Year 2 Long Term Curriculum Plan 2026-2027

Segments to be taught and what children will know by the end of each of them.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational visits or activities	West Kirby Beach **Geography**		Safety Central PSHE & Computing			Delamere Residential
Physical Education	**Fundamentals** **Dance**	**Gymnastics** **Sending and receiving**	**Ball skills** **Dance**	**Gymnastics** **Invasion games**	**Net and wall games** **Fitness**	**Target games** **Athletics**
Science	**Animals including humans** By the end of this segment children will be able to: Notice that 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 for humans of exercise, eating the right amounts of different types of food, and hygiene.		**Uses of everyday materials** By the end of this segment children will be able 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. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching		**Plants** By the end of this segment children will be able to: 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.	Living things and their habitats. By the end of this segment children will be able to: By the end of this segment children will be able to: 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 and describe how different habitats provide for the 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 microhabitats. 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.
	Working scientifically Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests identifying and classifying. Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.			
History	**Holidays in the Past** By the end of this segment, children will: Know the different things which people did when on holiday in the past. Know when the Victorian era was and when the railways were invented. Make comparisons between seaside holidays in the past and holidays now and explain at least 2 key differences.	**Great Fire of London** By the end of this segment, children will: Know when and where the fire started and why it spread so quickly. Know who was king at the time of the fire. Know how London was rebuilt after the fire. Know that Samuel Pepys wrote a diary about 'The Great Fire of London' and that this has helped us learn about what happened.	**Significant people** By the end of this segment, children will: Know about Neil Armstrong's and _____ achievements and why they are significant.	
Geography	**What is it like to live by the coast?** By the end of this segment children will: Name and locate the seas and oceans surrounding the UK in an atlas. Label these on a map of the UK. Describe the location of the seas and oceans surrounding the UK using compass points. Define what the coast is. Locate coasts in the UK.	**Why is our world wonderful?** By the end of this segment children will: Identify and locate characteristics of the UK on a map. Identify human and physical features. Locate human and physical features on a world map. Explain the difference between oceans and seas.	**Would you prefer to live in a hot or cold place?** By the end of this segment children will be able to: Name and locate the seven continents on a world map. Locate the North and the South Poles on a world map. Locate the Equator on a world map.	

	Name some of the physical features of coasts. Explain the location of UK coasts using the four compass directions. Name features of coasts and label these on a photograph. Identify human features in a coastal town. Describe how people use the coast. Follow a prepared route on a map. Identify human features on the local coast. Record data using a tally chart. Represent data in a pictogram. Describe how the local coast has been used.		Name and locate the five oceans on a world map. Use an aerial photograph to draw a simple sketch map. Collect data by sketching findings on a map and completing a tally chart. Present their findings in a bar chart.		Describe some similarities and differences between the UK and Kenya. Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map.	
Art and Design	**Drawing: Understanding tone and texture** By the end of this segment children will be able to: Experiment with a range of materials to create marks and tones. Use different pressures and control to make different marks. Describe the texture of objects. Identify how artists use tone. Control shading to show tone. Sketch simple shapes lightly so that changes can be made. Refine a drawing by building up the outline of an object. Pose to show a clear expression and head position to create a photograph**.**		**Sculpture and 3D: Clay houses** By the end of this segment children will be able to**:** 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.		**Painting and mixed media** By the end of this segment children will be able to**:** Name the primary and secondary colours. Talk about the colour changes they notice and make predictions about what will happen when two colours mix. Describe the colours and textures they see. Try different tools to recreate a texture and decide which tool works best. Show they can identify 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. Choose materials and tools after trying them out.	
Computing	**Computing Systems**	**Creating Media:**	**Creating Media:**	**Data Information:**	**Programming A:**	**Programming B:**

	and Networks: IT all around us By the end of this segment children will: identify common uses of IT in and beyond school. Explain how to use IT safely and fully. Identify where to go for help when they have concerns about the internet or online technology. t 3 X lessons on scheme 1 X Digital Citizenship (How Technology Makes Us Feel)	**Digital Photography** By the end of this segment children will: Use technology to purposefully create, organise, store, manipulate and retrieve digital content by: Knowing and using devices that can be used to take photographs. Describe what takes a good photograph. Decide how photographs can be improved. Use Pic-Collage to collate, organise, retrieve and store images. 4X lessons on scheme (2x digital photography, 2 x digital citizenship (Smartie the Penguin & Device advice – our digital charter)	**Making Music By the end of this segment children will:** Explore creating music using a digital programme. Use technology beyond school. Share digital creations with an audience. (2x making music)	**Pictograms** By the end of this segment children will: Purposefully organise, use and manipulate digital data using an online pictogram creator. Understand how digital devices beyond the school can help us to collect and present data clearly and quickly. 2X lessons on scheme 2x lesson on digital citizenship (Device advice – Our Device Charter & Internet Traffic Light)	**Algorithms** By the end of this segment children will: Describe a series of instructions as a sequence. Explain what happens when we change the order of instructions. Use logical reasoning to predict the outcome of a program. Explain that programming projects can have code and artwork. Design an algorithm. Create and debug a program that they have written.	**Introduction to Quizzes** By the end of this segment children will: Explain that a sequence of commands has a start and an outcome. Create a program using a given design. Change a given design. Use their own design to create a program. Decide how their project can be improved. 1 x BBC Own It: Digital Footprint: What is it and why should I care
Design and Technology	**Cooking and Nutrition: A balanced diet** By the end of this segment children will: Name the main food groups and identify foods that belong to each group. Describe the taste, feel and smell of a given food. Think of three different wrap ideas, considering flavour combinations.		**Mechanisms: A moving monster** By the end of this segment children will: Identify the correct terms for levers, linkages and pivots. Analyse popular toys with the correct terminology. Create functional linkages that produce the desired input and output motions.		**Structures: A chair for a bear** By the end of this segment children will: Describe how chairs are made for different users and purposes. Explain how design briefs and design criteria help when making a new product. Name some shapes that are stronger than others.	

	Construct a wrap that meets the design brief and their plan.		Design monsters suitable for children, which satisfy most of the design criteria. Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design. Select and assemble materials to create their planned monster features. Assemble the monster to their linkages without affecting their functionality		Describe how making a material thicker makes it more stiff. Understand and use the vocabulary of strong, weak, stiff and flexible. Make a stable chair structure for a particular user. Select suitable materials and join them securely. Evaluate a product against the design criteria.	
Music	**Call and response** By the end of this segment children will: Move to reflect a character. Create sounds to reflect a character Move at a speed that reflects the tempo of the audio. Respond to dynamic changes without prompting. Demonstrate a sound pattern correctly to a pulse. Sing and play high and low sounds. Read symbols representing high and low sounds correctly. Demonstrate an awareness of pitch, rhythm and dynamics within a performance and recognise the symbols representing these.	Christmas Concert To sing in front of an audience To respect and follow audience cues. To appreciate applause **NC objectives** To use their voices expressively and creatively by singing songs To perform music To learn to sing and to use their voices	**Instruments** By the end of this lesson children will: Identify sections of the music where the tempo changes. Correctly describe sections of music as fast or slow. Point out moments in the music where the dynamics change. Accurately describe dynamic changes as soft or loud. Give specific examples of how the music corresponds to actions in the story. Provide clear and specific examples of how music supports the story. Justify tempo and dynamic choices made to represent a character, event or feeling. Suggest appropriate musical dynamics and	**Structure** By the end of this segment children will: Recognise, play and write rhythms with one beats and paired half beats. Show a rest beat using a silent movement. Read and follow a structure from left to right. Add rhythms to a structure to create a beginning, middle and end. Work well as part of a group, listening to others and respecting their ideas. Maintain a steady beat. Use a thinking voice to play rhythms on an instrument	Storyhouse **NC objectives (Non Stat)** Drama and role play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings Role play and other drama techniques can help pupils to identify with and explore characters.	**Pitch** By the end of this segment children will: Move their eyes from left to right to read pitch patterns. Sing high and low notes including the notes in between. Play a pattern of high and low notes on an instrument. Read notation from left to right. Draw high and low sounds using dots at the top and bottom of a page, respectively. Recognise when notes stay the same. Recognise missing notes on a stave.

			tempo changes for different scenes of the story. Work as part of a group to rehearse a performance. Perform confidently using appropriate instrumental sounds. Play their part at appropriate tempo and dynamics.			
	Whole School Weekly Active Listening Programme					
Religious Education	**Why do we need to give thanks?** By the end of this segment children will? Identify reasons people may feel thankful and how this is expressed. Explain how some people celebrate harvest time. Identify the meaning behind some harvest celebrations and practices. Talk about what Hindu and Christian followers might learn from stories about gratitude. Explain how some Hindus and Christians show their gratitude to God. Explain how Hindu worship may reflect a	**Why is light important to people?** By the end of this segment children will: Share examples of where they have seen and experienced candles. Identify three practices associated with Diwali. Understand that some Hindu people use diyas as symbolism. Understand the meaning of Advent to some Christians. Identify what is important to some Jewish people at Hanukkah. Explain what a hanukiah symbolises. Understand their own positionality on what	**How do we know that some people feel a special connection to God?** By the end of this segment children will: Recognise parts of Jesus' birth story that tell us some people believe Jesus is special. Understand that religious stories can help us learn about religious beliefs. Identify some parts of the story that tell some people that Guru Nanak was special as a baby. Identify miracles in the stories that tell some people that some children are special.	**What is prophet?** By the end of this session children will: Explain that a prophet refers to someone who is believed to talk about God. Describe how different people responded to prophets in stories. Reflect on what a prophet might be like. Explain why Muhammad is important to many Muslims. Explaining why Jesus may be important for some people. Interpreting religious stories. Describing what makes Guru Nanak special to some Sikhs.	**How do some people talk to God?** By the end of this segment children will: Describe what prayer means. Identify some reasons why people might pray. Explain how some people use their bodies during prayer. Identify some similarities and differences between the ways in which people pray. Understand why special objects and items of clothing are important to some people when they pray. Draw connections between prayer practices within the	**Where do some people talk to God?** By the end of this segment children will: To identify some features of mosques and their importance to some Muslims. To explain how the features of an Orthodox Christian church might help some people pray. To make connections between beliefs about the Trinity and Christian places of worship. To identify some features of a synagogue and discuss their importance. To recognise that community and equality are important

	person's beliefs about gratitude to God. Recognise how worship through songs can be used to express thanks to God. Express ideas about gratitude using music.	candles mean to them. Provide some examples of what candles mean to some people.	Make comparisons to other stories. Describe why Krishna might be seen as special by some people. Identify parts of the story that tell us that Muhammad is special to some people. Identify a miracle believed to have been performed by Jesus as an adult and its significance in religious stories.		Hindu, Muslim and Jewish worldviews.	values to many Sikh people. To explain what the similarities and differences between places of worship can tell us about some people's beliefs.
PSHE	**Me and My Relationships** By the end of this segment children will: Suggest actions that will contribute positively to the life of the classroom. Make and undertake pledges based on those actions. Take part in creating and agreeing classroom rules. Use a range of words to describe feelings. Recognise that people have different ways of expressing their feelings. Identify helpful ways of responding to other's feelings. Recognise, name and	**Valuing Differences** By the end of this segment children will: Identify some of the physical and non-physical differences and similarities between people. Know and use words and phrases that show respect for other people. Identify people who are special to them. Explain some of the ways those people are special to them. Recognise and explain how a person's behaviour can affect other people. Explain how it feels to be part of a group.	**Keeping Safe** By the end of this segment children will: Understand that medicines can sometimes make people feel better when they're ill. Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell. Explain simple issues of safety and responsibility about medicines and their use. Identify situations in which they would feel safe or unsafe. Suggest actions for dealing with unsafe	**Rights and Respect** By the end of this segment children will: Describe and record strategies for getting on with others in the classroom. Explain, and be able to use, strategies for dealing with impulsive behaviour. Identify special people in the school and community who can help to keep them safe; Know how to ask for help. Think about the benefits and the risks of the internet. Recognise ways to stay safe online. Know that talking to	**Being my best** By the end of this segment children will: Explain the stages of the learning line showing an understanding of the learning process. Help themselves and others develop a positive attitude that support their wellbeing; Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. Understand and give examples of things they can choose themselves and	**Growing and Changing** By the end of this segment children will: Demonstrate simple ways of giving positive feedback to others. Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages. Identify which parts of

	understand how to deal with feelings (e.g. anger, loneliness). Explain where someone could get help if they were being upset by someone else's behaviour. Recognise that friendship is a special kind of relationship. Identify some of the ways that good friend. Explain the difference between bullying and isolated unkind behaviour. Recognise that that there are different types of bullying and unkind behaviour. Understand that bullying and unkind behaviour are both unacceptable ways of behaving. Understand and describe strategies for dealing with bullying. Rehearse and demonstrate some of these strategies. Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two. Identify situations as to whether they are	Explain how it feels to be left out from a group. Identify groups they are part of. Suggest and use strategies for helping someone who is feeling left out. Recognise and describe acts of kindness and unkindness. Explain how these impact on other people's feelings. Suggest kind words and actions they can show to others. Show acts of kindness to others in school. Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted). Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.	situations including who they could ask for help. Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation. Identify the types of touch they like and do not like. Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. Recognise that some touches are not fun and can hurt or be upsetting. Know that they can ask someone to stop touching them. Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. Identify safe secrets (including surprises) and unsafe secrets. Recognise the importance of telling	strangers online is a risk. Understand that we should never share personal information online. Understand that people have choices about what they do with their money. Know that money can be saved for a use at a future time. Explain how they might feel when they spend money on different things. Recognise that money can be spent on items which are essential or non-essential. Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this. Identify what they like about the school environment. Identify any problems with the school environment (e.g. things needing repair). Make suggestions for improving the school environment. Recognise that it's everyone's job -	things that others choose for them. Explain things that they like and dislike and understand that they have choices about these things. Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. Explain how germs can be spread. Describe simple hygiene routines such as hand washing. Understand that vaccinations can help to prevent certain illnesses. Explain the importance of good dental hygiene. Describe simple dental hygiene routines. Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain). Describe how food, water and air get into the body and blood. Understand that the body gets energy from food, water and oxygen.	the human body are private; Explain that a person's genitals help them to make babies when they are grown up; Understand that humans mostly have the same body parts but that they can look different from person to person. Explain what privacy means.

	incidents of teasing or bullying.		someone they trust about a secret which makes them feel unsafe or uncomfortable.	including all adults and children - to respect and therefore help to look after the school environment.	Recognise that exercise and sleep are important to health.	