

## Year 2 Long Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Literacy</b>	<b>Troll Swap</b> Themes: Not fitting in, two characters swap lives to see if it makes them happier.	<b>The Owl Who Was Afraid of the Dark</b> Themes: Adventure, fears, dark	<b>Dragon Machine</b> Themes: Magic, imagination, dragons, machines, loneliness.	<b>Major Glad, Major Dizzy</b> Themes: Toy soldiers' journey through the 20 <sup>th</sup> Century – milestones of British History. Based on true story of Victorian toys discovered under floorboards.	<b>The Last Wolf</b> Themes: Spin on Little Red Riding Hood fable. Conservation, extinction, endangered species, value of nature, making a difference. <a href="#">Link to Science-habitats and the environment</a>	<b>Grandad's Secret Giant</b> Themes: Belonging, friendship, importance of tolerance and acceptance, doing good deeds.
	<b>Outcome:</b> Fiction story with focus on characters. <b>Greater Depth:</b> Story about two independently invented contrasting characters who swap places.	<b>Outcome:</b> Non-Chronological report about owls. <b>Greater Depth:</b> Alter the layout to add owl 4n subheadings and extra features.	<b>Outcome:</b> Fiction story with adventure focus. <b>Greater Depth:</b> Story written in the 1 <sup>st</sup> person.	<b>Outcome:</b> Recount: diary entry from point of view of a toy. <b>Greater Depth:</b> Diary entry to include the feelings of the other character.	<b>Outcome:</b> Letter in role as the character, persuading to save the trees. <b>Greater Depth:</b> Real life letter to specific audience e.g. local MP.	<b>Outcome:</b> Fiction story with moral focus. <b>Greater Depth:</b> Story from the point of view of the giant.
	<b>Mastery Keys</b> 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)	<b>Mastery Keys</b> Use coordination – but, or. Add -ly to turn adjectives in to adverbs. Write for different purposes. Use commas to separate items in a list.	<b>Mastery Keys</b> 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.	<b>Mastery Keys</b> 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)	<b>Mastery Keys</b> Use subordination (if, that). Add -er and -est to adjectives. Use homophones and near homophones. Use punctuation correctly – apostrophes for contracted forms.	<b>Mastery Keys</b> 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.
	<b>Missed NC Objectives not covered in Pathways to Write</b>					
Discussing favourite words and phrases, Build up a repertoire of poems learnt by heart including reciting some with appropriate intonation.						
	<b>Poetry</b> (To be completed during Assessment Week) <b>Poem:</b> The Owl and the Pussycat <b>Outcome:</b> To write the first 2 verses of a new poem based on The Owl and the Pussycat. <b>Greater Depth:</b> To write additional verses. <b>Poetry Keys:</b> 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.	<b>Poetry</b> (To be completed during Assessment Week) <b>Poem:</b> Night Sounds <b>Outcome:</b> To write a Night Sounds poem based on Berlie Doherty's version. <b>Greater Depth:</b> To write an extended poem including questions and answers to their own repetitive phrases. <b>Poetry Keys:</b> Use adventurous word choices of nouns, adjectives and verbs to describe observations. Use structured language patterns, including simple repeating phrases.	<b>Poetry</b> (To be completed during Assessment Week) <b>Poem:</b> Fox <b>Outcome:</b> Write a descriptive wildlife poem <b>Greater Depth:</b> Research own animal to write a descriptive wildlife poem with an environmental message <b>Poetry Keys:</b> Use adventurous word choices of nouns, adjectives and verbs to describe observations. Experiment with words e.g. alliteration, humour.			
<b>Mathematics</b>	<b>Number: Place Value</b> 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. <b>Number: Addition and Subtraction</b> 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. Addition and subtraction crossing tens and by counting on or back to the nearest ten. 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. <b>Geometry: Properties of shapes</b> 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.	<b>Number: Multiplication and Division</b> 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. <b>Measurement: Length and Height</b> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (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. <b>Measurement: Mass, Capacity and Temperature.</b> 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.	<b>Number: Fractions</b> Recognise, find, name and write fractions (1/2, 1/3, 1/4, 2/4 and 3/4 of a length, shape set of objects or quantity). Write simple fractions, for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. <b>Measurement: Time</b> 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 <b>Statistics</b> 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 <b>Geometry: Position and Direction</b> 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			

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Geography/History	<p style="text-align: center;"><b>Seaside</b></p> <p>Prior Learn -Recap on the four countries and the main seas of the UK. Use the infant atlases to locate seaside locations, e.g. Blackpool Beach, Llandudno Use map of the UK and seaside town template.</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 Blackpool and study it – link to key vocabulary: town, harbour, three beaches, sea, coastline. (Physical Features) Blackpool – 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. Post Learn - Leaflet to promote Blackpool as a seaside location English link - Create a brochure/ leaflet about a seaside in the UK.</p>	<p style="text-align: center;"><b>The Famous Beatles!</b></p> <p>Prior Learn – Timeline of key people and events from Y1 and EYFS and locate Rainford on a local map / locate grandparents etc on timeline 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) 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 Little Mix to compare to the Beatles. What is alike? What is different? How did the Beatles put Liverpool on the map (TRIP)</p> <p>English link- A fact file/ biography about the famous Beatles. Trip – Beatles Museum Post learning - mindmap of Beatles history and locate Liverpool on a map</p>	<p style="text-align: center;"><b>Europe</b></p> <p>Prior Learn – sing oceans and continents song – can children remember the names? Locate on world map together Name and locate the seven continents and five oceans. Use Google 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>English link - Create a persuasive leaflet about Europe and why you should visit.</p> <p>Post Learn - Populate world map with continents, oceans, human and physical features of Europe</p>	<p style="text-align: center;"><b>Great Fire of London</b></p> <p>Prior Learning – discussion around significant events already covered and name significant people – Florence Nightingale- refer to timeline. Place The Great Fire of London on timeline and discuss in relation to their life. How did people live in 1666? Look at the events of the Great Fire of London. Understand how we know about The Great Fire (Samuel Pepys diary). Understand significant individuals, dates, facts and places surrounding the Great Fire of London. Who was Thomas Farriner? What happened after the Great Fire? What happened as a result?</p> <p>English link - Recount of the Great Fire of London Diary entry as Samuel Pepys.</p> <p>Post Learn - complete timeline activity with significant events during GFOL, including key people</p>	<p style="text-align: center;"><b>China</b></p> <p>Prior Learn – What is the largest country you know about? What is the smallest country you know about? What do you know about China? 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>English link - Non-chronological report about China. Potential Trip – Edge Hill University Art link – Create some art work inspired by traditional Chinese Artwork. Post Learn - Mindmap knowledge of China</p>	<p style="text-align: center;"><b>Great Explorers</b></p> <p>Prior Learn – Name and talk about a famous explorer? What is an explorer? Why would anyone want to explore space? Find out who Neil Armstrong is and what he is famous for Find out about Neil Armstrong’s expedition. Research and explore the life of Christopher Columbus. Compare sources of evidence from both Compare explorers - their journey’s and impact of event – Tim Peake Place a significant person on a timeline and discuss in relation to their life.</p> <p>English link - Write a diary as one of the explorers, explaining their expedition.</p> <p>Post learn – make a poster to demonstrate knowledge of Neil Armstrong and what he is famous for</p>
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<b>Science</b>	<p><b><u>Living Things and Their Habitats</u></b></p> <p>Explore the differences between things that are living, dead and things that have never been alive. Identify and name a variety of plants and animals in a microhabitat. Describe how animals obtain their food from plants. Know about different sources of food grown by farmers. Understand the journey food makes from the farm to the supermarket. Learn about the food chain.</p>	<p><b><u>Animals Including Humans – About Diet &amp; Health</u></b></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. Appreciate the work of Edward Jenner and understand the vaccinations. Know how diseases are cured and learn about the work of Louis Pasteur.</p> <p><b>PSHE- About what keeping healthy means, different ways to keep healthy (H1)</b></p> <p><b>About foods that support good health and the risk of eating too much sugar (H2)</b></p> <p><b>How physical activity helps us to stay healthy and ways to be physically active everyday (H3)</b></p> <p><b>That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy (H6)</b></p> <p><b>That household products (including medicines) can be harmful if not used correctly (H31)</b></p>	<p><b><u>Everyday Materials – About Materials</u></b></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><b><u>Plants – About Plants</u></b></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.</p> <p><b>English link - Instructions: how to plant a seed</b></p>	<p><b><u>Living Things &amp; Their Habitats – Around the World</u></b></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><b>English link - Information/persuasive text about habitats- what is happening to them and how we can help</b></p>	<p><b><u>Animals Including Humans – About Growth</u></b></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. <b>PSHE- To think about change and loss and the associated feelings. (Moving home, pets or friends, growing up) (H18, H20)</b></p> <p><b>-About growing and changing from young and old and how peoples needs change (H26)</b></p> <p><b>RSE: Human Life Cycle</b> 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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<b>Computing (Twinkl Scheme)</b>	<p><b>Online Safety</b></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 (ECW - Self-image and identity) 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 <b>PSHE- About Rules and age restrictions for keeping physically and emotionally safe including responsible ICT use and online safety H28, H34, L7, R10, R14</b></p> <p>About the role of the internet and that all information seen online is not always true (L7, L8)</p> <p>About different ways to learn and play; recognising the importance of knowing about when to take a break from time online or TV. H9</p> <p>ECW - Privacy and security</p>	<p><b>Using the Internet</b></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>ECW - Managing online information</p>	<p><b>Presentational Skills</b></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>ECW - Copyright and ownership</p>	<p><b>Programming</b></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>ECW – Online relationships</p>	<p><b>Computer Art</b></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>ECW – Health, wellbeing and lifestyle</p> <p>ECW – Online reputation</p>	<p><b>Using and Applying</b></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>
<b>Music (Charanga Scheme)</b>	<p><b>Hands, Feet, Heart</b></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. <a href="https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311976-year-2/1312274-hands-feet-heart">https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311976-year-2/1312274-hands-feet-heart</a></p>	<p><b>Ho, Ho, Ho</b></p> <p>All the learning is focused around one song: Ho Ho Ho - a Christmas song. You will Listen &amp; Appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing. <a href="https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311976-year-2/1312299-ho-ho-ho">https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311976-year-2/1312299-ho-ho-ho</a></p>	<p><b>I Wanna' Play in a Band</b></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. <a href="https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311976-year-2/1312276-i-wanna-play-in-a-band">https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311976-year-2/1312276-i-wanna-play-in-a-band</a></p>	<p><b>Zootime</b></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. <a href="https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311976-year-2/1313449-zootime">https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311976-year-2/1313449-zootime</a></p>	<p><b>Friendship Song</b></p> <p>All the learning is focused around one song: 'The Friendship Song'. This is a song about being friends with others. <a href="https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311976-year-2/1314286-friendship-song">https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311976-year-2/1314286-friendship-song</a></p>	<p><b>Reflect, Rewind, Replay</b></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. <a href="https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311976-year-2/1314334-reflect-rewind-and-replay">https://www.sthelensmusicserviceinteractive.org.uk/scheme/1311976-year-2/1314334-reflect-rewind-and-replay</a></p>

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<b>Art/DT (KAPOW)</b>	<p><b>The seaside (link to Geography)</b> Understand the basic use of a sketchbook and work out ideas for drawings. Create a painting to demonstrate the use of tints (add white) and shades (add black) to both primary and secondary colours to paint the beach, sky and sea. Paint in the style of a chosen artists (Van Gogh, Lynette Amelie Merry, Malcolm Ludvigsen). Use different kinds of materials to create a collage of beach textures and explain choice. Create a monoprint combining different colours, shapes and patterns.</p> <p><b>END PIECE - Beach paintings</b> Van Gough</p>	<p><b>Christmas stocking</b> Sewing a running stitch with regular sized stitches and understanding that both ends of the thread must be knotted Preparing and cutting the fabric, pinning the fabric and designing a pouch Sewing a running stitch to join the two pieces of fabric together Decorating the stocking using the materials provided</p> <p><b>END PIECE – Creating a Christmas stocking based on the design</b></p>	<p><b>Dragons (link to ‘The Dragon Machine’ book study in English)</b> Understand the safety and basic care of materials and tools. Research and compare a range of famous sculptors. Use different grades of pencil to explore different pencil shades and line weights (show line weights within Microsoft autoshapes) to draw details on a dragon. Experiment with, construct and join recycled, natural and manmade materials more confidently. Use salt-dough to create a 3D sculpture incorporating pattern and texture.</p> <p><b>END PIECE – Salt dough dragon sculptures</b> Barbara Hepworth</p>	<p><b>Baby Bear’s Chair</b> Identifying man-made/natural structures. Contributing to discussions. Identifying stable and unstable structural shapes. Identifying features that make a chair stable Explaining the definition of strength and identifying the strongest and weakest shaped and part of a structure. Making and testing a structure. Working independently to use the materials as demonstrated to begin to make a stable structure. Explaining how their ideas would be suitable for the given brief</p> <p><b>END PIECE - Producing a model that satisfies the brief, using materials and construction techniques and explaining how they made it strong, stiff and stable</b></p>	<p><b>Great Fire of London (link to History)</b> Paint on different types of paper, i.e. sugar paper, wrapping paper, brown paper. Use poster paints to explore different brush strokes in the style of flames. Using different materials to create a collage effect. Mix colours to make different shades of red, orange and yellow.</p> <p><b>END PIECE – Collage based on the Great Fire of London.</b>  Antoni Gaudi</p>	<p><b>A balanced diet</b> Naming the four main food groups and identifying foods that belong to each group Identifying the correct food group of a given food and describing its taste, texture and smell The ability to think of four different wrap ideas, giving consideration to flavour combinations Designing a wrap.</p> <p><b>END PIECE - Constructing a wrap that meets the design brief and plan.</b></p> <p style="background-color: red; color: white; padding: 2px;">PSHE – about foods that support good health and risks if eating too much sugar (H2)</p>
<b>PSHE</b>	<p><b>Families and friendships</b> <b>Safe relationships</b> <b>Respecting ourselves and others</b></p> <p>Making friends; feeling lonely and getting help PoS Refs: R6, R7 R8, R9, R24</p> <p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour PoS Refs: R11, R12, R14, R18, R19, R20</p> <p>Recognising things in common and differences; playing and working cooperatively; sharing opinions PoS Refs: R23, R24, R25</p> <p style="background-color: blue; color: white; padding: 2px;"><b>ECW – Online bullying</b></p>		<p><b>Belonging to a Community</b> <b>Media literacy and digital resilience</b> <b>Money and work</b></p> <p>Belonging to a group; roles and responsibilities; being the same and different in the community PoS Refs: L2, L4, L5, L6</p> <p>The internet in everyday life; online content and information PoS Refs: L8, L9</p> <p>What money is; needs and wants; looking after money PoS Refs: L10, L11, L12, L13, L15</p>		<p><b>Physical health and Mental wellbeing</b> <b>Growing and changing</b> <b>Keeping safe</b></p> <p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20</p> <p>Growing older; naming body parts; moving class or year PoS Refs: H20, H25, H26, H27</p> <p>Safety in different environments; risk and safety at home; emergencies PoS Refs: H29, H30, H31, H32, H33,</p>	
<b>RE (St. Helens Scheme)</b> How do we respond to the things that really matter?	<p><b>Christianity – God</b></p> <p>Does how we treat the world matter?</p> <ul style="list-style-type: none"> <li>Creation</li> <li>Care for the planet</li> <li>Harvest</li> </ul> <p style="background-color: red; 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="background-color: red; color: white; padding: 2px;">English link - Re-tell the story of creation.</p>	<p><b>Christianity Jesus</b></p> <p>Why do Christians say that Jesus is the ‘Light of the world’?</p> <ul style="list-style-type: none"> <li>Jesus as the light of the world</li> <li>Symbolism of light</li> <li>Advent and Christmas celebrations</li> </ul> <p style="background-color: red; color: white; padding: 2px;">English link - Write instructions on how to make a Christingle</p>	<p><b>Hindu Dharma</b></p> <p>How might people express their devotion?</p> <ul style="list-style-type: none"> <li>Devotion</li> <li>Worship in the home and temple</li> </ul> <p style="background-color: red; color: white; padding: 2px;">English link - Character description about one of the deities.</p>	<p><b>Islam</b></p> <p>Why do Muslims believe that it is important to obey God?</p> <ul style="list-style-type: none"> <li>Submission and gratitude</li> <li>Prayer</li> </ul> <p style="background-color: red; color: white; padding: 2px;">English link - Thank you poem/ prayer: I am grateful for...</p>	<p><b>Christianity – Church</b></p> <p>What unites the Christian community?</p> <ul style="list-style-type: none"> <li>Worship</li> <li>The Church</li> <li>Use of symbols</li> </ul>	<p><b>Judaism</b></p> <p>What aspects of life really matter?</p> <ul style="list-style-type: none"> <li>Moses</li> <li>The Ten commandments</li> <li>The Sabbath</li> </ul>

## Year 2 Long Term Planning

<b>PE (Sports 4 Kids)</b>	<b><u>Ball skills</u></b>	<b><u>Hockey</u></b>	<b><u>Gymnastics</u></b>	<b><u>Team games (1)</u></b>	<b><u>Team games (2)</u></b>	<b><u>Athletics</u></b>
	<p>Have an awareness of space and possible zonal areas</p> <p>Movement from one position to another (throw, kick)</p> <p>Have accuracy when kicking towards a direction</p> <p>Use tactics within a game</p> <p>Following predetermined rules of a game</p>	<p>Awareness through play</p> <p>Hitting and passing</p> <p>Effective movement</p> <p>Explore rules</p> <p>Intro to tactics in gameplay</p> <p>Zones</p>	<p>Demonstrate a range of different types of balances</p> <p>Apply these balances on apparatus</p> <p>Apply balance to rolling (forward, backwards and sideways) safely</p> <p>Sequence rolling with others in a group</p> <p>Display accurate transitions between balances and rolling</p> <p>Create and perform sequences</p>	<p>Be an effective team player within a game</p> <p>Show good communication skills to effect the team positively</p> <p>Understand and recall rules and objectives of a game</p> <p>Demonstrate good spatial awareness/position</p> <p>Create simple tactics</p> <p>Apply skills to a game situation</p>	<p>Knowledge of roles within a team</p> <p>Identify different methods of communication</p> <p>Apply spatial awareness in team play</p> <p>Demonstrate knowledge of where they can move to attack/defend</p> <p>Effective movements in game play to progress their team</p> <p>Apply skills in a game situation</p>	<p>Throw with increasing aim and accuracy</p> <p>Throw in a competitive situation</p> <p>Jumping to demonstrate distance and height</p> <p>Measuring distance and height of jump</p> <p>Practise and record scores</p>
	<b><u>Kick rounders</u></b>	<b><u>Dance (Tango)</u></b>	<b><u>Bat and Ball Skills</u></b>	<b><u>Curling</u></b>	<b><u>Tennis</u></b>	<b><u>Athletics</u></b>
	<p>Kicking with direction</p> <p>Bowling with accuracy</p> <p>Running with decision making</p> <p>Fielding as a team</p> <p>Game play and understanding rules.</p> <div style="border: 1px solid black; height: 15px; width: 100%; margin-top: 5px;"></div>	<p>Explore and create actions and poses based on a type of dance</p> <p>Copy movements and explore similar basic movements</p> <p>Vary levels of height and pace in a sequence</p> <p>Vary the size of a body shape</p> <p>Add change of direction into a sequences</p> <p>Varied use of space when performing</p>	<p>Have increasingly quicker hand/eye reactions</p> <p>React at different angles to batting and catching</p> <p>To demonstrate accurate movements for a clear outcome (jump to catch, move slightly to hit the ball better)</p> <p>Design a skill-based activity for themselves/others to follow</p> <p>Use of efficient/accurate body positions</p> <p>Application of skills under pressure (competition, timed)</p>	<p>Accuracy delivery between</p> <p>Delivery with power through a game</p> <p>Power—Removing Stones</p> <p>Tactics</p> <p>Game playing</p> <p>Umpiring</p>	<p>Demonstrate a variation of shots</p> <p>Reacting to different shots quickly and accurately</p> <p>Varying grip types to select one that they prefer</p> <p>Selecting a shot and direction to ensure it is difficult to return</p> <p>Demonstrate appropriate approach and movement to return a shot</p> <p>Application of skills to a competitive situation</p>	<p>Learn and practise set activities</p> <p>Jumping in a competitive situation</p> <p>Running competitively over varied distances as well as relays</p> <p>Perform and improve scores</p> <p>Evaluate and score new activities</p>