

Long Term Planning Year 2 2024/25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Hook	What makes Africa amazing?		Was school glorious?		Do you like to be beside the seaside?	
English	<p>Key texts/stories: Handa's Surprise Meerkat Mail Anna Hibiscus A Visit From St. Nicholas By Clement Clarke Moore</p> <p>Genres covered: Character and setting Narrative Poetry Non-chronological report Recount - trip to zoo Play Scripts.</p> <p>SPaG: Phonics: Revision of all phonics Read Write Inc Punctuation: Capital letters and full stops Question marks Exclamation mark (expression) Grammar: Expanded noun phrases - what is a noun, what is an adjective? Simple past tense Suffixes (-er, -est + recap on -ing and -ed) Synonyms Reading: Follow Oxford reading scheme for home reading. Fluency and expression Literal. Inference Identification of Fiction and Non-Fiction (features) Characters and emotions Ability to discuss events-chronology and sequencing. Develop written responses to comprehension questions.</p> <p>Poetry - expression, rhyme and innovation.</p>		<p>Key texts /stories: Grandad's Secret Giant The Great Stink If You Were a Carrot</p> <p>Genres covered: Character descriptions Setting descriptions Narrative Newspaper report Explanatory Poetry</p> <p>SPaG: Phonics: Read Write Inc Punctuation: Exclamation marks (exclamation sentence) Commas (list) Apostrophes (contractions/possession) Grammar: Conjunctions (subordination and co-ordination) Sentence types (statement, question, command and exclamation) Present and past tense (Simple and continuous. Suffixes (-ly, -ful, -less,-ness) Word class Synonyms Similes Reading: Follow Oxford reading scheme for home reading. Fluency and expression Inference Author's choice of vocabulary Identifying running themes and emotional response. Articulate findings Develop written responses to comprehension questions and use the text as evidence.</p>		<p>Key texts /stories: Lights on Cotton Rock The Lighthouse Keeper's Lunch. The Spider and the Fly</p> <p>Genres covered: Character dialogue Setting descriptions Narrative Diary entry Posters (informative and persuasive) Letters Instructions</p> <p>SPaG: Phonics: Read Write Inc Punctuation: Full stop/Question mark/Exclamation mark Commas (list) Apostrophes (contractions/possession) Grammar: Conjunctions (subordination and co-ordination) Sentence types (statement, question, command and exclamation) Suffixes (-ly, -ful, -less,-ness) Word class Synonyms Reading: Follow Oxford reading scheme for home reading. Fluency and expression Inference Comparing texts (Jack and the Bean Stalk / Jim and the Bean Stalk) Author's choice of vocabulary Deeper level: written</p>	

	<p>Speaking and Listening Listen and respond appropriately to adults and their peers. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use relevant strategies to build vocabulary: Sometimes use words already known to help understand new words. Participate in discussions, presentations, performances, role play, improvisations and debates: Pretend to be someone else in a role play after someone explains a character to them. Begin to describe feelings of character in role.</p>	<p>Dictionary skills Poetry - Ning Nang Nong-Spike Milligan</p> <p>Speaking and Listening Listen and respond appropriately to adults and their peers. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 - 7 minutes.) Use relevant strategies to build vocabulary: Sometimes use words already known to help understand new words. Start using specific vocabulary for the topic. Participate in discussions, presentations, performances, role play, improvisations and debates: Pretend to be someone else in a role play after someone explains a character to them. Begin to describe feelings of character in role.</p>	<p>responses using the text to support ideas. Dictionary and thesaurus skills</p> <p>Poetry- free verse storm poems using audio to create emotional response. Practice performances.</p> <p>Speaking and Listening Listen and respond appropriately to adults and their peers. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 - 7 minutes.) Understand that people might have different opinions. Use relevant strategies to build vocabulary: Sometimes use words already known to help understand new words. Start using specific vocabulary for the topic. Participate in discussions, presentations, performances, role play, improvisations and debates: Pretend to be someone else in a role play after someone explains a character to them. Begin to describe feelings of character in role. Begin to speak confidently in a group of familiar peers to get message across.</p>
Maths	<p>Place Value-numbers to 100 Addition & Subtraction Time- O'clock/half past the hour Skip counting in 10s,5s & 2s</p>	<p>Money Multiplication & Division within 2s, 3s, 5s & 10s</p>	<p>Multiplication & Division Statistics Length & Height Time</p>

RE	Why is Moses important to Jewish People? How and why do Jewish people celebrate Hanukkah?	How and why is light important of light at Christmas?	What is the good news Jesus brings?	How is Easter celebrated and why does it matter to Christians?	What can we learn from the story of Venerable Bede?	What can we find out about our local faith community?
Science	Living things and their habitats: Explore and compare living things and things that have never been alive. Identify most living things that live in habitats to which they are suited. Identify and name a variety of plants and animals in their habitats. Describe how animals obtain food from plants and other animals, using an idea of simple food chains. Working Scientifically: Ask simple questions Perform simple tests Identifying and classifying Gather and record data		Animals including humans: Animals have offspring which grow into adults. Basic needs of survival inc. water, food and air. The importance of a healthy lifestyle- exercise, hygiene and diet Plants Find out and describe how plants need water, light and a suitable temperature to grow Electricity Identify common appliances that run on electricity Working Scientifically: Ask simple questions Identifying and classifying Observe closely, using equipment Perform simple tests Suggest answers Gather and record data		Uses of everyday materials: Identify and compare suitability of a variety of materials for particular uses Changing shape of materials by squashing, bending and twisting Working Scientifically: Ask simple questions Identifying and classifying Observe closely, using equipment Perform simple tests Suggest answers Gather and record data	
STEM	African jewellery and shields		Painting and mixed media: Life in colour		Make a functioning lighthouse	
History	Significant individual who has contributed globally: Nelson Mandela - <i>continuity & change</i> Respecting similarities and differences		Significant local people: Beatrix Potter - <i>similarity & difference</i> What was it like to live in Victorian times? Child workers/school The Great Fire of Gateshead The Great Stink		Significant local people: Grace Darling - <i>similarity & difference</i> William Woodhave/RNLI - <i>continuity and change</i> Seaside holidays - <i>similarity & difference</i>	
Geography	Would you like to live in a hot or cold place? Name and locate the seven continents on a world map.		Why is Our World Wonderful?		What is it like to live at the coast?	

	<p>Locate the North and the South Poles on a world map. Locate the Equator on a world map. Describe some similarities and differences between the UK and Kenya. Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map.</p> <p>(Places and locations) Physical & human development & change: Contrasting localities Kenya compared to Jarrow Weather and climate in relation to the Equator Life styles (inc. empathy): Masaii</p> <p>Geographical skills: -Mapping skills</p> <p>Use simple 4-point compass directions. Explore Africa on a map and locate specific countries on a map and recreate a flag and identify meaning.</p> <p>Story book (cross curricular): Masaii and I</p>	<p>Identify and locate characteristics of the UK on a map. Identify human and physical features. Locate human and physical features on a world map. Explain the difference between oceans and seas. Name and locate the five oceans on a world map. Use an aerial photograph to draw a simple sketch map. Collect data by sketching findings on a map and completing a tally chart. Present their findings in a bar chart</p> <p>Physical geographical change: The effects of seasonal changes upon landscape</p> <p>Story book (cross curricular): Glorious Gardens pop-up book. Extraordinary Gardens.</p>	<p>Name and locate the seas and oceans surrounding the UK in an atlas. Label these on a map of the UK. Describe the location of the seas and oceans surrounding the UK using compass points. Define what the coast is. Locate coasts in the UK. Name some of the physical features of coasts. Explain the location of UK coasts using the four compass directions. Name features of coasts and label these on a photograph. Identify human features in a coastal town. Describe how people use the coast. Follow a prepared route on a map. Identify human features on the local coast. Record data using a tally chart. Represent data in a pictogram. Describe how the local coast has been used.</p> <p>(Places and locations)Physical geographical change: Coastal landscapes - human and physical features. Geographical skills: -Mapping skills Use aerial photographs to identify landmarks and basic landmarks and human/physical features. Create a simple map with symbols and a key. Use directional language to describe the location of features/routes on a map. Story book (cross curricular): Lighthouse Keeper's Lunch.</p>
Art	<p>Stephen Njenga Discuss pieces of art and give opinions on likes and dislikes.</p>	<p>Van Gogh Kapow- Painting and mixed</p>	<p>Natalie Pascoe Adding materials to paint to give different textures- seaside scene</p>

	Kapow-Craft & Design Map it out		media: Life in colour		Sculpture and 3D: Clay houses	
DT	Kapow-Structures: Design a stable chair		Textiles: Design and make a pouch	Design and technology Unit: Food: A balanced diet		Mechanisms: Making a moving monster
Computing	Basic Skills Log on and off independently from a range of programs. Improve keyboard skills - to continue throughout the year. Computing systems and networks - IT around us	Creating media - Digital photography	Creating media - Making music	Data and information - Pictograms	Programming A - Robot algorithms	Programming B - An introduction to quizzes
PE	REAL Dance	Gymnastics	Cricket	Football	REAL PE	Tennis
French	N/A					
Music	African folk songs Djembe drumming Singing with Laura Parkin Kapow Call and response (Theme: Animals) Kapow Tempo (Theme: Snail and mouse)		Kapow Singing (Theme: On this island) Kapow Contrasting dynamics (Theme: Space) Singing with Laura Parkin		Seaside Shanties Kapow Structure (Theme: Myths and legends) Pitch (Theme: Musical Me) Singing with Laura Parkin	
PSHE You, Me and the World	Operation Encompass x 3 lessons Wellbeing Consent Kidsafe	Kidsafe	Families Similarities/differences Caring for one another Rules including British Values	Money Jobs Environmental /current affairs	Health and safety People who can help	First Aid Transitions (life events and transition to KS2)

Global links	<p>Awareness raising- compose and ask thought provoking questions at the zoo surrounding enrichment activities and animal quality of life.</p> <p>Use of Google Earth</p>	<p>Which countries did some of our common non-native wild plants come from?</p> <p>e.g. willow herb</p> <p>speedwell</p> <p>evening primrose</p> <p>giant hogweed - issues with sap burning skin</p> <p>Rhododendron - issues with taking over areas and being very invasive</p> <p>Japanese knotweed etc.</p> <p>Impact of these on native species</p>	<p>Cleanliness of sea and beach - arrange a beach litter pick.</p> <p>First recognised lifeboat RNLI</p> <p>Position of St Paul's Monastery and church and links to other areas - Monkwearmouth, Monkton and Bede's trips to York and The Holy Island of Lindisfarne.</p>
Career links	<p>Jobs with animals - link to class trip Kirkley Hall Zoo.</p> <p>Music teacher - Laura Parkin</p>	<p>Gardening jobs</p> <p>That History Guy</p>	<p>Jobs with the church</p> <p>The role of RNLI</p> <p>Jobs in the electronic industry</p>