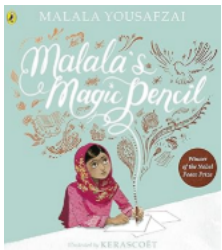
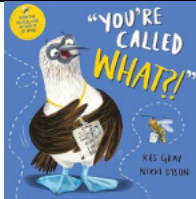




# Long Term Plan

## Year 2 Cycle B – 2026-2027

### Cycle B

|                                                          | Autumn 1                                                                                                                                                                                                                                                                                                                       | Autumn 2                                                                                                                                                                                                           | Spring 1                                                                                                                                                                                                                      | Spring 2                                                                                                                                                                           | Summer 1                                                                                                                                                                                                                            | Summer 2                                                                                                                                                                                                                                                                  |
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|                                                          | <b>A World of Wonder</b>                                                                                                                                                                                                                                                                                                       | <b>Tiny Worlds</b>                                                                                                                                                                                                 | <b>Design and Discover</b>                                                                                                                                                                                                    | <b>Grow and Wonder</b>                                                                                                                                                             |                                                                                                                                                                                                                                     | <b>Coast to Kitchen</b>                                                                                                                                                                                                                                                   |
| English                                                  |                                                                                                                                                                                                                                               |                                                                                                                                   |                                                                                                                                             |                                                                                                 |                                                                                                                                                  |                                                                                                                                                                                        |
|                                                          | Daily explicit teaching outside of the teaching sequence                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                    | Teach in the Writing sequence                                                                                                                                                                                                 |                                                                                                                                                                                    | Lesson Design                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                           |
|                                                          | Handwriting<br>Spell words using phonics and NC spellings<br>Spell contractions correctly<br>Dictation of sentences for fluency                                                                                                                                                                                                |                                                                                                                                                                                                                    | Write simple narratives<br>Write about real events<br>Use adjectives to develop character                                                                                                                                     |                                                                                                                                                                                    | Orally rehearse to secure tense accuracy<br>Orally rehearse variety of pronouns<br>Dictate sentences to secure sentence fluency<br>Compose sentences oral before writing                                                            |                                                                                                                                                                                                                                                                           |
| Grammar Skills<br><b>Fiction unit Non-narrative unit</b> | -Use a subject, a verb and <b>'and'</b> to add detail in a series of linked sentences<br>-Use full stops, capital letters (including proper nouns), question marks exclamation marks<br>-Use <b>or</b> as a co-ordinating conjunction<br>-Use a subject, a verb and <b>'and'</b> to add detail in a series of linked sentences | -Use <b>but</b> as co-ordinating conjunctions in a sentence<br>-Use past tense verbs<br>-Use commas to list adjectives in a noun phrase<br>-Use <b>so</b> as coordinating conjunctions<br>-Use present tense verbs | -Use <b>because</b> to join clauses in a sentence<br>-Use commas to list adjectives in a noun phrase<br>-Use past tense verbs<br>-Use commas to list nouns in a sentence<br>-Use <b>because</b> to join clauses in a sentence | -Use <b>when</b> to join clauses in a sentence<br>-Use singular possessive apostrophe<br>-Use exclamation marks<br>-Use singular possessive apostrophe<br>-Use present tense verbs | -Use <b>when</b> to join clauses in a sentence<br>-Use progressive form of verbs (past tense)<br>-Write sentences with a subject and a verb including the taught conjunctions<br>-Apply the progressive form<br>-Use question marks | -Use <b>if</b> to join clauses in a sentence<br>-Use progressive form of verbs (past tense)<br>-Write sentences with a subject and a verb including the taught conjunctions<br>-Use <b>if</b> to join clauses in a sentence<br>-Write sentences with a subject and a verb |

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|           | -Use full stops, capital letters (including proper nouns), question marks exclamation marks                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                    | including the taught conjunctions                                                                                                                                                                                                                                                                                                    |
| Maths     | Place Value within 10<br>Addition and subtraction within 10                                                                                                                                                                                                                                                       | Addition and subtraction within 10<br>Shape                                                                                                                                                                                                                                                                                                 | Place value within 20<br>Addition and subtraction within 20                                                                                                                                                                                                                                      | Place value within 50<br>Length and height<br>Mass and volume                                                                                                                                                                                                                                                                                                    | Multiplication and division<br>Fractions                                                                                                                                                                                                                                                                           | Position and direction<br>Place value within 100<br>Money<br>Time                                                                                                                                                                                                                                                                    |
| History   | <u>How was school different in the past?</u><br>Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past. |                                                                                                                                                                                                                                                                                                                                             | <u>How did we learn to fly?</u><br>Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight. |                                                                                                                                                                                                                                                                                                                                                                  | <u>What is a monarch?</u><br>Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time. |                                                                                                                                                                                                                                                                                                                                      |
| Geography |                                                                                                                                                                                                                                                                                                                   | <b>Y1/2: Where am I? (Cycle B)</b><br><br>Locating the countries of the UK on a map, recognising features within the school grounds. Using directional language to explore the location of features on maps. Creating their own map using symbols to represent features and thinking about how places on the school grounds make them feel. |                                                                                                                                                                                                                                                                                                  | <b>Y1/2: Why is our world wonderful? (Kapow)</b><br><br>Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this |                                                                                                                                                                                                                                                                                                                    | <b>Y1/2: What can you see at the coast? (Cycle A)</b><br><br>Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism. |

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| Art   | <b>Painting and mixed media<br/>Life in Colour</b><br>Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork.                                        | <b>Sculpture &amp; 3D<br/>Clay Houses</b><br>Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay. |                                                                                                                                                                                                                                                                                                                  | <b>Drawing<br/>Tell a Story</b><br>Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                          |
| DT    |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                  | <b>Structures – baby bear’s chair</b><br>Using the tale of Goldilocks and the Three Bears as inspiration, pupils help Baby Bear by making him a brand new chair, exploring different shapes and materials. When designing the chair, they consider his needs and what he likes.                                  |                                                                                                                                                                                                                                                  | <b>Mechanisms – Pull-a-long-toy</b><br>Making wheels and an axle to create a pull-along toy.                                                                                                                                                                                                 | <b>Cooking and nutrition – balanced diet</b><br>Explore and learn what forms a balanced diet, pupils will taste test ingredient combinations from different food groups that will inform a wrap design of their choice which will include a healthy mix of protein, vegetables and dairy |
| Music | <b>Time to play – exploring pulse and rhythmic patterns</b><br>From body percussion to disco, this term builds children’s understanding of pulse and rhythm.<br>They’ll perform songs, actions, and musical games to a steady pulse, exploring the difference between pulse and rhythm with pieces like <i>March to the Beat</i> . Children will vary timbre and dynamics, create four-beat rhythms, and use graphic |                                                                                                                                                                                                                                                                                                                  | <b>Musical moods and pictures</b><br>This term, children will explore how music communicates mood and emotion.<br>They’ll experiment with voice, expression, timbre, and dynamics, and learn about major and minor tonality through simple songs.<br>Listening to pieces like <i>Can-Can</i> and <i>Fanfarra</i> |                                                                                                                                                                                                                                                  | <b>Patterns with pitch – exploring pitch and melody</b><br>This term, children will explore pitch and melody through songs, movement, and listening games.<br>They’ll learn about instruments from octobass to piccolo, describing pitch and timbre, and recognising pitch changes in simple |                                                                                                                                                                                                                                                                                          |

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|         | notation like Beat Monsters to represent them.<br>In groups, they'll also compose simple accompaniments for songs or poems using carefully chosen sounds.                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                | <i>Cabua-Le-Le</i> , they'll use graphic symbols and musical doodles to represent sound.<br>In groups, they'll compose and improvise weather-themed music, take turns conducting, and create descriptive soundscapes.                                                                                                        |                                                                                                                                                                                                                                                                                                                                                      | sequences.<br>Using their voices creatively, they'll match pitch and respond to graphic notations like vocal maps and pipe-cleaner shapes.<br>They'll play simple melodies on tuned percussion, explore the pentatonic scale with songs like <i>Just Five Notes</i> , and prepare for a class performance. |                                                                                                                        |
| Science | <b>Habitats</b><br>Considering the life processes that all living things have in common, pupils classify objects into alive, was once alive or has never been alive. Pupils explore global habitats, naming plants and animals that can be found there. They learn how a range of different living things depend on each other for food or shelter. Pupils explore this further by creating food chains to show the sequence that living things eat each other for energy to grow and stay healthy. | <b>Microhabitats</b><br>Children will discover that microhabitats provide what minibeasts need to survive. Children will carry out a survey to find out where different minibeasts live in the school grounds. They will further develop their knowledge by naming a variety of plants and animals within their microhabitats. | <b>Uses of everyday Materials</b><br>Children will be able to identify what a material is. Using this, they will recognise that materials are suited to specific purposes and explore how actions such as stretching and bending affect the shape of solid objects. They compare the suitability of materials to their jobs. | <b>Life Cycles and Health</b><br>Studying the life cycles of various animals, children learn what animals need to survive and how they change over time. Children start to notice that animals, including humans, have offspring that grow into adults. The children will learn the importance for human exercise, a balanced diet and good hygiene. | <b>Plant Growth</b><br>Children will observe how seeds and bulbs mature into plants and start to describe this process. Throughout their lessons, they will find out the importance of water, light and a suitable temperate for plants to grow and stay healthy.                                          | <b>Working Scientifically consolidation</b>                                                                            |
| SCARF   | <b>Me and my relationships</b><br>Bullying and teasing<br>Our school rules about bullying<br>Being a good friend<br>Feelings/self-regulation                                                                                                                                                                                                                                                                                                                                                        | <b>Valuing difference</b><br>Being kind and helping others<br>Celebrating difference<br>People who help us<br>Listening Skills                                                                                                                                                                                                 | <b>Keeping safe</b><br>Safe and unsafe secrets<br>Appropriate touch                                                                                                                                                                                                                                                          | <b>Rights and respect</b><br>Cooperation<br>Self-regulation<br>Online safety<br>Looking after money – saving and spending                                                                                                                                                                                                                            | <b>Being my best</b><br>Growth Mindset<br>Looking after my body<br>Hygiene and health<br>Exercise and sleep                                                                                                                                                                                                | <b>Growing and changing</b><br>Life cycles<br>Dealing with loss<br>Being supportive<br>Growing and changing<br>Privacy |
| PE      | Tennis<br>Orienteering                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Dodgeball<br>Football                                                                                                                                                                                                                                                                                                          | Gymnastics<br>Hockey                                                                                                                                                                                                                                                                                                         | Fitness<br>Basketball                                                                                                                                                                                                                                                                                                                                | Athletics<br>Rounders                                                                                                                                                                                                                                                                                      | Dance<br>Cricket                                                                                                       |

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| RE        |                                                                                                                                                                                                                                | <p>What do different people believe about God?</p> <p><a href="#">Oak Academy</a><br/>Christianity, Islam</p>                                           |                                                                                                                                                                                                                        | <p>How might a faith make a difference to families and celebrations?</p> <p>Hinduism, Christianity<br/><a href="#">Oak Academy</a></p>    |                                                                                                                                                                                                                                                                                                                                                                                      | <p>What do stories of creation teach people?</p> <p><a href="#">Kapow</a> and <a href="#">Oak Academy</a><br/>Christianity, Judaism</p>                                                            |
| Computing | <p><a href="#">KS1 Computing: What Is A Computer</a><br/>Exploring what a computer is by identifying how inputs and outputs work and how computers are used in the wider world to design their own computerised invention.</p> | <p><a href="#">Y2 : Computing: Word Processing Skills</a><br/>Developing touch typing skills, learning keyboard shortcuts and simple editing tools.</p> | <p><a href="#">KS1 Computing: Algorithms and Debugging</a><br/>Developing an understanding of; what algorithms are, how to program them and how they can be developed to be more efficient, introduction of loops.</p> | <p><a href="#">Stop Motion Animation Using Tablets</a><br/>Learning how to create simple animations from storyboarding creative ideas</p> | <p><a href="#">Programming: Scratch JR</a><br/>Exploring what 'blocks' do, using the app 'ScratchJr,' by carrying out an informative cycle of predict &gt; test &gt; review. Programming a familiar story and an animation of an animal, children make their own musical instrument by creating buttons and recording sounds as well as following an algorithm to record a joke.</p> | <p><a href="#">KS1 Computing: Data Handling</a><br/>Learning how data is collected, used and displayed and the scientific learning of the conditions needed for plants and humans, to survive.</p> |
|           | Online Safety L1 (Year 2 unit)                                                                                                                                                                                                 | Online Safety L2 (Year 2 unit)                                                                                                                          | Internet safety day (Year 2 unit)                                                                                                                                                                                      | Online Safety L3 (Year 2 unit)                                                                                                            | Online Safety L4 (Year 2 unit)                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                    |