

CURRICULUM INTENT

Intention one: Our learners will achieve excellent and sustained academic progress.

Intention two: Our learners will develop effective lifelong learning behaviours.

Intention three: Our learners will be supported to think critically and creatively.

Intention four: Our learners will become well informed and responsible citizens

Year 2 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Diversity	Values & Perceptions	Social Justice	Sustainable Development	Interdependence	Aspirations
Lead Question	Can I recognise the beauty of different people and places?	Can I understand that people have different values?	Do I understand and value fairness?	Do I understand the origins of what I have?	Who do I depend on and who depends on me?	Who should we admire?
EI Value	Respectful	Understanding	Compassionate	Responsible	Patient	Positive
Lead EI	Self: Do I respect myself through my words and actions? Others: Do I show respect for others through my words and actions? As a Learner: Do I respect mine and others' learning by always trying my best?	Self: Do I understand my emotions? Others: Do I recognise and understand the emotions of others? As a Learner: Do I have strategies if I do not understand what I am learning?	Self: Do I have an accurate self perception? Others: Do I recognise how my words and actions impact others? As a Learner: Do I assist others effectively?	Self: Do I adapt my behaviour according to the setting? Others: Do my words and actions help others make responsible choices? As a Learner: Do I complete tasks?	Self: Do I display patience when it's difficult to do so? Others: Am I able to adapt in order for others to achieve? As a learner: Do I dedicate myself to learning?	Self: Do I recognise what I have done well and what my strengths are? Others: Do I say polite and caring things to others? As a Learner: Do I recognise where I want to get to?
Genre	Adapting Stories Poetry (acrostic)	Stories from Different Cultures (locational) Non-Chronological Reports	Characterisation - Fairytales with a Twist Instructions	Fantasy Stories - Opening Letters	Multiple dilemma stories - Quests Explanation	Poetry Recount
Reading	Retrieval Inference Text Organisation Vocabulary	Retrieval Inference Text Organisation	Inference Vocabulary Summarising	Retrieval Inference Text Organisation Vocabulary	Retrieval Inference Vocabulary Text Organisation	Prediction Inference Vocabulary
Writing	Essential Writing Skills Punctuation	Adjectives Conjunctions	Adjectives Subordinating conjunctions Verbs / imperative verbs Adverbs Time connectives	Spelling of regular and irregular past tense verbs Varied Punctuation	Subordinating Conjunctions Word Classes	Precise Verbs Adverbs to Sequence

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Spelling	Phase 5 spellings and phase 5 recap 'le' endings 'll' endings	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er? Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'? When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing? Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing? With focus also on Apostrophes for possession 'dge' vs 'j' Silent letters	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y? Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words? Switching 'y' for 'ie' Adding 'es' for certain plurals	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words? Why do I swap the 'y' for an 'i' when I add the suffix -es? Why do some words have the spelling 'ey' for the sound /ee/? Why do some words end -le, -al, -il or -el? The prefix 're' 'a' making the /ar/ sound	Why does 'c' make the sound /s/ in some words? How can I spell the sound /zh/? What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word? How can I show missing letters in a word? Contractions Homophones Near Homophones Suffixes 'ness' and 'less'	Why do some longer words have the spelling 'ti' for /sh/? How do I use the possessive apostrophe (singular possession)? When do I swap, drop or double? (-ing, -er, -est, -y, -ed) Switching 'y' for 'i' Words with more syllables Doubling consonants before 'ing'
Mathematics	Place Value (Numbers to 100) Addition Subtraction	Multiplication of 2, 5 & 10 Division of 2, 5 & 10	Fractions	Word Problems	Pictograms 2D shapes	Three-Dimensional Shapes Time (inc Yr1)
Science	Animals including humans	Materials	Plants	Plants	Living Things and their habitats	Consolidation
PSHE	RELATIONSHIPS Friends and Family Making friends; feeling lonely and getting help Safe Relationships		LIVING IN THE WIDER WORLD Belonging to a Community Belonging to a group; roles and responsibilities; being the same and different in the community		HEALTH AND WELL-BEING Healthy Lifestyles	

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	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour Valuing Difference Recognising things in common and differences; playing and working cooperatively; sharing opinions		Media Literacy and Digital Resilience The internet in everyday life; online content and information Money and Work 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 and Changing Growing older; naming body parts; moving class or year Keeping safe Safety in different environments; risk and safety at home; emergencies	
EI	Self Being active/staying hydrated Others Listening/responding respectfully As a learner Remaining on task	Self Naming emotions/what causes them Others Naming emotions from facial expression and body language As a learner Not understanding - what does it feel like?	Self Words to describe me and how others describe me Others Speaking and acting kindly As a learner Effective peer support - demonstrate	Self Learning and play - Same and different? Others Ignoring unwanted behaviour As a learner Using the time I have been given productively	Self Realistic in what can be achieved Others Helping others, despite own desires As a learner Remaining learning focused during teaching	Self My achievements this week My strongest attributes Others Giving compliments to others As a learner Next steps with current work
RE	Believing Review the main characteristics of the Religion and beliefs studied in Year 1 and key characteristics of other major religions. Community context.	Expressing Christians, Muslims and Jewish people How and why do people celebrate special and sacred times?	Believing Muslims What makes someone a Muslim and what do they believe?	Living Personal Focus How should we care for others and the world? Why does it matter?	Expressing Jewish people What makes some places sacred?	Believing Jewish people Can I talk about who is Jewish and what do they believe?
Computing	Information Technology around us	Digital Photography	Robot Algorithms	Pictograms	Making music	An introduction to Quizzes
Design Technology		Mechanisms - Wheels & Axles	Cooking & Nutrition- Preparing vegetables		Textiles -Templates and joining techniques	

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Art and design	Drawing			3D Sculpture (inc drawing)		Printing (inc drawing)
Music	Tony Chesnut	Carnival of animals and composition inspired by birdsong	Grandma rap	20th century classical music (Orawa) and train composition	Sing-a-long with Shostakovich and Charlie Chaplin	Polish traditional music
History	Significant People: Why do we remember explorers? Significance enquiry				Significant Events: When was the first flight and how do we know it happened? Significance enquiry /evidential	
Geography		Our World: comparing homes (Manchester & Mexico City) Geographical Skills Day	Our World (Continents and Oceans)		Beside the Seaside (Blackpool)	
PE	Invasion Games Dance	Target Games Gymnastics	Fitness Dance	Net & Wall Gymnastics	Yoga Fundamentals	Striking and Fielding (Rounders) Athletics