiar products.</p> <p>Celebrate KS1 achievements of DT with a gallery of products.</p> <p>Set up an invention challenge with scrap materials.</p>
Computing	<p>'I' Compute</p> <p>Iprogram</p> <ul style="list-style-type: none"> -To understand what algorithms are: how they are implemented as programs on digital devices. -To create and debug simple programs. -To use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p>Isearch</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. 		<p>'I' Compute</p> <p>IAnimate</p> <ul style="list-style-type: none"> -To use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p>IPub</p> <ul style="list-style-type: none"> -To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content tht accomplish a given goal. 		<p>'I' Compute</p> <p>IBlog</p> <ul style="list-style-type: none"> -select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of services, programs and content that accomplish given goals. <p>Isafe</p> <ul style="list-style-type: none"> - 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. - -Recognise common uses of information technology beyond school. 	

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PE	Ball Skills Football with Barrow AFC	Gymnastics Dance with Louise Walton	Sending and Receiving Yoga with YoKids	Invasion Games Cricket		
PSHE	<p>Keeping/Staying Healthy Tying Shoelaces Keeping/Staying Healthy Healthy Eating Keeping/Staying Healthy Brushing Teeth Relationships Bullying Relationships Body Language</p>		<p>Being Responsible Practice Makes Perfect Being Responsible Helping Someone In Need Feelings and Emotions Worry Feelings and Emotions Anger</p>		<p>Computer Safety Image Sharing Computer Safety Computer Safety Documentary Hazard Watch Is it safe to eat or drink? Is it safe to play with? Our World Living in Our World Our World Working in Our World Fire Safety (Special Module) Petty Arson Fire Safety (Special Module) Texting Whilst Driving</p>	
Music	<p>Time to play- Exploring pulse and rhythmic patterns Spark yard music curriculum</p>		<p>Musical moods and pictures Spark yard curriculum</p>		<p>Patterns with pitch – exploring pitch and melody Spark yard curriculum</p>	
RE	<p>Harvest What is harvest and why do we celebrate it? Compare to a Hindu harvest festival Harvest prayers</p>	<p>Christian Worship. Christmas – Nativity Story. I know light is an important symbol for Christians and Hindus.</p>	<p>Key events in the life of Jesus The Good Samaritan Lazarus the man who rose from the dead</p>	<p>The Easter Story. Retell the Easter story and symbols to the meanings. Explore artefacts from artefacts from Christianity.</p>		<p>How is Buddha special to Buddhists? Prince Siddhartha and the swan.</p>

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