

Year 2 Long Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	<u>Troll Swap</u> Themes: Not fitting in, two characters swap lives to see if it makes them happier.	<u>The Owl Who Was Afraid of the Dark</u> Themes: Adventure, fears, dark	<u>Dragon Machine</u> Themes: Magic, imagination, dragons, machines, loneliness.	<u>Man on the Moon</u> Themes: Adventure, imagination, aliens. Link to Neil Armstrong - NF	<u>The Last Wolf</u> Themes: Spin on Little Red Riding Hood fable. Conservation, extinction, endangered species, value of nature, making a difference. Link to Science-habitats and the environment	<u>Grandad’s Secret Giant</u> Themes: Belonging, friendship, importance of tolerance and acceptance, doing good deeds.
	<u>Outcome:</u> Fiction story with focus on characters. <u>Greater Depth:</u> Story about two independently invented contrasting characters who swap places.	<u>Outcome:</u> Non-Chronological report about owls. <u>Greater Depth:</u> Alter the layout to add owl subheadings and extra features.	<u>Outcome:</u> Fiction story with adventure focus. <u>Greater Depth:</u> Story written in the 1 st person.	<u>Outcome:</u> Fiction story with focus on space <u>Greater Depth:</u> Diary entry in 1 st person as the main character.	<u>Outcome:</u> Letter in role as the character, persuading to save the trees or endangered animals. <u>Greater Depth:</u> Real life letter to specific audience e.g. local MP.	<u>Outcome:</u> Fiction story with moral focus. <u>Greater Depth:</u> Story from the point of view of the giant.
	<u>Mastery Keys</u> Plan or say out loud what is going to be written about. Use punctuation correctly – full stops, capital letters. Use expanded noun phrases to describe and specify. Use subordination (because) and co-ordination (and)	<u>Mastery Keys</u> Use coordination – but, or. Add -ly to turn adjectives in to adverbs. Write for different purposes. Use commas to separate items in a list.	<u>Mastery Keys</u> Write sentences with different forms: statement, question, exclamation, command. Use subordination (apply because, introduce when). Use present and past tenses consistently. Read aloud with intonation. Use punctuation correctly – exclamation marks, question marks.	<u>Mastery Keys</u> Use a range of punctuation – exclamation marks, question marks, commas, apostrophes for possession and omission Use present and past tenses correctly and consistently. Use subordination (apply because, when; introduce that) Write down ideas, key words, new vocabulary.	<u>Mastery Keys</u> Use subordination (if, that). Add -er and -est to adjectives. Use homophones and near homophones. Use punctuation correctly – apostrophes for contracted forms.	<u>Mastery Keys</u> Use present and past tenses correctly and consistently including the progressive form. Use subordination (using when, if, that or because) and co-ordination (using or, and, or but) Use expanded noun phrases to describe and specify. Add suffixes to spell longer words e.g. -ment, -ful.
	<u>Missed NC Objectives not covered in Pathways to Write</u> Discussing favourite words and phrases, Build up a repertoire of poems learnt by heart including reciting some with appropriate intonation.					
	<u>Poetry</u> (To be completed during Assessment Week) <u>Poem:</u> The Owl and the Pussycat <u>Outcome:</u> To write the first 2 verses of a new poem based on The Owl and the Pussycat. <u>Greater Depth:</u> To write additional verses. <u>Poetry Keys:</u> Experiment with words e.g. alliteration, humour. Use adventurous word choices of nouns, adjectives and verbs to describe observations. Use structured language patterns, including simple repeating phrases.		<u>Poetry</u> (To be completed during Assessment Week) <u>Poem:</u> Night Sounds <u>Outcome:</u> To write a Night Sounds poem based on Berlie Doherty’s version. <u>Greater Depth:</u> To write an extended poem including questions and answers to their own repetitive phrases. <u>Poetry Keys:</u> Use adventurous word choices of nouns, adjectives and verbs to describe observations. Use structured language patterns, including simple repeating phrases.		<u>Poetry</u> (To be completed during Assessment Week) <u>Poem:</u> Fox <u>Outcome:</u> Write a descriptive wildlife poem <u>Greater Depth:</u> Research own animal to write a descriptive wildlife poem with an environmental message <u>Poetry Keys:</u> Use adventurous word choices of nouns, adjectives and verbs to describe observations. Experiment with words e.g. alliteration, humour.	
Mastering Number (15 minute sessions to be completed four times a week to develop number sense)	Pupils will have an opportunity to consolidate their understanding and recall of number bonds within 10; they will re-cap the composition of the numbers 11 to 20 and reason about their position within the linear number system. <u>Pupils will:</u> - review the composition of the numbers 6 to 9 as ‘5 and a bit’ - compare numbers using the language of comparison and use the symbols < > = - review the structure of even numbers (including exploring how even numbers can be composed of two odd parts or two even parts) and the composition of each of 6, 8 and 10 - review the structure of odd numbers (including exploring how odd numbers can be composed of one odd part and one even part) and the composition of each of 7 and 9 - consolidate their understanding of the numbers 10 and 20 as ‘10 and a bit’ - consolidate their understanding of the linear number system to 20 and reason about midpoints		Pupils will have an opportunity to use their knowledge of the composition of numbers within 10 to calculate within 20; they will explore the links between the numbers in the linear number system within 10 to numbers within 100, focusing on multiples of 10 and the midpoint of 50. <u>Pupils will:</u> - explore how the numbers 6 to 9 can be doubled using the ‘5 and a bit’ and ‘10 and a bit’ structure - use doubles to calculate near doubles - use bonds of 10 to reason about bonds of 20, in which the given addend is greater than 10 - use known number bonds within 10 to calculate within 20, working within the 10-boundary - use their knowledge of bonds of 10 to find three addends that sum to 10 - use their knowledge of the composition of numbers within 20 to add and subtract across the 10-boundary - use their understanding of the linear number system to 10 to position multiples of 10 on a 0 - 100 number line and reason about midpoints		Pupils will have further opportunities to use their knowledge of the composition of numbers within 10 to calculate within 20 and to reason about equations and inequalities. <u>Pupils will:</u> - continue to explore a range of strategies to subtract across the 10-boundary - review bonds of 20 in which the given addend is greater than 10, and reason about bonds of 20, in which the given addend is less than 10 - practise previously explored strategies to support their reasoning about inequalities and equations - review doubles and near doubles and transform additions in which two addends are adjacent odd/ even numbers into doubles - consolidate previously taught facts and strategies through continued, varied practice	

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Mathematics	<u>Number: Place Value</u> Read and write numbers to at least 100 in numerals and words. Recognise the place value of each digit in a two-digit number (tens and ones) Identify, represent and estimate numbers using different representations including the number line. Compare and order numbers from 0 up to 100. Use greater than, less than and equal signs. Use place value and number facts to solve problems. Count in steps of 2, 3 and 5 from 0, and in tens from any given number, forwards and backwards. <u>Number: Addition and Subtraction</u> 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 two-digit number and tens; two two-digit numbers; adding 3 one-digit numbers. Addition and subtraction crossing tens and by counting on or back to the nearest ten. Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Solve addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. <u>Geometry: Properties of shapes</u> Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Identify 2D shapes on the surface of 3D shapes (for example, a circle on a cylinder and a triangle on a pyramid). Compare and sort common 2D and 3D shapes and everyday objects.	<u>Money</u> Recognise and use symbols for pounds and pence. Add and subtract money. Make combinations of the same amount in different ways. Combine coins to make a given value. Solve problems involving money. <u>Number: Multiplication and Division</u> Recall and use multiplication and division facts for the 2,5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. <u>Measurement: Length and Height</u> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mess (kg/g); temperature (degrees Celsius); 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 greater than/less than and equals symbols. <u>Measurement: Mass, Capacity and Temperature.</u> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (g/kg); temperature; capacity (ml/litres) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using greater than/less than and equals symbols.	<u>Number: Fractions</u> Recognise, find, name and write fractions (1/2, 1/3, ¼, 2/4 and 3/4 of a length, shape set of objects or quantity. Write simple fractions, for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and ½. <u>Measurement: Time</u> Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day. Compare and sequence intervals of time <u>Statistics</u> 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 <u>Geometry: Position and Direction</u> 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). Order and arrange combinations of mathematical objects in patterns and sequences
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Geography/History	Seaside Prior Learn -Recap on the four countries and the main seas of the UK. Use the infant atlases to locate seaside locations, e.g. Blackpool Beach, Llandudno Use map of the Uk and seaside town template.	Great Fire of London Prior Learning – discussion around significant events already covered and name significant people – Florence Nightingale- refer to timeline. Place The Great Fire of London on timeline and discuss in relation to their life. How did people live in 1666? Look at the events of the Great Fire of London. Understand how we know about The Great Fire (Samuel Peyps diary). Understand significant individuals, dates, facts and places surrounding the Great Fire of London. Who was Thomas Farriner? What happened after the Great Fire? What happened as a result?	Europe Prior Learn – sing oceans and continents song – can children remember the names? Locate on world map together Name and locate the seven continents and five oceans. Use Google Earth as a stimulus. Focus on Europe and what countries are in it. Use Atlases to identify different countries. Share facts about some countries in Europe: Greece, Italy, France, Spain, Iceland. Children to produce mini fact finders and present them to each other. Collect more facts and information about each country, including animals, to create presentations for their peers.	The Famous Beatles! Prior Learn – Timeline of key people and events from Y1 and EYFS and locate Rainford on a local map / locate grandparents etc on timeline Place The Beatles on the timeline and discuss in relation to their life. Who are The Beatles and where are they from? Why are The Beatles iconic? (Research and present in groups) Listen to music produced by The Beatles. Listen to a specific song and unpick the meaning behind it. (Comprehension link—Penny Lane) Show pictures of Penny Lane then and now. Show the children photographs of different bands, e.g. The Beatles, Spice Girls, Take That, One Direction, Little Mix, and compare. Choose two songs (one from Little Mix to compare to the Beatles. What is alike? What is different? How did the Beatles put Liverpool on the map (TRIP)	China Prior Learn – What is the largest country you know about? What is the smallest country you know about? What do you know about China? Locate China on a map- link to the continent Asia. Use Atlases and Globes. Understand what life is like for people in China. Draw a simple map. Compare China to the UK – look at similarities and differences. Compare schools in Beijing and our school. Focus on Physical and Human features of a small area. Focus on the culture in China – human and physical features. Focus on the different types of farming in China and compare to the UK.	Great Explorers Prior Learn – Name and talk about a famous explorer? What is an explorer? Why would anyone want to explore space? Find out who Neil Armstrong is and what he is famous for Find out about Neil Armstrong’s expedition. Research and explore the life of Christopher Columbus. Compare sources of evidence from both Compare explorers - their journey’s and impact of event – Tim Peake Place a significant person on a timeline and discuss in relation to their life.
	Know the main differences between city, town and village Explain some of the advantages and disadvantages of living in a city or village Recap on the four countries and the main seas of the UK. Using a map locate seaside locations, e.g. Blackpool Beach, Southport Beach, Llandudno, Dorset: Pool harbour and Tenby. Focus on Blackpool and study it – link to key vocabulary: town, harbour, three beaches, sea, coastline. (Physical Features) Blackpool – identify landmarks within the town. (Human Features) Focus on Human and Physical features of Tenby (a seaside). Look at the advantages and disadvantages of living there compared the Village of Rainford. Post Learn - Leaflet to promote Blackpool as a seaside location English link - Create a brochure/ leaflet about a seaside in the UK.	English link - Recount of the Great Fire of London Diary entry as Samuel Pepys. Post Learn - complete timeline activity with significant events during GFOL, including key people	English link – comparing UK to a European country Post Learn - Populate world map with continents, oceans, human and physical features of Europe	English link- A fact file/ biography about the famous Beatles. Trip – Beatles Museum Post learning - mindmap of Beatles history and locate Liverpool on a map	English link - Non-chronological report about China. Potential Trip – Edge Hill University Art link – Create some art work inspired by traditional Chinese Artwork. Post Learn - Mindmap knowledge of China	English link - Write a diary as one of the explorers, explaining their expedition. Post learn – make a poster to demonstrate knowledge of Neil Armstrong and what he is famous for

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Science	Autumn Term	Spring Term	Summer Term
	<u>Living Things and Their Habitats</u>	<u>Uses of Everyday Materials</u>	<u>Living Things & Their Habitats – Around the World</u>
	Prior Learn activity Explore the differences between things that are living, dead and things that have never been alive. Identify and name a variety of plants and animals in a microhabitat. Describe how animals obtain their food from plants and other animals, understanding a simple food chain. Identify and name different sources of food. ENP – Parts of an Insect: Recognising common invertebrates that you might find on your site. <u>Animals Including Humans – Growth</u> Prior Learn activity Notice that animals, including humans, have offspring which grow into adults. Describe the basic needs of animals, including humans, for survival (water, food and air) Learn how to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Post Learn assessment activity PSHE- About what keeping healthy means, different ways to keep healthy (H1) About foods that support good health and the risk of eating too much sugar (H2) How physical activity helps us to stay healthy and ways to be physically active everyday (H3) That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy (H6) That household products (including medicines) can be harmful if not used correctly (H31) Post Learn assessment activity	Prior Learn activity - Identify different materials and their uses - Understand how to select the right materials to build a bridge - Explore and test the stretchiness of materials - Understand that materials can change their shape by twisting, bending, squashing or stretching - Find out about Charles Macintosh and explore how materials are suitable for different purposes - Discover which materials change shape when making a road with John McAdam Post Learn- assessment activity <u>Plants – About Plants</u> Prior Learn activity - Know the difference between seeds and bulbs - Design an experiment to find out what plants need to grow - Describe what plants need to grow and stay healthy - Describe the life cycle of a plant - Observe and record the growth of plants over time - Understand that plants adapt to suit their environment Post Learn assessment activity ENP – Plant Investigations: Working Scientifically – gather, record and classify data. English link - Instructions: how to plant a seed	Prior Learn activity - Learn about habitats - Appreciate that environments are constantly changing - Explore the rainforest and its problems - Describe life in the Ocean - Discover the Arctic and Antarctic habitat - Create a model of a Habitat Post Learn assessment activity English link - Information/ persuasive text about habitats- what is happening to them and how we can help <u>Animals Including Humans – Lifecycles</u> Prior Learn activity - Order the stages of the human life cycle - Describe the stages of a human life cycle - Identify the offspring and parent of an animal - Explore the life cycle of a Chicken - Describe the life cycle of a butterfly - Explore the life cycle of a Frog ENP - All about ladybirds: Notice that animals including humans have offspring that grow into adults. (Complete ladybird survey). Post Learn assessment activity PSHE- To think about change and loss and the associated feelings. (Moving home, pets or friends, growing up) (H18, H20) -About growing and changing from young and old and how peoples needs change (H26) <u>RSE: Human Life Cycle</u> Introduce the concept of the human life cycle. Pupils begin to understand how we grow and change as we get older. Compare the differences between a baby and a child- what they look like and what they can do. Focus on becoming independent. How we look after ourselves and each other as we grow, and some of the feelings that accompany the process of growing up.

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Computing (Teach Computing)	Online Safety Know what 'digital footprint' means Know that people can use the information they put online Know that a digital footprint contains information about a person PSHE- About Rules and age restrictions for keeping physically and emotionally safe, including responsible ICT use and online safety H28, H34, L7, R10 , R14 About the role of the internet and that all information seen online is not always true (L7, L8) ECW PS 7.1,7.2,7.3 Computer Art Create computer art Use a range of tools in a computer program to reproduce a style of art Make and edit shapes to create a piece of art Change the shade of a colour for effect Retrieve a file to edit in a computer program Use a range of skills to create a piece of art	Online Safety Identify keywords that will give good search results Use a website to search for information Begin to identify possible dangers online ECW OB 4.1,4.2,4.3 Presentation Skills Use basic computer skills Use folders Organise ideas for a presentation Create a simple presentation with text Add and format and image Reorder slides and present a presentation Search and print	Online Safety Identify websites suitable for their age Know when to ask an adult for advice about accessing a website Know what to do if a website makes them uncomfortable ECW CO 8.1,8.2,8.3 Preparing for Turtle Logo Give and follow an algorithm to turn right or left Give and follow an algorithm to make half and quarter turns Give and follow an algorithm using the commands right 90 and left 90 Give, follow and complete an algorithm Use and recognised language in an algorithm Create, test and debug an algorithm	Online Safety Talk about what people might want to know about a website Give their opinion about a website Say what they like and dislike about a website Begin to consider who a website could be aimed at ECW SI 1.1, 1.2, 1.3 Programming Turtle Logo and Scratch Create an algorithm to move or rotate the turtle Create an algorithm and use the repeat command Create an algorithm and add sound Create an algorithm and use the repeat and say command Create an algorithm and use the green flag to start Create an algorithm and use the commands to change the backdrop and add sprites	Online Safety Identify unkind online behaviour Know what to do if they think someone is being unkind to them online ECW MOI 5.1,5.2,5.3 Using the Internet Search the internet using one word Stay safe when using the internet Search the Internet to find results suitable for children Search for information safely online Follow links safely online Create content for an online blog Use a camera to take safe photos to use online Create content for an online blog Use an online blog safely and respectfully Post positive comments and responses on a blog	Online Safety Know how to safely search for information online Choose appropriate websites for their age CW HWL 6.1,6.2,6.3 ECW Orel 2.1,2.2,2.3 Using and Applying Use a specific computer skill to reproduce a style of art Use a specific computer skill to create and compare styles of art Create a presentation including text and images Retrieve, edit and organise a presentation Create precise instructions for a character on a particular theme Create code for a pair of characters involving speech and movement
Music (Charanga Scheme)	Hands, Feet , Heart Through the Hands, Feet, Heart unit, pupils develop their musical skills while exploring the vibrant sounds and rhythms of South African music. They learn to sing and perform a song confidently, developing their awareness of pulse, rhythm, tempo and dynamics.	Singing Children learn a variety of songs and actions to accompany them. Children use tuned and non-tuned percussion, to accompany the songs.	Inventing a Musical Story Music is used for many reasons and can help us to tell a story and express our feelings. Music can be loud or soft, fast or slow, smooth and connected, or short and detached. We can also use instruments with different sounds to help communicate a story and different emotions. Explore the music in this unit and try to connect your feelings with what you hear. Do any of the songs tell a story? Use the music in this unit to explore loud and soft sounds.	Exploring Improvisation Explore improvisation a bit further in this unit. Perhaps use two or three notes and have a go playing or singing on your own. Explore and have fun!	Friendship Song Through the Friendship Song unit, pupils develop their singing, listening and performing skills while exploring the theme of friendship. They learn to work together musically, developing their understanding of pulse, rhythm, pitch and dynamics.	Unit 6: Our Big Concert Put on a big concert! Present your choice of songs to create a performance. Remember to introduce the songs and tell your audience what you have learnt.

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Art/DT (KAPOW)	Structures: <u>Baby Bears Chair</u> -Identify man-made and natural structures. Identify stable and unstable structural shapes. -Contribute to discussions. Identify features that make a chair stable. Work independently to make a stable structure, following a demonstration. -Explain how their ideas would be suitable for Baby Bear. -Produce a model that supports a teddy, using the appropriate materials and construction techniques. -Explain how they made their model strong, stiff and stable.	Drawing: <u>Telling a story</u> -Use relevant language to describe how an object feels. -Suggest ways to create different textures through drawn marks. -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. -Recount a story and select key events to draw. -Create scenes from their own imagination, with some support	Mechanisms: <u>Moving monsters</u> -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. -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.	Painting & Mixed Media: <u>Life in colour</u> -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. 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.	Food & Nutrition: <u>Balanced diet</u> -Name the main food groups and identify foods that belong to each group. -Describe the taste, texture and smell of a given food. -Think of four different wrap ideas, considering flavour combinations. -Construct a wrap that meets the design brief and their plan.	Craft & Design: <u>Map it out</u> -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. -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. -Follow a process to make and print from a polystyrene tile. -Choose a favourite artwork, justifying their choice. -Annotate their favourite artwork with relevant evaluation points. -Take an active part in decisions around how to display their artworks in the class gallery.
PSHE	No Outsiders LO: Can I welcome different people? Can I join your club? By John Kelly and Steph Labiris LO: Can I show self-confidence? How to be a lion by Ed Vere			No Outsiders LO: Can I understand what diversity is? The great big book of families by Mary Hofman and Ros Asquith LO: Can I understand what a good friend looks like? Amazing! By Steve Anthony		No Outsiders LO: Can I communicate in different ways? What the Jackclaw saw by Julie Doanaldson. LO: Can I explain how I belong? All are welcome by Alexandra Penfold & Suzanne Kaufman

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	<u>Introductory lesson: Setting rules for RSE & PSHE lessons.</u> <u>My healthy self: How can we look after our bodies?</u> - I can explore what RSE & PSHE is and why it is important. - I can suggest rules that can help everyone feel safe in RSE & PSHE lessons. - I can work with my class to create an RSE & PSHE agreement. - Name a variety of ways that they can move their bodies and describe how moving their body makes them feel healthy, strong and happy. - Identify some things that help them have a good night's sleep. - Explain why sleep is important and describe how they feel depending on how well they have slept. - Name and describe a range of fruits and vegetables. - Sort foods into simple groups and explain that fruits and vegetables are a healthy choice. - Identify which foods and drinks should be enjoyed often and which should be enjoyed only sometimes. - Explain in simple terms why water and healthy foods help the body. - Explain why teeth should be brushed twice a day and demonstrate correct brushing technique. - Create a visual timetable that includes a variety of healthy habits from across the unit and explain how these habits help to keep the body and mind healthy.	<u>Connecting with others: How can I build safe, kind and caring relationships with others?</u> - Identify similarities and differences between themselves and others. - Recognise that everyone has unique qualities which make them special. - Explain why kindness towards people who are different is important. - Comment or answer questions about families with respect for others. - Ask for help with a falling-out if they need it. - Say when something feels okay or not okay. - Know it is never their fault if they feel unsafe. - Identify and name trusted adults at home and at school. - Use clear phrases to ask for help when something feels wrong or not okay. - Recognise when they or someone else is being bullied	<u>The online world: How can we stay safe online?</u> - Give examples of things people do online. - Say what sharing online means. - Recognise that many people might see something shared online. - Understand that private information should not be shared online. - Recognise when someone has shared private information online. - Say what to do if private information is shared online. - Recognise that not everything seen online is real or shows the whole story. - Recognise when something online might make them feel worried, uncomfortable or unsure. - Recall simple rules to help them stay safe online.	<u>Citizenship: How do people belong to a community and earn money?</u> - Identify some of the groups and communities they belong to and recognise that people can belong to more than one community. - Recognise that some groups or communities are chosen and some are not. - Give examples of how people contribute to a community and compare different ways people contribute. - Name jobs people do in the local and wider community and describe how they help people or communities. - Explain why jobs are important and what might happen if nobody did them. - Identify what money is used for and explain how it is used to buy goods and services. - Identify and compare different ways adults get money, recognising that adults do not all get money in the same way.	<u>Growing up: How can we look after and respect our bodies as we grow?</u> - Identify physical changes in people as they grow. - Recognise that changes to the body are a normal part of growing up. - Give examples of things children can do that they could not do as babies or toddlers. - Explain what personal body boundaries are. - Use simple language to say if they feel uncomfortable or want to say no. - Use the correct names for body parts. - Describe what to do if someone tries to touch a private body part without permission. - Recognise situations where privacy should be respected. - Explain ways to respect other people's bodies and personal belongings. - Identify a trusted adult they could talk to if they feel worried about privacy or boundaries.	<u>Staying safe: How can I make safe choices in different places?</u> - Give reasons why their body is special. - Give examples of the PANTS rules. - Recall the stop, do not touch, tell and ask rules. - Identify how dangers could cause harm. - Recall simple safety rules such as stop, look, listen and think for roads; stop and do not touch unfamiliar objects. - Recall the stop, stay, ask rule. - Tell a safe adult their name and who they are looking for. - Identify that water can be dangerous. - Recall simple rules to keep themselves safe around water.
RE (St. Helens Scheme) How do we respond to the things that really matter?	<u>Christianity – God</u> Does how we treat the world matter? - Creation - Care for the planet - Harvest PSHE- To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. R5 English link - Re-tell the story of creation.	<u>Christianity Jesus</u> Why do Christians say that Jesus is the 'Light of the world'? - Jesus as the light of the world - Symbolism of light - Advent and Christmas celebrations English link - Write instructions on how to make a Christingle	<u>Hindu Dharma</u> How might people express their devotion? - Devotion - Worship in the home and temple English link - Character description about one of the deities.	<u>Islam</u> Why do Muslims believe that it is important to obey God? - Submission and gratitude - Prayer English link - Thank you poem/ prayer: I am grateful for...	<u>Christianity – Church</u> What unites the Christian community? - Worship - The Church - Use of symbols	<u>Judaism</u> What aspects of life really matter? - Moses - The Ten commandments - The Sabbath

Year 2 Long Term Planning

PE	<u>Fundamental Movement Skills (Moving)</u> Confidently travel on their feet in different ways and recognize directions Change the way they are travelling in a controlled manner Demonstrate different ways of travelling using small and large body parts Demonstrate wide, thin, tall and curled body shapes when travelling Hop, bounce and skip in different directions Talk about what they are doing and use the correct vocabulary	<u>Movement to music (Moving)</u> Perform basic body actions and movements Vary how they move depending on what body parts they are using Show a range of different body shapes Move confidently and safely in their own and general space, using changes of speed, level and direction Be creative in how they move around Choose some of the movements they have already explored and use them to make their own movement patterns	<u>Fundamental movement skills (Playing)</u> Perform basic skills of rolling, striking, kicking, catching and gathering skills with more confidence Show awareness of teammates and opponents when playing games Apply skills in a variety of simple games Make choices about appropriate targets, space and equipment Use a variety of simple tactics Understand that games can be different and know whether they need to throw, catch or kick the ball Work well with partners and in small groups to improve skills	<u>Fundamental movement skills (Competing)</u> Dribble the ball with their feet, keeping it under control Dribble a ball with their hands in a stationary position Pass the ball over a short distance using a variety of techniques Use their bodies to protect the ball against the defender Dodge a defender using a variety of different techniques Know what technique is needed depending on the game and/or ball Understand basic rules of games and follow them Dodge and avoid players on the opposite teams Understand the difference between rolling, bouncing and throwing	<u>Sports Day events practise (Competing)</u>	<u>Intro to striking and fielding (Playing)</u> Bounce a ball and catch it on its way up Show when a ball is at the top of its flight Hold the variety of bats safely and can contact a ball Judge the path of a ball that is bouncing towards them Get their body in line with the ball early and stop the travelling ball from going past them Make contact/strike a ball that has been thrown towards them Move their body depending on where the ball is travelling and contact the ball Use the skills taught and put into practise in a modified game
	<u>Jungle Yoga</u> Attempt the jungle yoga poses Balance when performing each pose Relax their body when performing the basic poses Follow the story and understand what part comes next Lie down and rest their body when listening to music Control their breathing when performing each pose Talk about the effects of activity on their bodies Keep a strong tummy when performing yoga poses Remember and perform the majority of yoga poses	<u>Intro to games (Playing)</u> Dribble the ball with their feet, keeping it under control Dribble a ball with their hands in small game situations Pass the ball over a short distance using a variety of techniques Use their bodies to protect the ball against the defender Dodge a defender using a variety of different techniques Know what technique is needed depending on the game and/or ball Understand basic rules of games and can follow them	<u>Gymnastics (Moving)</u> Explore jungle-themed shapes, balances, rolls and jumps Travel across small apparatus like explorers moving through the jungle Develop safe climbing, stepping and landing techniques Link 2-3 animal-inspired moves into mini routines Perform simple sequences to others with confidence Reflect on what they enjoyed and one way to improve	<u>Intro to racket skills (Playing)</u> Hold a tennis racket correctly with one or two hands Keep control of a ball when on a racket, by balancing and bouncing Judge the flight/bounce of the ball and meet it with their racket Play a simple forearm pass to a partner Track the ball as it moves and adjust feet accordingly Move towards the ball and be able to play a shot to get the ball back towards their partner Play short rallies with a partner over a net		<u>Intro to net and wall games (Playing)</u> Hold a tennis racket correctly with one or two hands Keep control of a ball when on a racket, by balancing and bouncing Stand in the ready position and move towards the ball Understand that the volley is played above the head Understand when the dig/forearm pass is needed to be played Throw the ball with accuracy Pull the ball into your body as you catch