



Year 2 Long Term Planning overview 2024-2025.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	<p>You can't take an elephant on a bus- Patricia Cleveland-Peck</p> <p>Mammoth- Anna Kemp</p>	<p>Dear Greenpace- simon James</p> <p>Non – fiction texts on endangered animals</p>	<p>The king who banned the dark- Emily Haworth-Booth</p>	<p>The Day the Crayons Quit- Drew Daywalt</p>	<p>Fantastic Mr Fox Roald Dahl</p>	<p>The Lighthouse Keepers Lunch- David Armitage</p>
English	National Curriculum Progression of Skills	National Curriculum Progression of Skills	National Curriculum Progression of Skills	National Curriculum Progression of Skills	National Curriculum Progression of Skills	National Curriculum Progression of Skills
Maths						
Science	<p>Animals Including Humans To be able to order the life stages of a human To be able to match young to the adult of their species To be able to examine the life stages of another animal or insect To be able to sort what a particular animal and a human needs to survive and what they don't To be able to investigate the effect of exercise on the heart To be able to pose their own investigation question for exercise effects on different ages e.g. how many star jumps you can do in a minute as you get older</p>	<p>Living Things and their Habitats Pt 1 To be able to examine things that are alive, dead and never been alive To be able to sort things that are alive, dead or never been alive To be able to match features of things that are alive, dead or never been alive To be able to investigate microhabitats To be able to pose own question to research relating to habitats e.g. how many worms will we find under a stone at the ponds?</p>	<p>Uses of Everyday Materials Pt 1 To be able to examine different materials To be able to match different materials and their properties To be able to sort materials according to their own criteria e.g. hard and soft To be able to investigate different materials used To be able to match a material to their use</p>	<p>Uses of Everyday Materials Pt 2 To be able to investigate absorbency of a material To be able to research own question e.g. which material is best to waterproof a roof To be able to test rigidity of a material To pose their own question based on bounce e.g. which ball will bounce the highest To be able to investigate strength To be able to pose their own question for investigating strength e.g. which paper bridge will hold the most weight</p>	<p>Plants To be able to examine different seeds that disperse in different ways To be able to match seeds to their dispersal method To be able to examine plants in their local environment To be able to identify what a plant needs to survive and why To be able to set own question for investigation e.g. how long will cress grow week by week?</p>	<p>Living Things and their Habitats Pt 2 1. To be able to match animals with what they eat 2. To be able to look at a food chain for humans 3. To be able to sort animals into simple food chains 4. To be able to understand that plants get their energy from the sun 5. To be able to investigate how a habitat is different in different weather (comparing results to autumn)</p>
Computing	<u>Computing Systems and IT Networks all around us.</u>	<u>Programming A- Robot algorithms</u> Giving Instructions	<u>Digital Photography</u> I can recognise what devices can be used to take	<u>Pictograms</u> I can Count and Compare.	<u>Creating Media – Digital Music</u>	<u>Programming quizzes</u> Scratch recep



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	<p>What is information technology? Where have we seen information technology in school? Where have we seen information technology in the world? What are the benefits of IT? Demonstrate safe use of information technology. Using information technology in different ways.</p>	<p>Same but different information To make predictions Mats and Routes Algorithm design To break the information down.</p>	<p>photographs. I can explain landscape and portrait. I can explain what is wrong with a photo. I can explain the lighting on a photo. I can use Effects I can explain if it is real.</p>	<p>I can enter data into a computer. I can tally objects using a common attribute. I can create a pictogram. I can explain an attribute I can collect information and compare. I can use a computer programme to present information in different ways.</p>	<p>To understand how music makes us feel To look at Rhythms and Patterns To look at how music can be used To understand Notes and Tempos To Create Digital music To Review and Edit music.</p>	<p>I can identify the outcome of a sequence. Using a design Changing a design Designing and Creating a programme. Evaluating</p>
E-Safety	<p><u>Self Image and Identity</u> I can explain how other people may look and act differently online and offline. I can give examples of issues online that might make someone feel sad or frightened; I can give examples of how they might get help. <u>Online Relationships</u> To give examples of how someone might use technology to communicate with others they don't</p>	<p>Online Relationships – Continued - To explain why I have a right to say 'no'. To explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. To identify who can help me if something happens online without my consent. To explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.</p>	<p><u>Online Reputation</u> I can explain how information put online about someone can last for a long time. I can describe how anyone's online information could be seen by others. I know who to talk to if something has been put online without consent. <u>Online Bullying</u> I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p>	<p><u>Managing Online Information</u> I can use simple keywords in search engines I can demonstrate how to navigate a simple webpage to get to information I need. I can explain what voice activated searching is and how it might be used, and know it is not a real person. I can explain the difference between things that are imaginary, 'made up' or</p>	<p><u>Health, Well being and Lifestyle.</u> - can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. - I can say how those rules / guides can help anyone accessing online technologies.</p>	<p><u>Privacy and Security</u> I can explain how passwords can be used to protect information, accounts and devices. I can explain and give examples of what is meant by 'private' and 'keeping things private'. I can describe and explain some rules for keeping personal information private I can explain how some people may have devices</p>



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	<p>also know offline and explain why this might be risk.</p> <p>To explain who I should ask before sharing things about myself or others online</p> <p>To describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.</p>	<p>To explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online</p>	<p>I can explain why anyone who experiences bullying is not to blame</p> <p>I can talk about how anyone experiencing bullying can get help.</p>	<p>'make believe' and things that are 'true' or 'real'.</p> <p>I can explain why some information I find online may not be real or true.</p>	<p>in their homes connected to the internet and give examples</p> <p><u>Copyright and Ownership</u></p> <p>I can recognise that content on the internet may belong to other people.</p> <p>I can describe why other people's work belongs to them</p>
Art/ DT	<p>ART: Andy Goldsworth- structures</p>	<p>DT: Mechanism: Explore levers, linkages and pivots through existing products and experimentation, use this research to construct and assemble a moving monster</p>	<p>ART: Sketching- butterfly and daffodil</p>	<p>DT: Structures- Baby Bears chair Explore stability and methods to strengthen structures, to understand Baby Bear's chair weaknesses and develop an improved solution for him to use.</p>	<p>DT: Textiles: Learn how to sew a running stitch ready to design, make and decorate a pouch using a template.</p> <p>Art: Romare Bearden Mixed medium collage</p>
History	<p>Geography: Why is my world so wonderful? What are the wonderful things in our world? Where are we in this wonderful world? Let's make a continent! How are our continents divided up?</p>	<p>History Why are some places special? Significant places in own locality (Tyne bridge, Durham Cathedral, Kalliope lead mine, castles etc) -What did people build before I was born -Why are these places important? -History hunt in local area</p>	<p>Geography: Where in the World? Where shall we go today? Geography Explorers. Why do polar bears and penguins never meet in the wild? Let's explore the Equator! What is life like in the hottest places in the world? Do we live in a hot or a cold place?</p>	<p>History Fantastic firsts Events beyond living memory that are significant globally or nationally -What do we think are the most important 'first evers' to know about -When did our amazing events happen? -First ever flight -First films</p>	<p>Geography: Where could we go on holiday? What might we find on holiday in the UK? What can we find out about a mystery place from the air? What would a visitor find at South Shields? What human features would we see at South Shields? Destination Kenya – what will we see?</p> <p>History Holidays now and then Changes within and beyond living memory, significant places in our own locality</p>
Geography	<p>Where are some of our world's most amazing places?</p>				



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	Where are the wettest places in the world?			-First phone call -First steps on the Moon	Destination Kenya – what will we see?	
RE	Why is the bible special to Christians? What can we learn from St Cuthbert?	How and why is light important at Christmas?	What does it mean to belong to Christianity?	How do Christians celebrate Easter?	How do Buddhists show their beliefs?	How do Buddhists show their beliefs?
Music	Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4)	Repeat back longer rhythms (at least two bars); performing from basic notation including crotchets and minims	Sing back short melodies that use around 3 notes; Recognise basic rhythmic notation including crotchets and minims and perform it back	Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms as improvisation	Play longer phrases on untuned percussion instruments and body percussion	Sing simple songs and folk songs in rounds
PE	Gymnastics	Gymnastics	Fitness	Dance	Games Skills	Striking and fielding
PSHE	Making friends; feeling lonely and getting help Recognising things in common and differences; playing and working cooperatively; sharing opinions	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Belonging to a group; roles and responsibilities; being the same and different in the community The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year Safety in different environments; risk and safety at home; emergencies
Rights Respecting	Article 15 – right to choose your friends.	Article 3 & 5 – adults should do what is best for you. Article 16 – right to privacy.	Article 1 & 2 – everyone has rights Article 3, 4 & 5 – adults and government should make sure your rights are respected	Article 12 – the right to give your opinion Article 14 – right to choose your own beliefs	Article 28 – right to an education Article 29 – right to develop talents and abilities	Article 24, 26, 27 – you have the right to help if in need.