

# Year 2 - Long Term Subject Curriculum Plan - 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Substantive Concepts
<b>Art and Design &amp; Technology</b>	<b>Drawing</b> Illustrations—John Tenniel	<b>Construction</b> Colour monster plush	<b>Painting</b> Edward Tinga Tinga art	<b>Mechanisms</b> Litter collection trolley	<b>Mixed Media</b> Recycled materials/Papier Mache - Michelle Reader	<b>Food and Nutrition</b> Soup Roasted vegetables v salad	<b>Art</b> <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Painting and colouring</li> <li>• Mixed media</li> </ul> <b>DT</b> <ul style="list-style-type: none"> <li>• Design and evaluation process</li> <li>• Functionality</li> <li>• Materials and tools</li> </ul>
<b>Computing</b>	<b>Ways to Present Information</b> Design assets using JITS 'Paint', 'Write' and 'Animate' tools. <i>Collecting, Evaluating and Presenting information Unit</i>	<b>Art of Animation</b> Design animations that present information about oceans (or your chosen topic) <i>Collecting, Evaluating and Presenting information Unit</i>	<b>Create a Topic-Based eBook</b> Use Jit tools to create an eBook in Jit Mix tool.. <i>Collecting, Evaluating and Presenting information Unit</i>	<b>Collecting, Organising and Presenting Data.</b> Interpreting data from a chart and gathering opinions using J2Votes and present findings. <i>Data handling unit</i>	<b>Sequencing Simple Algorithms and Programs.</b> Predict, create, modify, and investigate route-based programs and sequences. <i>Computer Science and Programming Unit</i>	<b>Project Evolve</b> Looking at online safety.	<b>Computing</b> <ul style="list-style-type: none"> <li>• Understanding technology</li> <li>• Online safety</li> <li>• Programming</li> </ul>
<b>English - Phonics and Reading</b>	Children who still require Little Wandle will remain in reading groups and catch up sessions. <b>Weekly reading sessions</b> —Whole class focusing on accuracy, automaticity and prosody. <b>Methods used:</b> repeated reading, choral, echo and paired reading, teacher reading aloud, VIPERS questions. <b>Books:</b> The Tunnel, The Proudest Blue, Counting on Katherine.	Children who still require Little Wandle will remain in reading groups and catch up sessions. <b>Weekly reading sessions</b> —Whole class focusing on accuracy, automaticity and prosody. <b>Methods used:</b> repeated reading, choral, echo and paired reading, teacher reading aloud and VIPERS questions. <b>Books:</b> Flat Stanley, Marv and the Mega Robot, An Alien in the Jam Factory	Children who still require Little Wandle will remain in reading groups and catch up sessions. <b>Weekly reading sessions</b> —Whole class focusing on accuracy, automaticity and prosody. <b>Methods used:</b> repeated reading, choral, echo and paired reading, teacher reading aloud and VIPERS questions. <b>Books:</b> George's Marvellous Medicine, Marge in Charge	Children who still require Little Wandle will remain in reading groups and catch up sessions. <b>Weekly reading sessions</b> —Whole class focusing on accuracy, automaticity and prosody. <b>Methods used:</b> repeated reading, choral, echo and paired reading, teacher reading aloud and VIPERS questions. <b>Books:</b> Daisy and the Trouble with London, The Enchanted Wood	Children who still require Little Wandle will remain in reading groups and catch up sessions. <b>Weekly reading sessions</b> —Whole class focusing on accuracy, automaticity and prosody. <b>Methods used:</b> repeated reading, choral, echo and paired reading, teacher reading aloud and VIPERS questions. <b>Books:</b> The Enchanted Wood	Children who still require Little Wandle will remain in reading groups and catch up sessions. <b>Weekly reading sessions</b> —Whole class focusing on accuracy, automaticity and prosody. <b>Methods used:</b> repeated reading, choral, echo and paired reading, teacher reading aloud and VIPERS questions. <b>Books:</b> The Naughtiest Unicorn, The Emerald Forest	<b>English - Reading</b> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Decoding</li> <li>• Pleasure</li> <li>• Prosody</li> <li>• Windows &amp; Mirrors</li> </ul>
<b>English - Writing</b>	<p style="text-align: center;"><b>In Year 2, pupils will be taught a wide range of skills which cover:</b></p> <p style="text-align: center;">Spelling Handwriting Purpose for Writing Planning Drafting Editing Vocabulary and Grammar Punctuation</p> <p style="text-align: center;"><b>See the English - Writing - Skills Progression document for more information</b></p>						<b>English - Writing</b> <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Audience</li> <li>• Form</li> </ul>
<b>Geography</b>	<b>How Are The Continents Different?</b> To name and locate the world's seven continents and five oceans	<b>How Is Cannock Chase Different To The Serengeti National Park?</b> To understand geographical differences both human and physical.		<b>What Makes Tanzania A Diverse Location?</b> Use Satellite and aerial photography to identify key physical and human features.		<b>Geography</b> <ul style="list-style-type: none"> <li>• Comparison &amp; Environment</li> <li>• Sustainability</li> <li>• Impact</li> </ul>	
<b>History</b>	<b>How did hospitals change as a result of Florence Nightingale and Mary Seacole?</b> Florence Nightingale and Mary Seacole		<b>How has flight changed the world?</b> History of flight (Amelia Earhart, Wright brothers, Elon Musk space X, Neil Armstrong)		<b>How have these heroes shaped the world today?</b> Rosa Parks and Emily Davison (civil rights)		<b>History</b> <ul style="list-style-type: none"> <li>• Society</li> <li>• Equality and Inequality</li> <li>• Inventions</li> </ul>
<b>Maths</b>	<b>Place value</b> (4 weeks) <b>Addition and Subtraction</b> (5 weeks) <b>Shape</b> (3 weeks)		<b>Money</b> (2 weeks) <b>Multiplication and division</b> (5 weeks) <b>Length and height</b> (2 weeks) <b>Mass, capacity and temperature</b> (3 weeks)		<b>Fractions</b> (3 weeks) <b>Time</b> (3 weeks) <b>Statistics</b> (2 weeks) <b>Position and direction</b> (2 weeks) <b>Consolidation</b> (2 weeks)		<b>Maths</b> <ul style="list-style-type: none"> <li>• Number sense</li> <li>• Basic Arithmetic</li> <li>• Measurement</li> <li>• Data Handling</li> </ul>
<b>Music</b>	<b>Let's be friends</b> Tony Chestnut	<b>Travel and movement</b> Carnival of animals Composing music inspired by birdsong	<b>This is me</b> Grandma rap	<b>Animal party</b> Orawa Trains	<b>I've got feelings</b> Swing-a-long with Shostakovich Charlie Chaplin	<b>Let's jam</b> Tanczymy labada	<b>Music</b> <ul style="list-style-type: none"> <li>• Beat</li> <li>• Rhythm</li> <li>• Pitch</li> </ul>
<b>P.E.</b>	<b>ALL NEW PE PLANNING</b> <b>Orienteering</b> —PE PLANNING <b>Athletics</b> —master basic movements of running, jumping, throwing and catching	<b>Gymnastics</b> —developing fundamental movement, travelling, balancing rolling and jumping <b>Handball</b> —to master basic movements of running, jumping, throwing and catching	<b>Fitness</b> —improving speed, agility, balance and co-ordination <b>Gymnastics</b> —transferring fundamental movement, travelling, balancing rolling and jumping onto apparatus	<b>Dodgeball</b> —develop balance, agility and co-ordination. <b>Dance</b> —to move to music showing expressive qualities of dance. Thriller.	<b>Rounders</b> —developing simple tactics for attacking and defending. PE PLANNING <b>Football</b> —PE PLANNING	<b>Swimming</b> 3 swim teachers, 2 x half hour <b>Athletics/orienteering</b>	<b>P.E.</b> <ul style="list-style-type: none"> <li>• Movement and Balance</li> <li>• Co-ordination</li> <li>• Sportsmanship</li> </ul>
<b>R.E</b>	<b>Caring for the natural world</b> Explore stories from religious and cultural traditions and find out about attitudes to the natural world	<b>Valuing new life</b> Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression	<b>Worship and ceremonies</b> Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies	<b>Belonging to a group</b> Identify the importance for some people of belonging to a religion or a community group and recognise the difference this makes to their lives	<b>Storytelling through sacred writings</b> Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers	<b>Showing kindness and goodness</b> Listen and respond to stories highlighting the morals and values of all	<b>R.E.</b> <ul style="list-style-type: none"> <li>• Beliefs</li> <li>• Values</li> <li>• Belonging</li> </ul>
<b>R.H.E.</b>	<b>Relationships</b> Friendships Touch Dealing with Feelings and Emotions	<b>Feelings and Emotions</b> Anger Grief	<b>Keeping and Staying Healthy</b> Washing Hands Medicine	<b>Keeping and Staying Safe</b> Stranger Danger Tying Shoelaces	<b>Our World</b> Working in our World Looking After our World	<b>Being Responsible</b> Stealing Water Spillage	<b>R.H.E.</b> <ul style="list-style-type: none"> <li>• Friendships and Relationships</li> <li>• Health, Wellbeing, Emotions and Feelings</li> <li>• Safety and Online Safety</li> <li>• Diversity and Inclusion</li> <li>• Making Good Choices</li> </ul>
<b>Science</b>	<b>How do animals grow and survive?</b> Throughout the year continue to talk about how plants grow and change over a year	<b>How can I be a healthy human?</b>	<b>Why are objects made from the material they are?</b>	<b>Why do animals live where they do?</b>	<b>Where do we get our energy from?</b>	<b>What do plants need to grow?</b>	<b>Science</b> <ul style="list-style-type: none"> <li>• Practical Application</li> <li>• Investigation</li> <li>• Cause and Effect</li> <li>• Responsibility</li> </ul>