



Year 2 Long Term Planning overview 2025-2026.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	You Can't Take an Elephant on a Bus- Patricia Cleveland-Peck Mammoth- Anna Kemp	Dear Greenpace- Simon James Non – fiction texts on endangered animals	The King Who Banned the Dark- Emily Haworth-Booth	The Day the Crayons Quit- Drew Daywalt	Fantastic Mr Fox- Roald Dahl	The Lighthouse Keeper's Lunch- David Armitage
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	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?	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?	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	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	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?	Living Things and their Habitats Pt 2 - To be able to match animals with what they eat - To be able to look at a food chain for humans - To be able to sort animals into simple food chains - To be able to understand that plants get their energy from the sun - To be able to investigate how a habitat is different in different weather (comparing results to autumn)



Year 2 Long Term Planning overview 2025-2026.

Computing	<u>Computing Systems and IT Networks all around us.</u> 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.	<u>Programming A- Robot algorithms</u> Giving Instructions Same but different information To make predictions Mats and Routes Algorithm design To break the information down.	<u>Digital Photography</u> I can recognise what devices can be used to take 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.	<u>Pictograms</u> I can Count and Compare. 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.	<u>Creating Media – Digital Music</u> 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.	<u>Programming quizzes</u> Scratch recep I can identify the outcome of a sequence. Using a design Changing a design Designing and Creating a programme. Evaluating
E-Safety	<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 – Continued -</u> 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.	<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>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	<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.	<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



Year 2 Long Term Planning overview 2025-2026.

	<u>Online Relationships</u> To give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risk. To explain who I should ask before sharing things about myself or others online 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.	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. To explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online	<u>Online Bullying</u> I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who experiences bullying is not to blame I can talk about how anyone experiencing bullying can get help.	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 'make believe' and things that are 'true' or 'real'. I can explain why some information I find online may not be real or true.	- I can say how those rules / guides can help anyone accessing online technologies.	personal information private I can explain how some people may have devices in their homes connected to the internet and give examples <u>Copyright and Ownership</u> I can recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them
Art/ DT	ART: Andy Goldsworth-structures	DT: Mechanism: Explore levers, linkages and pivots through existing products and experimentation, use this research to construct and assemble a moving monster	ART: Sketching- butterfly and daffodil	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.	DT: Textiles: Learn how to sew a running stitch ready to design, make and decorate a pouch using a template.	Art: Romare Bearden Mixed medium collage
	Geography: Why is my world so wonderful?	History Why are some places special?	Geography: Where in the World?	History Fantastic firsts	Geography: Where could we go on holiday? What might we find on holiday in the UK?	History Holidays now and then



Year 2 Long Term Planning overview 2025-2026.

History	What are the wonderful things in our world? Where are we in this wonderful world? Let's make a continent!	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	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?	Events beyond living memory that are significant globally or nationally -What do we think are the most important 'first ever' to know about -When did our amazing events happen? -First ever flight -First films -First phone call -First steps on the Moon	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? Destination Kenya – what will we see?	Changes within and beyond living memory, significant places in our own locality
Geography	How are our continents divided up? Where are some of our world's most amazing places? Where are the wettest places in the world?					
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 12 – the right to give your opinion	Article 28 – right to an education	Article 24, 26, 27 – you have the right to help if in need.



Year 2 Long Term Planning overview 2025-2026.

			Article 3, 4 & 5 – adults and government should make sure your rights are respected	Article 14 – right to choose your own beliefs	Article 29 – right to develop talents and abilities	
--	--	--	---	---	---	--