

Year 2 Long Term Plan

1. Autumn
2. Spring
3. Summer



“Learn. Believe. Achieve.”
Resilient, Persistent, Self-Motivated, Creative
Risk Takers, Good Citizens, Entrepreneurial

	Maths <i>Herts suggested</i>	English <i>Herts suggested</i>	Science	Computing	Art	DT	Geography	History	Music	Performing Arts	
Year 2	Term 1: securing fluency to 20; place value - making tens/regrouping 2digit numbers; counting on and back in 1s and 10s; representing, ordering, comparing numbers to 100, incl. quantities for measure; estimation and magnitude; mental addition/subtraction to 20; complements of 10/100 (incl. measure); add/subtract mentally; finding part or whole unknown; money (combinations/change) comparison; different scales	Term 1 Narrative: Traditional Tales – Fairy tales Non-Fiction: - Explanations - Recount Poetry: Calligrams	Working Scientifically - practical learning at every opportunity Living Things and their Habitats - dead vs alive - habitats/micro-habitats - food chains	Using Technology Safely	Cultural Understanding	Cultural Understanding	Cultural Understanding	Cultural Understanding	Cultural Understanding	Mime Project: Whole Body Expression Express emotion through whole body expressions	
	Term 2: Statistics (block graphs/pictograms/tables/tally charts); written addition/subtraction method; commutativity in addition; addition/subtraction problem solving; time (o'clock/half past/quarter past/quarter to/estimating/ordering/comparing); doubling and halving incl. money; 2/5/10 times tables; counting in 3s; multiples and repeated addition; groups; product; multiplication problem solving; division incl. remainders	Term 2 Narrative: - stories with recurring literary language Non-Fiction: Report Poetry: Calligrams	Plants - seeds and bulbs - water, light and temperature Animals, including Humans - offspring - survival needs - exercise, healthy eating, hygiene	Wider World Project - explore how computing is used in the outside world	Tints and Tones Paint Project - explore tint and tones through the work of an artist	Textiles Product Project - cut, shape, join a wide range of textiles	Geocaching Project - explore maps and directions Our Planet Project - continents - oceans - hot/cold areas	Geocaching Project - explore maps and directions Our Planet Project - continents - oceans - hot/cold areas	Famous Event Project - significant event beyond living memory Famous Person Project - significant individual with INTERNATIONAL achievements	Singing Project - use voices percussively - chants - rhymes Instrument Project - tuned instruments - pitch/tempo - well-known songs	Drama Project: Improvisation in Response to Objects Practise unrehearsed performance
	Term 3: Fractions (halves/quarters/thirds/three quarters of shapes and amounts); Equivalent fractions; time to nearest 5 mins/ problem solving for all operations incl. fractions; multiplication/division; classifying/sorting 2D and 3D shapes; mental calculation review; geometry (sequencing/ rotation/right angles; place value; written calculation review	Term 3 Narrative: Traditional Tales – myths/ creation stories Non-Fiction: - Instructions - Explanations Poetry: Take one poet	Use of Everyday Materials - suitability for particular uses - changing solid shapes	Email Project - sharing information safely	Papier Mache Sculpture Project - texture form and space through the work of an artist	Levers Project - explore and use levers and sliders	World Project - compare and contrast a small area of the world with a non-European country	World Project - compare and contrast a small area of the world with a non-European country	My Country Project - changes within living memory - aspects of change in national life	Story Project - compose music using graphical notation - dynamics - tempo	Stomp Project: Using Percussion Use percussion/ rhythm/ timbre/ dynamics/ tempo in performance

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Year	RE	PSHCE	PE
2	Herts Scheme Christianity Islam	Jigsaw Scheme	
Autumn 1	<i>Symbols and Actions; Beliefs and Practice. Muslim prayers and actions</i>	Being me in my own world – class charter; hopes and fears for the year	- Ball Skills - Gymnastics
Autumn 2	<i>Prayer, Worship and Reflection; Ultimate Questions: Festivals of Light/Christmas</i>	Celebrating Difference – valuing differences	- Ball Skills - Gymnastics
Spring 1	<i>Prayer, Worship and Reflection; Identity and Belonging: giving thanks to God/visiting a place of worship</i>	Dreams and Goals – working co-operatively	- Invasion Games - Movement to Music
Spring 2	<i>Prayer, Worship and Reflection; Identity and Belonging: Ultimate Questions: Easter/ Shabbat/Passover/Lord's Prayer</i>	Healthy Me – making healthy snacks	- Striking and Fielding - Movement to Music
Summer 1	<i>Human Responsibility and Values – whose community?</i>	Relationships – resolving conflicts	- Athletics - Swimming
Summer 2	<i>Justice and Fairness; Ultimate Questions: showing care and concern/ Big questions about God</i>	Changing Me – talk about changes and differences regarding myself and others	- Athletics and Sports Day Activities - Swimming

Rights Respecting School Articles		
<p>Article 1 Everyone under 18 has these rights.</p> <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> <p>Article 3 All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.</p> <p>Article 4 The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.</p> <p>Article 5 Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.</p> <p>Article 6 You have the right to be alive.</p> <p>Article 7 You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).</p> <p>Article 8 You have the right to an identity – an official record of who you are. No one should take this away from you.</p> <p>Article 9 You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.</p> <p>Article 10 If you live in a different country than your parents do, you have the right to be together in the same place.</p> <p>Article 11 You have the right to be protected from kidnapping.</p> <p>Article 12 You have the right to give your opinion, and for adults to listen and take it seriously.</p> <p>Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.</p> <p>Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p>	<p>Article 15 You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.</p> <p>Article 16 You have the right to privacy.</p> <p>Article 17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.</p> <p>Article 18 You have the right to be raised by your parent(s) if possible.</p> <p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p> <p>Article 20 You have the right to special care and help if you cannot live with your parents.</p> <p>Article 21 You have the right to care and protection if you are adopted or in foster care.</p> <p>Article 22 You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.</p> <p>Article 23 You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.</p> <p>Article 24 You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.</p> <p>Article 25 If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.</p> <p>Article 26 You have the right to help from the government if you are poor or in need.</p> <p>Article 27 You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.</p> <p>Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p>	<p>Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p> <p>Article 30 You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.</p> <p>Article 31 You have the right to play and rest.</p> <p>Article 32 You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.</p> <p>Article 33 You have the right to protection from harmful drugs and from the drug trade.</p> <p>Article 34 You have the right to be free from sexual abuse.</p> <p>Article 35 No one is allowed to kidnap or sell you.</p> <p>Article 36 You have the right to protection from any kind of exploitation (being taken advantage of).</p> <p>Article 37 No one is allowed to punish you in a cruel or harmful way.</p> <p>Article 38 You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.</p> <p>Article 39 You have the right to help if you've been hurt, neglected or badly treated.</p> <p>Article 40 You have the right to legal help and fair treatment in the justice system that respects your rights.</p> <p>Article 41 If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.</p> <p>Article 42 You have the right to know your rights! Adults should know about these rights and help you learn about them, too.</p> <p>Articles 43 to 54 These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.</p>