

Year 2 Long Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Literacy	<p style="text-align: center;">Troll Swap</p> <p>Themes: Not fitting in, two characters swap lives to see if it makes them happier.</p> <p>Outcome: Fiction story with focus on characters. Greater Depth: Story about two independently invented contrasting characters who swap places.</p> <p style="text-align: center;">Mastery Keys</p> <p>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)</p>	<p style="text-align: center;">The Owl Who Was Afraid of the Dark</p> <p>Themes: Adventure, fears, dark</p> <p>Outcome: Non-Chronological report about owls. Greater Depth: Alter the layout to add own subheadings and extra features.</p> <p style="text-align: center;">Mastery Keys</p> <p>Use coordination – but, or. Add -ly to turn adjectives in to adverbs. Write for different purposes. Use commas to separate items in a list.</p>	<p style="text-align: center;">Dragon Machine</p> <p>Themes: Magic, imagination, dragons, machines, loneliness.</p> <p>Outcome: Fiction story with adventure focus. Greater Depth: Story written in the 1st person.</p> <p style="text-align: center;">Mastery Keys</p> <p>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.</p>	<p style="text-align: center;">Major Glad, Major Dizzy</p> <p>Themes: Toy soldiers’ journey through the 20th Century – milestones of British History. Based on true story of Victorian toys discovered under floorboards.</p> <p>Outcome: Recount: diary entry from point of view of a toy. Greater Depth: Diary entry to include the feelings of the other character.</p> <p style="text-align: center;">Mastery Keys</p> <p>Use the progressive form of verbs in the present and past tense. Use present and past tenses correctly and consistently. Use subordination (apply because, when; introduce that) Write down ideas, key words, new vocabulary. Use punctuation correctly. Introduce apostrophe for the possessive (singular)</p>	<p style="text-align: center;">The Last Wolf</p> <p>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</p> <p>Outcome: Letter in role as the character, persuading to save the trees. Greater Depth: Real life letter to specific audience e.g. local MP.</p> <p style="text-align: center;">Mastery Keys</p> <p>Use subordination (if, that). Add -er and -est to adjectives. Use homophones and near homophones. Use punctuation correctly – apostrophes for contracted forms.</p>	<p style="text-align: center;">Grandad’s Secret Giant</p> <p>Themes: Belonging, friendship, importance of tolerance and acceptance, doing good deeds.</p> <p>Outcome: Fiction story with moral focus. Greater Depth: Story from the point of view of the giant.</p> <p style="text-align: center;">Mastery Keys</p> <p>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.</p>	
	Missed NC Objectives not covered in Pathways to Write						
	Discussing favourite words and phrases, Build up a repertoire of poems learnt by heart including reciting some with appropriate intonation.						
	Poetry (To be completed during Assessment Week)		Poetry (To be completed during Assessment Week)		Poetry (To be completed during Assessment Week)		
	<p>Poem: The Owl and the Pusycat Outcome: To write the first 2 verses of a new poem based on The Owl and the Pusycat. Greater Depth: To write additional verses. Poetry Keys: 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.</p>		<p>Poem: Night Sounds Outcome: To write a Night Sounds poem based on Berlie Doherty’s version. Greater Depth: To write an extended poem including questions and answers to their own repetitive phrases. Poetry Keys: Use adventurous word choices of nouns, adjectives and verbs to describe observations. Use structured language patterns, including simple repeating phrases.</p>		<p>Poem: Fox Outcome: Write a descriptive wildlife poem Greater Depth: Research own animal to write a descriptive wildlife poem with an environmental message Poetry Keys: Use adventurous word choices of nouns, adjectives and verbs to describe observations. Experiment with words e.g. alliteration, humour.</p>		
Mathematics	<p style="text-align: center;">Number: Place Value</p> <p>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.</p> <p style="text-align: center;">Number: Addition and Subtraction</p> <p>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. 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.</p> <p style="text-align: center;">Measurement: Money</p> <p>Recognise and use symbols for pounds and pence; combine amounts to make a value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p style="text-align: center;">Number: Multiplication and Division</p> <p>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 within the multiplication tables and write them using the multiplication division and equals signs. Solve problems involving multiplication using materials, arrays, repeated addition, mental methods and multiplication facts including problems in context. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p>		<p style="text-align: center;">Number: Multiplication and Division</p> <p>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.</p> <p style="text-align: center;">Statistics</p> <p>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.</p> <p style="text-align: center;">Geometry: Properties of shapes</p> <p>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.</p> <p style="text-align: center;">Number: Fractions</p> <p>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.</p> <p style="text-align: center;">Measurement: Time</p> <p>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</p>		<p style="text-align: center;">Geometry: Position and Direction</p> <p>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.</p> <p style="text-align: center;">Measurement: Mass, Capacity and Temperature.</p> <p>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.</p> <p style="text-align: center;">Measurement: Length and Height</p> <p>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.</p>		

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Geography/History	<p style="text-align: center;">Seaside</p> <p>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 Tenby and study it – link to key vocabulary: town, harbour, three beaches, sea, coastline. (Physical Features) Possible pen pal link to school in Tenby. Children in Year 2 to write a letter to the children in Tenby enquiring what it is like to live there. Tenby – 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. PSHE- To develop strategies and skills needed to care for their local, natural and built environments (including conserving energy) L5</p>	<p style="text-align: center;">The Famous Beatles!</p> <p>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) Computing link- create a presentation 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 The Beatles and one from One Direction What is alike? Repeat with Little Mix. What is different? The Beatles put Liverpool on the map. (TRIP)</p>	<p style="text-align: center;">Europe</p> <p>Name and locate the seven continents and five oceans. Use Globe 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 an exhibition for parents. Children will need time to put the exhibition together and practise sharing information. ‘Welcome to Europe!’</p>	<p style="text-align: center;">Great Fire of London</p> <p>Place The Great Fire of London on timeline and discuss in relation to their life. How did people live in 1666? Look at the diary of Samuel Peyps? Is it a reliable source of evidence? Look at paintings from The Great Fire of London– how do these relate to the account given by Samuel Peeps? Who was Thomas Farriner? (Accident or intentional?) Debate two versions of what happened. Who is the account from? Is the source reliable? Look at how the fire spread. What happened as a result? English link- recount/ diary</p>	<p style="text-align: center;">China</p> <p>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.</p>	<p style="text-align: center;">Great Explorers</p> <p>Why would anyone want to explore space? Who is Neil Armstrong? What is he famous for? Find out about Neil Armstrong’s expedition. Look at Christopher Columbus. Compare sources of evidence from both Compare explorers - their journey’s and impact of event. Place a significant person on a timeline and discuss in relation to their life. English link- recount/ diary</p>
Science	<p style="text-align: center;">Animals Including Humans – About Your Body</p> <p>Understand the digestive system. Describe how blood is pumped around the body. Learn about the nervous system; learn about the basic needs of a human. Know how diseases are cured and learn about the work of Louis Pasteur. Appreciate the work of Edward Jenner; understand vaccination. Compare generations of families of humans, plants and animals to understand how characteristics are inherited. PSHE- How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading. H7</p>	<p style="text-align: center;">Animals Including Humans – About Diet & Health</p> <p>Learn the importance of exercise, a healthy diet and hygiene and what is needed for humans to survive. Learn the importance of nutrition for humans. Know how to keep healthy through diet. Know how to keep healthy through daily exercise. Understand how liquid is measured. PSHE- How to maintain a healthy lifestyle including the benefits of physical activity, rest and healthy eating and dental health. H1 -To know how to make real, informed choices that improve their physical and emotional health. H2</p>	<p style="text-align: center;">Everyday Materials – About Materials</p> <p>Explore the work of Charles Macintosh; understand how the properties of materials can be changed. Know about John McAdam’s invention (tarmac), recognise that new materials are constantly being invented. Explore the work of John Dunlop; identify and compare the usefulness of certain materials when forces are applied. Learn the properties of materials that make them suitable/unsuitable for particular purposes. Investigate squashing, bending, twisting and stretching. Compare the uses of everyday materials in and around your school or home with materials found in other places.</p>	<p style="text-align: center;">Plants – About Plants</p> <p>Understand that plants make their own food. Understand that plants need water, light, and a suitable temperature in order to grow well. Recognise the importance of flowers and seeds. Understand the difference between a bulb and a seed. Know how plants grow from a seed to a plant. Understand what plants need in order to thrive. English link- instructions: how to plant a seed</p>	<p style="text-align: center;">Living Things & Their Habitats – About Habitats</p> <p>Know that living things live in environments to which they are suited. Understand desert, underground and ocean habitats. Describe life in the ocean. Appreciate the dangers to ocean life. Learn about the food chain. Appreciate that environments are constantly changing.</p>	<p style="text-align: center;">Animals Including Humans – About Growth</p> <p>Learn the life cycle of birth, growth, reproduction and death. Know the life cycle of a frog. Understand the life cycle of a butterfly. Learn about how humans grow by looking at how babies grow in to adults. Learn about reproduction and growth in animals. Learn about the generation game comparing young and old. PSHE- To think about change and loss and the associated feelings. (Moving home, pets or friends, growing up) H5 -About growing and changing and new opportunities and responsibilities that increasing independence may bring. H9</p> <p style="text-align: center;">RSE: Human Life Cycle</p> <p>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.</p>

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Computing (Twinkl Scheme)	<p style="text-align: center;">Using the Internet</p> <p>Search online using the words ‘for kids’ Understand how to follow a weblink Locate their own blog, once created Understand how to blog safely and responsibly Identify search results that will give some useful information Know where to find the address of a link Log in and post a blog or comments Recognise common websites to which search results are linked Understand how to upload photos to a blog</p>	<p style="text-align: center;">Presentational Skills</p> <p>Know how to insert slides, add and type in a text box Understand and develop ability to: create folders, print files, add images format text and text boxes Develop a presentation to show to others and understand how to make this more appealing</p>	<p style="text-align: center;">Online Safety</p> <p>Know what a ‘digital footprint’ is Know that people can use the information they put online Know that a digital footprint contains information about a person Identify key words to search for information Begin to identify possible dangers online and how to navigate them Identify websites that are suitable for their age Know when to ask for advice from an adult Know what to do if a website makes them feel uncomfortable Talk about what people might want to know about a website (is it safe for children etc.) Give their own opinion about a website including likes and dislikes PSHE- Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety in the environment, rail water and fire safety. H12</p>	<p style="text-align: center;">Programming</p> <p>Draw lines of different length using commands Move blocks into the Scripts Area Snap blocks together to combine commands Turn bot by 90 degrees, both left and right Draw squares and rectangles Create simple algorithms using several different blocks Use the repeat and green flag blocks to control algorithms Write an algorithm for a shape Use the repeat command accurately and when necessary Combine a range of blocks to achieve a purpose Use more than one sprite and combine algorithms if confident</p>	<p style="text-align: center;">Computer Art</p> <p>Access an appropriate program for achieving a specific task Switch between program tools to produce different techniques Alter the formatting of a tool to adjust the colour or size Recreate a piece of art using a computer program Manipulate shapes and objects to recreate an art style Select appropriate tools with confidence and independence</p>	<p style="text-align: center;">Using and Applying</p> <p>Find and open software for creating computer art Add text and images to a presentation Retrieve/open a file from a saved location Select a relevant backdrop and character within Scratch Add a second character and position on the backdrop within Scratch Control the mouse to produce different effects (dots, lines etc.) Use computer paint skills in a new context Add new slides to a presentation with a main idea on each slide Insert and reorder slides when appropriate Make a character move with purpose in Scratch Reproduce an image using artistic style, if confident</p>
Music (Charanga Scheme)	<p style="text-align: center;">Hands, Feet, Heart</p> <p>All the learning is focused around one song: Hands, Feet, Heart. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as leaning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music. https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311976-year-2/1312274-hands-feet-heart</p>	<p style="text-align: center;">Ho, Ho, Ho</p> <p>All the learning is focused around one song: Ho Ho Ho - a Christmas song. You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing. https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311976-year-2/1312299-ho-ho-ho</p>	<p style="text-align: center;">I Wanna’ Play in a Band</p> <p>I Wanna Play In A Band is a Rock song written especially for children. In this song you learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs. https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311976-year-2/1312276-i-wanna-play-in-a-band</p>	<p style="text-align: center;">Zootime</p> <p>All the learning is focused around one song: Zootime. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311976-year-2/1313449-zootime</p>	<p style="text-align: center;">Friendship Song</p> <p>This is a song about being friends. https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311976-year-2/1314286-friendship-song</p>	<p style="text-align: center;">Reflect, Rewind, Replay</p> <p>All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311976-year-2/1314334-reflect-rewind-and-replay</p>

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Art/DT (KAPOW)	<p style="text-align: center;">Painting and Collage</p> <p>-Name all the primary colours and know which ones are mixed to create secondary colours? -Create different tones and tints by adding white/ black? -Design own printing block to create symmetrical patterns. END PIECE – PAINTING OF THEIR OWN HOME/ FAMILY- Troll Swap English Link</p> <p>Use different kinds of materials to create a collage and explain choice. INCORPORATE COLLAGE WITHIN PAINTING.</p> <p><i>Suggested artists:</i></p>	<p style="text-align: center;">Moving Pictures</p> <p>This 'Moving Traditional Tale Pictures' unit gives pupil opportunities to develop their understanding of mechanisms. Following instructions on how to make different types of mechanisms, such as levers, wheels and sliders, gives pupils experience and information to draw on when developing their own ideas. They sketch a design based on their ideas and then create their moving picture. - Explore and evaluate an existing book with moving parts .and how to use a mechanism in their story. -Design a working moving picture thinking about who it is for and what it needs. -Make decisions about their moving picture design and use an annotated sketch to show them.</p> <p>END PIECE - Design a moving picture linked to The owl who was afraid of the dark or a Beatles Abbey Road scene moving the singers along the zebra crossing (English/ History link)</p>	<p style="text-align: center;">Sculpture</p> <p>Use salt-dough to create a 3D sculpture incorporating pattern and texture.</p> <p>END PIECE – SALT DOUGH DRAGON SCULPTURE (English Link)</p> <p><i>Suggested artists:</i></p>	<p style="text-align: center;">Fabric Faces</p> <p>In this unit pupils will learn all about different fabrics. They will explore and become familiar with different fabrics, learn how to choose and manipulate fabrics & learn how to join fabrics in a variety of ways. Running stitch will be introduced during this unit. -Explore fabrics and explore and evaluate how hair is created using different materials. -Generate ideas, discuss them and then create a design for a fabric face. Follow their design carefully and use different tools to make their fabric face.</p> <p>END PIECE - Design a fabric face</p>	<p style="text-align: center;">Drawing</p> <p>-Use three different grades of pencil in drawing (4B, 8B, HB)? -Use a viewfinder to focus on a specific part of an artefact before drawing it.</p> <p>END PIECE – DRAWING OF A WOLF USING PENCIL (English link)</p> <p><i>Suggested artists:</i> Matisse (lesson 5 link) Picasso</p>	<p style="text-align: center;">Sensational Salads</p> <p>This Sensational Salads unit will teach pupils about peeling, zesting, cutting safely and applying these skills when preparing healthy dishes. They will learn key information about healthy eating and where their food comes from. They will gain some practical ideas about ingredients that can be combined to make interesting and healthy salads. - Explore and evaluate existing food products. END PIECE - Design a salad for the giant in Grandad's Secret Giant story (English link) or design a salad for an explorer (History link).</p>
PSHE	<p style="text-align: center;">Choices and Feelings</p> <p>To help construct, and agree to follow, group, class and school rules and to understand how these rules help them. L2</p> <p>To recognise that choices can have good and not so good consequences (rules and routines) H2</p> <p>How can they contribute to the life of the school? L1</p> <p>To think about themselves and explain how they've learnt from their experiences. H3</p> <p>To know about good and not so good feelings and to develop simple strategies for managing feelings. H4</p> <p>To recognise how others' show feelings and how to respond. R1</p> <p>To know that people and other living things have rights and that everyone has responsibilities to protect those rights (Including protecting body parts and feelings; share and understand the need to return things that have been borrowed.) L3</p>	<p style="text-align: center;">Bullying</p> <p>(Anti-bullying week) To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable. R13</p> <p>Strategies to resist teasing and bullying, if they experience or witness it, whom to go to and how to get help. R14</p>	<p style="text-align: center;">Keeping Myself Safe</p> <p>Their family networks and who to go to if they are worried and how to attract their attention. R10</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes, no, I'll ask, or I'll tell' including knowing that they do not need to keep secrets. H15</p> <p>Their right to keep things private and the importance of respecting others privacy. H16</p> <p>The importance of not keeping any secret that makes them feel uncomfortable, Anxious or afraid. R3</p>	<p style="text-align: center;">Relationships</p> <p>To recognise why their special people (family, friends, carers) are special and how special people should care for one another. R9</p> <p>To judge what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond (including who to tell and how to tell them) R10</p>	<p style="text-align: center;">People Who Help Us</p> <p>About the 'special people' who work in their community and who is responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency. L10</p> <p>RSE: My Special People Learning about healthy, happy relationships. Pupils think about the special people in their lives, friendship, family and what it means to care for each other. Positive, happy relationships, and does not refer to inappropriate or unsafe behaviours.</p>	<p style="text-align: center;">Living in the Wider World</p> <p>To understand the concept of spending and saving money. L6</p> <p>To understand the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices. L7</p>

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RE (St. Helens Scheme) How do we respond to the things that really matter?	<p style="text-align: center;">Christianity – God</p> Does how we treat the world matter? <ul style="list-style-type: none"> • Creation • Care for the planet • Harvest <p style="background-color: #ff0000; color: white; padding: 2px;">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</p>	<p style="text-align: center;">Christianity Jesus</p> Why do Christians say that Jesus is the 'Light of the world'? <ul style="list-style-type: none"> • Jesus as the light of the world • Symbolism of light • Advent and Christmas celebrations 	<p style="text-align: center;">Hindu Dharma</p> How might people express their devotion? <ul style="list-style-type: none"> • Devotion • Worship in the home and temple 	<p style="text-align: center;">Islam</p> Why do Muslims believe that it is important to obey God? <ul style="list-style-type: none"> • Submission and gratitude • Prayer 	<p style="text-align: center;">Christianity – Church</p> What unites the Christian community? <ul style="list-style-type: none"> • Worship • The Church • Use of symbols 	<p style="text-align: center;">Judaism</p> What aspects of life really matter? <ul style="list-style-type: none"> • Moses • The Ten commandments • The Sabbath
PE (Sports 4 Kids)	<p style="text-align: center;">Ball Skills</p> Have an awareness of space and possible zonal areas Movement from one position to another (throw, kick) Have accuracy when kicking towards a direction Use tactics within a game Following predetermined rules of a game	<p style="text-align: center;">Tennis</p> Demonstrate a variation of shots Reacting to different shots quickly and accurately Varying grip types to select one that they prefer Selecting a shot and direction to ensure it is difficult to return Demonstrate appropriate approach and movement to return a shot Application of skills to a competitive situation	<p style="text-align: center;">Gymnastics</p> Demonstrate a range of different types of balances Apply these balances on apparatus Apply balance to rolling (forward, backwards and sideways) safely Sequence rolling with others in a group Display accurate transitions between balances and rolling Create and perform sequences	<p style="text-align: center;">Team Games 1</p> Be an effective team player within a game Show good communication skills to affect the team positively Understand and recall rules and objectives of a game Demonstrate good spatial awareness/position Create simple tactics Apply skills to a game situation	<p style="text-align: center;">Team Games 2</p> Knowledge of roles within a team Identify different methods of communication Apply spatial awareness in team play Demonstrate knowledge of where they can move to attack/defend Effective movements in game play to progress their team Apply skills in a game situation	<p style="text-align: center;">Athletics</p> Throw with increasing aim and accuracy Throw in a competitive situation Jumping to demonstrate distance and height Measuring distance and height of jump Jumping in a competitive situation Running competitively over varied distances as well as relays
		<p style="text-align: center;">Dance</p> Explore and create actions and poses based on a type of dance Copy movements and explore similar basic movements Vary levels of height and pace in a sequence Vary the size of a body shape Add change of direction into a sequence Varied use of space when performing		<p style="text-align: center;">Bat and Ball Skills</p> Have increasingly quicker hand/eye reactions React at different angles to batting and catching To demonstrate accurate movements for a clear outcome (jump to catch, move slightly to hit the ball better) Design a skill-based activity for themselves/others to follow Use of efficient/accurate body positions Application of skills under pressure (competition, timed)		<p style="text-align: center;">Swimming</p> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively (e.g. front crawl, back stroke and breaststroke) Performs safe self-rescue in different water-based situations