

Lionel Walden Primary School: Long Term Plan – Year 2 – 2025/26

Area of Learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Life skills and learning behaviours	Values and Learning Behaviours	Ready, Respectful and Safe	Kindness	Dream Big	Staying Positive	Managing Change	Healthy Lifestyles
	Wider Experience	Harvest Food Bank Appeal National Poetry Day	Church Carol Concert Remembrance Day Anti-Bullying Week	Internet Safety Week RE Day	World Book Day Science Week Shakespeare Week	International Week	Healthy Week
	PSHE/RSE	Citizenship Rights, Rules & Responsibilities	Myself & My Relationships Anti-bullying	Economic Wellbeing Financial Capability	Health & Safer Lifestyles - Personal Safety	Healthy & Safer Lifestyles Relationships and Sex Education Healthy & Safer Lifestyles Drug Education	Myself & My Relationships Managing Change
Languages	English Key Texts	Little Red Reading Hood -Narrative Neil Armstrong -Recount	The Crow's Tale -Fable narrative Meerkat Christmas -Non-fiction postcard	The Great Fire of London -Non-fiction: Diary Plants -Information text	A Lion in Paris -Narrative The Owl who was Afraid of the Dark -Narrative	Big Cats -Non-chronological report Habitats -Non-chronological report	Desk Diddler -Fictional poetry George and the Dragon -Narrative: Legend
	Writing Outcomes	Writing to entertain	Writing to entertain	Writing to inform	Writing to entertain	Writing to inform	Writing to entertain
STEM	Maths	Numbers to 100 Addition and subtraction (1)	Addition and subtraction (2) Properties of shape	Money Multiplication and division	Multiplication and division Length and height Mass, capacity and temperature	Fractions Time	Problem Solving – Sufficient Methods Position and direction Statistics
	Science	Living Things (Biology) – What does it mean to be alive? Explore and compare the difference between things that are living, dead and things that have never been alive.	Materials (Chemistry) – Can we change materials? How do we choose the best material? 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 shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Animals Including Humans (Biology)- How and why do we grow and change? Recognise 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.		Plants (Biology) – What do plants need to grow? Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and warmth to grow and stay healthy.	Habitats –Animals (Biology) Why do different animals live in different places? 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 micro habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name the different sources of food.
	DT	Moving Pictures: Traditional Tales -Explore existing moving books -Using mechanism to move pictures -Using levers in own books -Design an appealing moving picture		Dips and Dippers -Explore a range of existing products -Use the basic principles of a healthy and varied diet -Use scissors and knives for cutting or chopping		Pirate Paddy's Packed Lunch -Investigate and evaluate products -Select tools and equipment to make a product -Improve products by making it stronger and stiffer	
Humanities	Online Safety	Online safety will cover aspects of: <ul style="list-style-type: none">Health, Wellbeing and LifestylesOnline RelationshipsSelf-Image and Identity		Online safety will cover aspects of: <ul style="list-style-type: none">Online BullyingOnline Reputation		Online safety will cover aspects of: <ul style="list-style-type: none">Managing Online InformationCopyright and OwnershipPrivacy and Security	
	Geography	Continents and Oceans Understand where I am in the world Locate on a map the seven continents and the oceans that link them Describe where the different continents are located using language such as north, west, near to, to the left of etc. Spot the physical and human features of a continent		Hot and Cold Places <ul style="list-style-type: none">Identifying hot and cold places.Locating hot and cold places.Features of a hot or cold place.How animals adapt to a hot or cold place.How to pack for a hot or cold holiday.		Contrasting Locality: Mugurameno, a Zambian village Locate Africa and Zambia and explore the physical and human features of the area Ask questions about what you would like to know about the village of Mugurameno Compare how the people of the village use the River Zambezi and how we use rivers in the UK Find out about food and how it is prepared Explain how people of the village protect themselves from the weather and wild animals Imagine what a daily life might be like by looking at pictures and information texts	
	History	Significant Explorers NC Obj: the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods		Flour and Flames NC Obj: events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)			
	RE	<u>Harvest and Thanksgiving</u> Introduce other religions Christianity (harvest) Jewish (Sukkot) Hindu (Diwali)	<u>Christianity</u> Why are present given at Christmas? Introduce advent and the meaning	<u>Books and Stories</u> Hindu (Rama and Sita) and Jewish Stories (Maccabees revolt or Chanukah miracle when a small jug of oil used to light the Menorah is believed to have lasted for 8 days. Drama opportunities	<u>Who is Jesus?</u> Christianity – Jesus Compare famous deities -Hindu (Rama, Sita, Ramayana epic) -Judaism - Yahweh, the God of Abraham, Isaac, and Jacob and the national God of the Israelites	<u>Places of worship</u> Visit the local church, compare to a 'Mandir' (Temple) and the synagogue. Find out about Christian weddings and compare with other weddings know by your pupils. Discuss these.	<u>Special Times Festivals and Celebrations</u> Jewish – Yom Kippur https://pjcc.org/ jewish-life/ jewish-holidays-explained/ Compare to Islam - Ramadan taught last year (revisit)
Humanities		By the end of KS1 children should be able to learn about religion and belief by: <ul style="list-style-type: none">Naming the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions.Retelling some of the religious and moral stories from the bible and at least one other religious text or special books.Beginning to understand what it looks like to be a person of faith.Beginning to use key words and vocabulary related to Christianity and at least one other religion. and to learn from religion and belief by: <ul style="list-style-type: none">Talking about and find meanings behind different beliefs and practices.Suggesting meanings of some religious and moral stories.Asking and responding to questions about what individuals and faith communities do.					

		• Expressing their own ideas, opinions and talk about their work creatively using a range of different medium.					
Creative Arts	Art & Design	Wassily Kandinsky as an Artist Study “Colour” -Use a range of materials creatively to design and make products.		Paul Klee as an Artist Study “Shape” -Use drawing, painting, and sculpture to develop and share their ideas,		Andy Warhol as an Artist Study “Pop Art” -Develop a wide range of art and design techniques in colour, pattern, texture, line, shape, form and space.	
	Music	<u>Sing Up: Tony Chestnut</u> Improvise rhythms along to a backing track using the note C or G. Play the song’s melody on a tuned percussion instrument. Sing with good diction to emphasise word play. Listen to, recognise and play echoing phrases by ear. <u>Charanga A: Hands, Feet, Heart.</u> Sing the song and mark the beat with actions.		<u>Sing Up: Grandma Rap</u> Compose 4 beat patterns Chant rhythmically and perform in unison and in a round. Chant and play rhythms from stick notation (use ‘walk’ crochet, ‘jogging’ quavers and ‘shh’ ‘crotchet rests) Learn a clapping game to Hi lo chicka lo Listen to a variety of music and show the following durations with actions of ‘walk’ (crochet) and ‘jogging’ (quavers) <u>Charanga A: I Wanna Play In A Band</u> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. Create rhythms from words, our names, favourite food, colours and animals. Learn about voices singing notes of different pitches. Learn that they can make different types of sounds with their voices – you can rap. Learn to find a comfortable singing position. Help create 3 simple melodies using 1, 3 or 5 different notes.		<u>Sing Up: Swing-A-Long With Shosktakovich</u> Create action patterns in 2 and 3 time Mark the beat by tapping, clapping and swinging to the music. Listen and move, stepping a variety of rhythm patterns and identify them in familiar songs. Move freely and creatively to music using a prop. <u>Sing Up: Rock Pool Rock</u> Children make up their own body percussion sounds to the rhythm of the melody. Learn an interlocking spoken part and perform a song in 2 parts. Sing a rock ‘n’ roll song confidently. Play an introduction on tuned percussion. Listen actively and learn about rock n roll music.	
Sports	PE & Games	<u>Health and Wellbeing</u> Consolidate agility Consolidate balancing: Explore balancing on apparatus Introduce and explore coordination: Dribbling and kicking <u>Dodging 1</u> Explore dodging Develop dodging Apply dodging: Explore attacking to beat an opponent Apply dodging in teams	<u>Explorers</u> Preparing for an expedition: Responding to stimuli Developing our motif with expression and emotion Applying choreography in our motifs Extending sequences with a partner in our character (explorer and jungle animal) <u>Hands 1</u> Develop dribbling: Keeping possession Develop passing and receiving Combine dribbling, passing and receiving to score a point	<u>Linking</u> Jump, roll, balance on apparatus Completion of sequences and performance <u>Feet 1</u> Creating movements that represent sweets: Exploring expression Flow: Linking movements together Explore movement combinations	<u>Hands 2</u> Consolidate pupils' application and understanding of underarm throwing <u>Mr Candy's Sweet Factory</u> Creating extended sequences with a partner Explore movement combinations	<u>Jumping 1</u> Apply jumping into a game Linking jumping Explore and develop jumping combinations <u>Rackets - Bats and Balls</u> Extend and Combine hitting a ball (with a racket) with accuracy and power Hitting (striking) a ball (with a racket) with accuracy and power to beat an opponent Striking the ball (with a bat) into space	<u>Team Building</u> Develop teamwork Building trust and developing communication Problem solving: Consolidate teamwork <u>Games for Understanding</u> Attacking as a team Defending as a team Consolidate the transition from defence to attack