

Long -Term Planning Year 2

<u>Subject</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
English 	<u>Me and You</u> Wanted posters, letters, retellings, speech bubbles, retellings from another point of view <u>Sequel story</u> <u>The Bear Under the Stairs by Helen Cooper</u> File of fears entry, letter seeking help, advice letter, retelling <u>Information text about bears</u>		<u>The Journey Home by Frann Preston-Gannon</u> Posters, lists, postcards, wanted posters, information report, short stories <u>Persuasive letter</u> <u>The Owl and the Pussy-cat by Edward Lear and Charlotte Voake</u> Letters, interviews, lists, instructions <u>Rhyming poem</u> <u>The Minpins by Roald Dahl and Patrick Benson</u> Danger posters, setting descriptions, character descriptions, information reports, postcards <u>Own version adventure narrative</u>		<u>The Dragon Machine</u> Dragon guide and encyclopedia, letters of advice, dragon machine explanation, shopping list, description, letter in role <u>Own version fantasy story</u> <u>Lizzy and the Cloud</u> Descriptions, adverts / market stall pitches, letters of advice, postcard in role <u>Guidebook for how to care for a cloud</u> <u>If all the World Were....</u> Writing in role (optional diaries), letter of advice, short explanation <u>Poetry to read aloud</u>	
Reading Comprehension 					<u>Monarchs of England and Great Britain</u> Non – Fiction 1a,1b,1d <u>Queen Elizabeth II</u> – Unseen Text 1a,1b,1d <u>Florence Nightingale</u> Recount/Diary 1a,1b,1d <u>Edith Cavell</u> - Unseen Text 1a,1b,1d <u>The Caterpillar and the Tadpole</u> - Narrative 1b, 1c,1d <u>The Lost Treasure of Crimson Cove</u> - Unseen Text 1b, 1c, 1d <u>Visit London</u> - Persuasive Advert 1a, 1b, 1d <u>Come to the Circus</u> -Unseen Text 1a, 1b, 1d <u>Weather</u> - Poetry 1a, 1b, 1d <u>Rain</u> - Unseen Text 1a, 1b, 1d <u>Why does it rain?</u> -Explanation 1a, 1b <u>Weather in the UK</u> -Unseen Text1a, 1b	
Maths 	<u>Block One – Number: Place Value</u> - Read and write numbers from 1 to 20 in numerals and words (Y1) - Read and write numbers to at least 100		<u>Block One – Measurement: Money</u> Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value		<u>Block One – Number: Fractions</u> Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity	

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	in numerals and in words - Identify, represent and estimate numbers using different representations, including the number line - Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward - Recognise the place value of each digit in a 2-digit number (tens, ones) - Compare and order numbers from 0 up to 100; use and = signs Block Two – Number: Addition and Subtraction - Represent and use number bonds and related subtraction facts within 20 (Y1) - Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 - Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s, a 2-digit number and 10s, two 2-digit numbers and adding three 1-digit numbers - Compare and order numbers from 0 up to 100; use and = signs Block Three – Geometry: Shape - Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line - Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces - Identify 2-D shapes on the surface of 3-D shapes - Compare and sort common 2-D and 3-D shapes and everyday objects	- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change Block Two – Number: Multiplication and division - Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels - Compare and order lengths, mass, volume/capacity and record the results using >, < and = - Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts - Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures Block Three – Measurement: Length and height - Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels - Compare and order lengths, mass, volume/capacity and record the results using >, < and = - Solve problems with addition and subtraction using concrete objects and pictorial representations, including those	- 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 - Write simple fractions, for example $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ Block Two – Measurement: Time - Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clockface to show these times - Know the number of minutes in an hour and the number of hours in a day Block Three – Statistics - Interpret and construct simple pictograms, tally charts, block diagrams and simple tables - Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity - Ask and answer questions about totalling and comparing categorical data - Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Block Four– Geometry: Position and direction 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 anticlockwise) Block Five – Consolidation
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		involving numbers, quantities and measures - Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts Block Four – Measurement: Mass, capacity and temperature - Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels - Compare and order lengths, mass, volume/capacity and record the results using >, < and =	
R.E 	Branch 1 Creation and Covenant Hear By the end of this unit of study, pupils will have encountered the following key texts: - The story of Noah, focusing on God's covenant (promise) with Noah and all living beings in the sign of the rainbow (Gen 9:7-17).145 - LS 71 'Through Noah, who remained innocent and just, God decided to open a path of salvation. In this way he gave humanity the chance of a new beginning. All it takes is one good person to restore hope!' - Psalm 139146 in praise of God's Creation of each of us and his love for us Believe By the end of this unit of study, pupils will know that the Church teaches: - God makes a covenant (promise) with Noah to save all living things. - That people in the story of Noah turned away from God and chose to act badly; this is behaviour called sin.	Branch 3 Galilee to Jerusalem Hear By the end of this unit of study, pupils will have encountered the following key texts: - The preaching of John the Baptist (Lk 3:2-6, 10-17) - Jesus is baptised (Lk 3:21-22) - The Temptation in the wilderness & Jesus begins to preach (Lk 4: 1-15) - Cure of a paralytic (Lk 5:17-26) - The choice of the twelve (Lk 6:12-16) - The calming of the storm (Lk 8:22-25) - Parable of the lost sheep (Lk 15:4-7) For the Feast of the Epiphany - Matt 2:1-12: The visit of the Magi Believe By the end of this unit of study, pupils will know that the Church teaches: - John the Baptist is a prophet who calls people back to God by encouraging them to say sorry. Baptism is a sign of forgiveness. - That when people make bad choices (sin),	Branch 5 To the ends of the Earth Hear By the end of this unit of study, pupils will have revisited and encountered the following key texts: - Jesus appears to the apostles and the Ascension (Lk 24:36-53) - Pentecost and Peter talks to the crowd (Acts 2:1-9, 12-13) - Conversion of Saul (Acts 9:1-19) - Fruits of the Holy Spirit (Gal 5:22-23) Believe By the end of this unit of study, pupils will know that the Church teaches: - God is love. Love is God's first gift poured into our hearts by the Holy Spirit. - The fruits of the Spirit are the visible signs that a person is led by the Holy Spirit. - The fruits of the Spirit are love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control. Celebrate By the end of this unit of study,

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	• The Sacrament of Baptism is when a person becomes part of the Christian family and promises to love God. • That the Christian Bible is split into two parts, the Old Testament, and the New Testament. Celebrate By the end of this unit of study, pupils will know: • Psalms are prayers to praise God. • Sacraments are living signs of Jesus' love for all people. • Baptism is the first sacrament which welcomes people into the Christian family. Live By the end of this unit of study, pupils will know: • Ways in which we can show care for God's world (stewardship) as part of our care for each other. • How a baby is baptised in the Catholic Church. Branch 2 Prophecy and Promise Hear By the end of this unit of study, pupils will have encountered the following key texts: • The Annunciation of John the Baptist (Lk 1:5-20) • The Annunciation of Jesus (Lk 1:26-38) • The Visitation (Lk 1:39-50, 53) • The birth of John the Baptist (Lk 1:57-58) • Zechariah's voice is restored (The circumcision of John the Baptist) (Lk 1:59-66, 67,76) • The Birth of Jesus (Lk 2:1-8) Including, for the season of Advent: • Is 7:14, 9:1-2, 5-7 (Extracts from the book of Immanuel) Believe By the end of this unit of study, pupils will know that the Church teaches:	they turn away from God. Jesus teaches that God loves and forgives and that being sorry helps us to change and become better people. • Jesus' miracles are signs that show he is the promised one (Messiah). • Jesus' parables are simple comparisons that invite people to know more about God. • Jesus brings healing in different ways. Celebrate By the end of this unit of study, pupils will know: • How water is used as a symbol of a new start in the Sacrament of Baptism. • How Catholics say sorry to God in prayers: • Act of Sorrow (Contrition) • Asking for forgiveness in the 'Our Father' Live By the end of this unit of study, pupils will know: • The importance of saying sorry to God and to others. • The importance of showing you are sorry, for example, through practical Acts of Penance.148 Branch 4 Desert to Garden Hear By the end of this unit of study, pupils will have revisited and encountered the following key texts: • Jesus enters Jerusalem (Lk 19:28-38*) • The last supper (Lk 22:7-23*, 28-34) • The Crucifixion and death of Jesus (Lk 23:33-46*) • The angel's message (Lk 24:1-8*) • Peter at the tomb (Lk 24:9-12) *Texts studied in Year One Believe By the end of this unit of study, pupils will know that the Church teaches: • That Jesus gave us the Sacrament of Reconciliation to heal and restore our friendship with God and through this ourselves.	pupils will know: • In all prayers, Christians welcome the Holy Spirit and open their hearts to God. • Christians pray to the Holy Spirit for help ('Come Holy Spirit'). Live By the end of this unit of study, pupils will know: • That there are different symbols of the Holy Spirit in art: wind, fire, and dove, e.g., Taizé, Marlene Scholz's 'Blessed Trinity'. • The example of a saint who showed examples of peacebuilding in their lives, e.g., St Catherine of Siena, St Bernardine of Siena (IHS), St Rita of Cascia, St John Henry Newman, Pope St Pius X, St Francis of Assisi. Some examples of saints and holy people who lived the fruits of the Holy Spirit in their lives, e.g., St Oscar Romero, St Teresa of Avila. Branch 6 -Dialogue and encounter Dialogue By the end of this unit of study, pupils will have encountered the following key text: • The parable of the Good Samaritan (Lk 10:25-37) By the end of this unit of study, pupils will know that the Church teaches: • Christians should collaborate in service of humanity. By the end of this unit of study, pupils will know about Christianity locally through: • Learning about their local Christian community. • Learning about ways Christians where they live come together to support the local community. Encounter By the end of this unit of study, pupils will have encountered the following: • Recognise links and simple connections between some Jewish religious laws, beliefs,
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	• That prophets and prophetesses communicate God's message inspired by the Holy Spirit. John the Baptist is born to be a prophet. • Christians believe that the person Isaiah spoke of was Jesus. In Isaiah's words, Christians recognise Jesus as a light in the darkness and Immanuel, 'God-with-us'. • Advent is the season when Christians prepare for the coming of Jesus Christ at Christmas. • That Mary is the mother of God and our mother who is trusted with all our prayers. Celebrate By the end of this unit of study, pupils will know: • Some words of Mary's prayer, the Magnificat (Lk 1:46-50, 53) in which she gives thanks to God and prays for his just world to come. • Advent is a time Christian preparation for Jesus' coming. • That the Advent wreath is a symbol of the coming of the light. • How the Christmas story is celebrated in song: carol services. Live By the end of this unit of study, pupils will know: • About some daily/weekly commitments that enable Christians to live in a way that prepares them for Jesus' coming. • Advent preparations in different cultures. • The meaning and interpretations of the candles/wreath in different cultural contexts. • How Catholic Social Teaching (CST) can help to guide Christians to 'share the light' with others.	• That Lent is a time of preparing our hearts and minds for Easter through reconciliation and forgiveness. • The Easter Vigil Mass is the high point of the year and is rich in symbols of light and darkness. Celebrate By the end of this unit of study, pupils will know: • Some prayers and actions that are ways in which Catholics turn back to God, in the Sacrament of Reconciliation, for example, a simple Examen or an act of sorrow and in the Penitential rite, for example, the Kyrie Eleison (Lord have Mercy). • Some simple words, actions, and symbols of the Easter Vigil, focusing on light and water. Live By the end of this unit of study, pupils will know: • The importance of saying sorry to God and to others. • That prayer can help people say sorry for their sins. • That making bad choices damages relationships and damages them.	worship, and life. (e.g., keeping the Sabbath day holy and how this is celebrated in the synagogue and in Jewish homes). • Recognise that most Jewish religious words are in Hebrew (the original language of the Torah and other sacred Jewish/Christian texts). • Listen to the religious experiences of others from different communities in the class and the local area.
Science	Living things and habitats • I can explore and compare the differences between things that are	Plants • I can identify that fruit, vegetables and herbs are types of plant that	Animals including humans • I can find out about and describe the basic needs of animals, including humans, for survival.

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	living, dead, and things that have never been alive. • I can identify and name a variety of plants and animals in their habitats, including microhabitats. • I can identify and name a variety of plants and animals in their habitats. • I can identify that most living things live in a habitat to which they are suited. • I can construct a simple food chain. Seasonal changes • I can describe how the seasons follow a repeating cycle. • I can describe how animals survive in different seasons. • I can ask questions about how living things change throughout the year. Materials • I can identify a variety of everyday materials. • I can distinguish between an object and the material it is made from. • I can investigate the properties of different materials.	we eat. • I can observe and describe how seeds grow into mature plants. • I know what plants need to grow and stay healthy. • I can explain the life cycle of plants.	• I notice that animals, including humans have offspring which grow into adults. • I can describe the importance for humans to exercise. • I can describe the importance for humans to eat the right amounts of different types of food. • I can describe the importance for humans to have good hygiene. • I can describe the importance for humans to look after themselves.
History/Geography 	History – How has technology changed over the last 60 years? I can place events and artefacts on a timeline. I can observe or handle some evidence to ask questions and find answers to questions. I can explain some reasons why certain technology was manufactured. I can describe how technology has changed and how it has continued over time.	Geography My local area and Tulum, Mexico – What are the similarities and differences between my town and Tulum, Mexico? I can understand that places can have meaning to people. I can understand that the world has seven continents and five oceans. I can understand that the UK is split into countries and surrounding seas.	History Local The Liverpool Docks How have the docks changed the industry and look of Liverpool? Children will: Learn about significant historical events, people and places in their own locality

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	I can use pictures and film footage to find out about technology in the past compared to now. I can describe and begin to talk about key events of a significant person/time. Geography fieldwork -Exploring our local area Consolidation	I understand that England, Scotland, Wales and Northern Ireland are countries within the UK, each with a capital city. I understand that Mexico/Norway is a North American/European country. I can understand that the poles and equator impact the climate on Earth. I can identify and compare some key human and physical features of my local area to a contrasting locality using key vocabulary. History- Where have humans explored? I can place explorative events on a timeline. I can use evidence of explorers lives to ask questions about the past. I can discuss the causes of exploring and what we found out from exploration. I can describe changes over a period of time. I can use pictures and stories to find out about the past and compare different explorations. I can name significant explorers from the past.	History How did the Great Fire change London? I can place events, artefacts and historical figures on a timeline. I can use dates where appropriate. I can observe or handle evidence to ask questions and find answers to questions about the past. I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary). I can explain the causes of the Great Fire of London and what the consequences were. I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century. I can use artefacts and diary entries to compare similarities and differences. I can identify some of the different ways the past has been represented. I can describe significant people from the past and explain why they are important. I can name a monarch Geography fieldwork - Weather and Climate - How can we record and measure different weather phenomena? I can understand the differences between weather and climate. I can understand that the poles and equator impact the climate on the Earth. I can identify hot and cold areas of the world in relation to the poles and the equator. I can carry out a geographical enquiry using simple fieldwork and observational skills. I can collect weather data using the equipment. I can record weather data. I can present my data. I can analyse data
Art & Design	Monochromatic - How can pattern be used in art?	Chromatic - How can artists use colour? Practical Knowledge – Revise primary and	Sculpture- How have artists been inspired by castles?

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	- Developing control when drawing lines and shapes to create repeating decorative patterns - Experimenting with arranging and layering black and white materials to explore balance, contrast and repetition - Creating original mehndi-inspired patterns that use line, shape and space to express cultural celebration - Refining technique by studying designers and developing precise, geometric and organic pattern designs - Reflecting on artistic choices and evaluating how to improve future work	secondary colours, identify warm and cool colours, identify complementary colours, revise features of a brush, control a paintbrush for increased precision. Theoretical Knowledge – Know that where an artist lives can affect what they create, and learn that artists do not have to directly create every piece of art that is attributed to them, begin to identify artists' work by recognising their style. Disciplinary Knowledge – Consider how we feel about art and the reasons why people create art, describe how colours may make people feel, learn the differences between landscape, portrait and still life, know that art doesn't have to be realistic, evaluate our own work.	Practical Knowledge – Identifying shapes in forms, wedging clay, creating a relief clay sculpture, joining clay using score and slip, making grey and brown from primary colours, and controlling a small brush for increased precision. Theoretical Knowledge – Learning about a ceramic factory and its work, knowing that art has been created throughout history and worldwide. Disciplinary Knowledge – Knowing that some sculptures have a practical purpose, whilst others are decorative, evaluating work focusing on emotive responses and precision.
DT 	Textiles - Buzzing Bookmarks - How can you make a bookmark that's both fun and useful? Investigate various types of bookmarks and their functional and aesthetic features Research bookmark features that are both functional and visually appealing Sketch and plan product designs Practise threading needles and tying knots in thread Discover how stitching techniques enhance the strength and appeal of a product Evaluate products for appearance, durability and function	Food & Nutrition - Super Veggies to the Rescue - How can we make veggies fun and delicious? Exploring different cooked potatoes and vegetables, comparing taste, texture and appearance and learning where potatoes come from Planning a potato snack by choosing flavours, seasonings and vegetables for wedges and dip, considering taste and health Practising food hygiene and safe preparation skills, including hand washing, safe cutting and correct use of tools Using preparation and cooking skills to follow a recipe step by step and prepare potato wedges and a dip safely Testing and evaluating the finished dish by considering taste, safety and skills used and suggesting improvements	Construction - Rebuilding History - How can we build strong and stable houses like those from the time of the Great Fire of London? Investigating how materials and structural features affected the strength and safety of houses in 1666, comparing them with the changes made after the Great Fire of London Using a design checklist to plan a strong and stable 1666 house model that includes a simple hinge mechanism Constructing a strong, stable and historically accurate 1666 house model by joining cardboard boxes, adding cross-bracing beams and creating a simple moving part using a hinge mechanism Testing, improving and evaluating the house model's mechanism, strength, stability and appearance against the design criteria, and suggesting realistic improvements Developing construction skills by measuring

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			accurately and using cross-bracing to increase structural stability
P.E. 	Locomotion - Dodging - Pupils will be able to dodge, applying the correct technique to ensure maximum efficiency. Pupils will run, dodge and stay in a space avoiding the defenders. - Pupils will demonstrate a strong understanding of how, where and why to dodge and apply this understanding in game situations. - Pupils will develop life skills such as gratitude and fairness as they support their team members, play by the rules and congratulate others. - Pupils will develop life skills such as honesty and self-belief as they strive to dodge effectively and keep the score in their games. Gymnastics - Linking - Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus. - Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences. - Pupils will demonstrate life skills such as empathy and gratitude as they work safely with each other. Pupils will support each other and share apparatus. - Pupils will confidently demonstrate self-belief and courage as they create their own sequences and challenge themselves to try a range of movement and balances.	Gymnastics - Pathways - Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus. - Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences. - Pupils will demonstrate life skills such as empathy and gratitude as they work safely with each other. Pupils will support each other and share apparatus. - Pupils will confidently demonstrate self-belief and courage as they create their own sequences and challenge themselves to try a range of movement and balances. Ball Skills - Feet - Pupils will be able to apply their passing and dribbling skills in order to keep possession and score a point. - Pupils will focus on their partner and team members, developing an understanding of the consequences in a game when mistakes are made. - Pupils will develop communication and empathy as they listen to their partner and team members and work collaboratively together. - Pupils will continue to effectively apply life skills such as self-belief and integrity as they strive to improve their own performance whilst playing fairly. Dance - Water - Pupils can respond to the music with appropriate movements and actions, using their whole body. Pupils can ensure their movements are big and	Dance - Explorers - Pupils can respond to the music with appropriate movements and actions, using their whole body. Pupils can ensure their movements are big and clear. - Pupils will refine their application of life skills such as curiosity and imagination as they create a range of movements linked to a variety of characters. - Pupils can demonstrate fairness and gratitude as they engage in their learning, work well with others and enjoy creating their movements and sequences. Pupils will develop life skills such as courage and honesty, as they try their best to create sequences, giving feedback to others following their performances. Locomotion - Jumping - Pupils will consistently apply the correct technique for jumping. Pupils will accurately apply their jumping skills in combination and also within games. - Pupils will demonstrate a strong understanding of why, when and where we jump in a game and apply imagination and creativity to their jumping. - Pupils will develop their ability to give and receive feedback concerning the jumping technique showing fairness and empathy to others. - Pupils will consistently apply life skills such as self-belief and honesty as they play within the rules of the game and jump confidently. Games for Understanding - Pupils will move between attack and

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	Ball Skills - Hands 1 - Pupils will be able to dribble, pass and move with developing accuracy. They will combine these skills to score points. - Pupils will focus on their partner and team members, developing an understanding of the consequences in a game when mistakes are made. - Pupils will develop communication and empathy as they listen to their partner and team members and work collaboratively together. - Pupils will continue to effectively apply life skills such as self-belief and integrity as they strive to improve their own performance whilst playing fairly. Health and Wellbeing - Pupils will move showing refined agility, balance and coordination, applying these elements of fitness in activities and within circuit challenges. - Pupils will demonstrate a strong understanding of agility, balance and coordination and why they are important. - Pupils will apply life skills such as empathy and fairness as they collaborate with their partners and motivate each other to complete the circuits. - Pupils will apply honesty and self-belief as they continue to improve their performances and keep their score.		clear. - Pupils will develop their concentration skills as they listen to the music and make decisions on how to move in response. - Pupils can demonstrate fairness and gratitude as they engage in their learning, work well with others and enjoy creating their movements and sequences. - Pupils will develop life skills such as courage and honesty, as they try their best to create sequences, giving feedback to others following their performances. Ball Skills - Hands 2 - Pupils will be able to throw accurately underarm and execute a developing understanding of overarm throwing, in order to beat an opponent. - Pupils will focus on their partner and team members developing an understanding of the consequences in a game when mistakes are made. - Pupils will develop life skills such as communication and empathy as they listen to their partner and team members, working collaboratively together. - Pupils will apply life skills such as self-belief and integrity as they strive to improve their own performance, always keeping the score and playing fairly.		defence as the game changes. Pupils will be able to move in to space when attacking and tag the opposition when defending. - Pupils will understand the consequences of breaking the rules and not applying tactics successfully. Pupils will understand the difference between attack and defense. - Pupils will develop strong collaboration skills by working with their own team effectively and playing fairly against the opposition. - Pupils will apply a competent understanding of honesty as they play by the rules and keep the score. Pupils will develop understanding of self-discipline. Team Building - Pupils will develop and apply teamwork skills in pairs and small teams to complete all of the challenges successfully. - Pupils will demonstrate a strong understanding of what makes an effective team. Pupils will create and apply simple tactics. - Pupils will develop and apply life skills such as fairness and respect as they work together to complete the challenges. - Pupils will develop life skills such as courage and self-belief as they strive to complete the different challenges, adapting strategies and never giving up.	
Music	Hands, Feet, Heart South African music and Freedom Songs.	Ho, Ho, Ho Christmas, Big Band, Motown,	I Wanna Play in A Band Teamwork, working	Zootime Animals, poetry and the historical context	Friendship Song	Reflect, Rewind and Replay Think about the

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	Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.	Elvis, Freedom Songs. Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.	together. The Beatles. Historical context of musical styles	of musical styles.		history of music in context, listen to some Western Classical music and place the music from the units you have worked through in their correct time and space. Consolidate the foundations of the language of music.
Computing 	Online safety Digital Literacy - Identifying how to keep personal information private. Using technology respectfully by asking for permission before sharing about others online. Computing systems and networks 1: What is a computer? Computer Science - Learning about inputs and outputs and how they are used in algorithms. Information Technology - Understanding what a computer is and the role of individual components.	Programming 1: Algorithms and debugging Computer Science - Creating and debugging simple programs. Using logical reasoning to predict the behaviour of simple programs. Understanding what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Computing systems and networks 2: Word processing Digital Literacy - Using word processing software to type and reformat text. Understanding the importance of staying safe online.	Programming 2: ScratchJr Computer Science - Creating and debugging simple programs. Using logical reasoning to predict the behaviour of simple programs. Understanding what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Digital Literacy - Using technology purposefully Data handling: International Space Station Digital Literacy - Using technology to create and label images and to put data into a spreadsheet. Computer Science Consider inputs and outputs to understand how sensors work.			
PSHE 	Keeping/ Staying Safe- Tying Shoelaces Know the reasons to make sure your laces are tied. Learn how to tie up laces properly. Know rules to keep yourself and others safe. Understand the differences between safe and risky choices. Keeping/ Staying Healthy – Healthy Eating Know that food is needed for our bodies to be healthy and to grow.	Growing and Changing- Bullying Be able to name a range of feelings. Understand why we should care about other people's feelings. Be able to see and understand bullying behaviours. Know how to cope with these bullying behaviours. Body Language (to be taught in line with our RSHE policy)	Computer Safety- Image Sharing Understand how your online actions can affect others. Be able to name the positive and negative ways you can use technology. Know the risks of sharing images without permission. Understand the types of images that you should and should not post online. Computer Safety Documentary			

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	Understand that some foods are better for good health than others. Be able to list different types of healthy food. Understand how to keep yourself and others healthy. Know the differences between healthy and unhealthy choices. Brushing Teeth Understand why we need to brush our teeth. Be able to practise brushing your teeth. Know the differences between healthy and unhealthy choices. Be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy.	and resources) Be able to recognise and name a range of feelings. Understand that feelings can be shown without words. Be able to see a situation from another person's point of view. Understand why it is important to care about other people's feelings. Being Responsible- Practice Makes Perfect Be able to name ways you can improve in an activity or sport. Understand the importance of trying hard and not giving up. Be able to see the benefits of practising an activity or sport. Be able to learn ways to set goals and work to reach them. Helping Someone in Need Know how you can help other people. Be able to recognise kind and thoughtful behaviours and actions. Understand the risks of talking to people you don't know very well in the community. Be able to identify the differences between being responsible and being irresponsible. Feelings and Emotions Worry Be able to recognise and name emotions and their physical effects. Know the difference between pleasant and unpleasant emotions. Learn a range of skills for coping with unpleasant/uncomfortable emotions. Understand that feelings can be communicated with and without words. Anger Be able to recognise and name emotions and their physical effects.	Understand how your online activity can affect others. Be able to identify the positives and negatives of using technology. Know who and how to ask for help. Be able to list rules for keeping and staying safe. Our World- Living in Our World Understand why we should look after living things. Be able to identify how we can look after living things both inside and outside of the home. Recognise why it is important to keep our communities and countryside clean. Be able to encourage others to help keep their communities and countryside clean. Working in Our World Understand different ways we can receive money. Know how to keep money safe. Be able to describe the skills you may need in a future job or career. Be able to recognise the differences between wants and needs. Hazard Watch Know what items are safe to play with and what items are unsafe to play with. Be able to name potential dangers in different environments. Know what food and drink items are safe or unsafe to eat or drink. Be able to name dangers that can affect others, for example younger siblings. Fire Safety Understand why our emergency services are an important part of our community. Be able to show my knowledge of fire safety to others. Know that even small fires can be very dangerous.
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		Know the difference between pleasant and unpleasant emotions. Learn a range of skills for coping with unpleasant/uncomfortable emotions. Understand that feelings can be communicated with and without words.	Be able to practise simple ways of staying safe and finding help. Be able to describe the differences between safe and risky choices.
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