

Jennett's Park Primary School - Year 2 Long Term Plan 2025-26						
Topic	Great Fire of London		Castles		Under the sea	
WOW, trips, resources	Theatre Visit Burn Tudor houses		Windsor castle trip Sir Teachalot			
Literacy	<u>Writing to entertain:</u> Setting description: see, hear, feel during the Great Fire of London <u>Writing to entertain</u> Diary entry: Write a diary in the perspective of Thomas Farriner	<u>Writing to inform</u> Non-chron reports: About the Great fire of London <u>Writing to entertain</u> Fiction – narrative: Linked to Polar Express. Child finds themselves on the Polar Express- what happens to them?	<u>Writing to persuade</u> Letters persuading crayons to come back <u>Writing to inform</u> Biography Create a biography about King Charles III	<u>Writing to entertain</u> Fiction – narrative Based on Barnabus Project (create a creature that was with Barnabus, retelling their escape, or the crew could go on another adventure) <u>Writing to entertain</u> Fiction – character description Create own character for Barnabus project and describe them <u>Writing to inform</u> Recount Following school trip to Windsor Castle	<u>Writing to entertain</u> Fiction – narrative creating a new 'Flat Stanley' adventure. <u>Writing to inform: non chron report</u> on chosen sea creature	<u>Writing to entertain</u> Created setting descriptions based from The Enchanted Wood <u>Writing Instructions:</u> Recipes- how to make your favourite wrap or sandwich
Maths	<u>White Rose</u> Place value Addition and Subtraction	<u>White Rose</u> Addition and Subtraction Shape	<u>White Rose</u> Money Multiplication and Division	<u>White Rose</u> Length and Height Mass, Capacity and Temperature	<u>White Rose</u> Fractions Time	<u>White Rose</u> Statistics Position and Direction
Science Investigations	Focus- Animals Including Humans- Growth	Focus- Living Things and Their Habitats around the world	Focus- materials and their properties	Focus- Plants	Focus- Living Things and Their Habitats	Focus- Animals Including Humans- Life Cycles
	- Describe the needs of animals for survival. - Describe the needs of humans for survival. - Explore the importance of	- Learn about habitats. - Appreciate that environments are constantly changing. - Explore the rainforest and its problems.	- Identify different materials and their uses - Understand how to select the right materials to build a bridge	- Know the difference between seeds and bulbs - Design an experiment to find out what plants need to grow - Describe what plants need to grow and stay healthy	- Compare the differences between things that are living and dead - Things that have never been alive - Identify and name a variety of	- Learn how to order the stages of the human life cycle - Describe the stages of life from adulthood to old age

	eating the right food. - Describe what a healthy balanced diet looks like - Investigate the impact of exercise on our bodies Investigate the importance of hygiene	- Describe life in the ocean. - Discover the artic and Antarctic habitat. - Create a model of a habitat.	- Explore and test the stretchiness of material - Understand materials can change their shape by twisting, bending, squashing or stretching - Explore how materials and suitable for different purposes	- Describe the life cycle of a plant - Observe and record the growth of plants over time - Understand that plants adapt to suit their habitat.	plants and animals in a microhabitat. - Design a suitable microhabitat where living things can survive - Find out what animals eat to survive in their habitats	- Learn how to match offspring to their parent - Explore the life cycle of a chicken - Describe the life cycle of a butterfly - Explore the life cycle of a frog. -
Art ▪ Drawing	Artist – David Best Media – Tissue paper collage Oil pastels for fire effects Focus – Great Fire of London houses, collage, fire	Artist – Paul Klee - Castle and Sun Media – Drawing Focus – Portraits (inside castles, could look at our current queen’s portraits?)	Artist – Vincent Van Gogh- Fishing Boats on the Beach Media – drawing and water colour paints. Focus – Seaside			
▪ Sculpture						
▪ Painting						
Design Technology	Focus – Making London Tudor houses Evaluate – Materials that houses are or were made from Design and Make – Own London houses	Focus – Make a castle Evaluate – How castles were built, what makes them strong and safe from attack Design and Make – Our own trebuchet or other weapon for the castle	Focus – Sea Life moving scene Evaluate – How they move Design and Make – Making under the sea creatures, back drop with moving parts			
Cooking and Nutrition	Focus – Tudor bread recipe Evaluate – Differences in the bread recipes Design and Make – Baking bread (Tudor bread recipe)		Focus – Foods from around the world Evaluate – Which foods are from which countries Design and Make – Designing and making food from around the world			
Computing	Digital Literacy • Know how to use a web browser to navigate websites effectively when doing internet research. • Search for sensible, suitable images online and insert them into a document.	Information Technology • Make word processed documents combining images with text. • Change the appearance of text so it matches a document’s theme.	Computer Science – programming with Kubo • Write and share simple algorithms for others to follow. • Debug programmes with a little support so that they run correctly.			

	Know rules for staying safe online and why they must be followed.	Use and combine a variety of brush style and painting tools to create a picture.	
Geography Maps and Atlases	Focus – London Locate London Compare London then/now. Look at landmarks including river. Using photographs and maps recognise landmarks, human and physical features. Create own simple maps of London using a simple key.	Focus – Castles Castles of the UK -England, Scotland, N.Ireland and Wales Physical - Where were castles usually built? Why? Different physical features of the land. Locate castles on a map	Focus – Seaside/ Under the Sea (tbc) Physical and human features of beaches and coastal towns around England Locate the five oceans of the world Identify animals that live in each ocean
Locational knowledge			
The world's seven continents and five oceans			
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas			
Place knowledge			
Human and physical geography			
History Skills	Focus – Events beyond living memory: Great Fire of London - History of London (conditions, how they lived) - Sequence of events Introduction of a fire service to the UK	Focus – Lives of significant individuals - Comparisons between time periods of reigning royalty compared to our King today - Primary and Secondary sources to research information - How was life different for 2 differing time periods? - Castles and how they have changed over time	Focus- Seaside holidays - How holidays have changed since Victorian times - Traditional seaside entertainment - Clothing worn during this time period
To use primary resources to make explanations about the past			
Changes within living memory.			
Events beyond living memory			
Lives of significant individuals			

Significant historical events, people and places in their own locality						
PE	<u>GetSet4PE</u> Unit-Fundamentals: - To explore how the body moves at different speeds. - To develop changing direction and dodging. - To develop balance, stability and landing safely. - To explore jumping, hopping and skipping actions. - To develop co-ordination and combine jumps. Unit- Gymnastics: - To perform gymnastics shapes and link them together. - To use shapes to create balances. - To link travelling actions and balances using apparatus. - To show different shapes, take offs and landings when jumping. - To develop rolling and sequence building.	<u>GetSet4PE</u> Unit-Yoga: - To copy and repeat yoga poses. - To understand strength in yoga poses. - To understand how flexibility helps the body and how we can improve it through yoga. - To copy and remember poses, linking them together into a flow. - To create, perform and teach yoga poses to their peers. Unit-Fitness: - To learn how to run for a long time. - To develop jumping in a long rope using timing. - To develop co-ordination in individual skipping. - To develop stamina and change of direction. - To explore exercises to develop strength. - To develop agility, balance and co-ordination.	<u>GetSet4PE</u> Unit-Dance: - To remember, repeat and link actions to a dance story. - To explore how different movement can show ideas and feelings. - Use counts of 8 to help stay in time with the music. - To copy, remember and repeat actions to show different characters. Unit-Ball Skills: - To roll a ball to hit a target. - To learn how to stop a rolling ball. - To develop dribbling a ball with your feet. - To develop kicking a ball. - To develop skills to effectively catch and pass a ball. - To explore how to dribble a ball with our hands.	<u>GetSet4PE</u> Unit-Athletics: - To run fast and develop what skills we need to sprint. - To develop jumping further distances. - To develop jumping higher. - To explore how to throw for distance. - To develop skills to throw accurately. - To select and apply knowledge and technique in an athletics carousel. Unit-Sending and Receiving: - To roll a ball towards a target. - To track and receive a rolling ball. - To send and receive a ball with your feet. - To develop catching skills. - To develop throwing and catching skills. - To send and receive a ball using a racket.	<u>GetSet4PE</u> Unit-Team building: - To understand and follow instructions, working as part of a team. - To co-operate and communicate in a small group to solve challenges. - To communicate clearly and build trust. - To work with my group to copy and create a map. Unit-Invasion Games: - To understand possession and how to support a teammate. - To understand scoring as an attacking skill and explore ways to do it. - To understand that stopping goals is a defending skill and explore ways to do this. - To explore how to gain possession. - To understand marking an opponent as a defending skill. - To apply simple tactics for attacking and defending.	<u>GetSet4PE</u> Unit-Striking and Fielding: - To move quickly and track and collect a ball. - To develop underarm throwing and catching to field a ball. - To develop overarm throwing to limit a batters score. - To develop hitting for distance to help score more points. - To understand how to get a batter out. - To understand the rules and play fairly. Unit-Net and Wall Games: - To use the ready position to defend space. - To develop returning a ball with hands, - To play against a partner. - To develop racket skills and return a ball. - To develop returning a ball using a racket. - To play against an opponent using a racket.
RE	UC- God	UC- Incarnation	DRE Unit Theme: Prayer at Home	UC- Salvation	DRE Unit	DRE Unit Theme: Hajj

	Key Question: What do Christians believe God is like? Digging Deeper unit 1.1	Theme: Christmas Key Question: Why does Christmas matter to Christians? DIGGING DEEPER unit 1.3	Key Question: Does Praying at regular intervals help a Muslim in his/her everyday life? Link to: Key Question: Does going to a Mosque give Muslims a sense of belonging?	Theme: Easter Key Question: Why does Easter matter to Christians? DIGGING DEEPER unit 1.5	Theme: Community and Belonging Key Question: Does going to the Mosque give Muslims a sense of belonging?	Key Question: Does completing Hajj make a person a better Muslim?
PSHE	<u>Families and Relationships</u> -To explain what family means to them - To understand that all families are different and unique. -To recognise different emotions and what these may look like. -To understand how to respond kindly to others. -To explore what friendship means. -To explore how to deal with disagreements with our friends. -To understand why using our manners is important. -To understand how change can impact us. -To identify strategies that we can use when we feel upset. <u>Fire Safety</u> -To explain how to keep safe around fire -To explain the risks associated with fire, exploring ways to prevent fires	<u>Health and Wellbeing</u> -To describe a range of different feelings and identify how our bodies might feel or look. -To describe strategies, we can use when feeling sad, angry, excited, tired etc. -To understand why exercise is important. -To describe our strengths and what we are good at. -To identify things that we find challenging and set goals to help us improve at these. -To understand and explain why it is important to eat healthy -To identify healthy and unhealthy foods -To name the 5 food groups -To identify foods within each of the groups -To understand the importance of fruit and vegetables -To understand how to look after our teeth.	<u>Economic Wellbeing</u> -To understand what money is and what we need it for. -To identify different needs and wants. - To explain the difference between wants and needs - To understand what a bank account is. - To explain how we can use bank accounts to look after our money. - To identify different skills that we have to help us think about jobs we might like to do.	<u>Citizenship</u> -To understand the importance of rules. -To understand ways to look after the school environment. -To explain some of the different ways to show respect towards others and equipment. -To recognise how different people have in looking after the environment. -To explain the different roles that people have in the community. -To recognise similarities and differences between people. -To identify the ways that we are different and the same as others in our class. -To explain what democracy is. -To describe some of the ways that we show democracy at school.	<u>Staying safe and how we change</u> -To understand what the internet is, what we use it for and how it can help us. -To describe and name some of the ways that we can stay safe when using the internet. -To understand the differences between secrets and surprises. - To describe how we can keep our information private when using the internet.	<u>Staying safe and how we change</u> -To name the different parts of the body using the correct vocabulary. -To explore the PANTS rule and understand what each letter of the rule stands for. -To understand how to stay safe when near roads. -To understand how to stay safe when crossing the road. -To name some of the rules we should follow to stay safe. -To understand what medicine is and explain some of the rules to take it safely. -To name the people allowed to give us medicine.
Music ■ Singing songs and speaking chants and rhymes	Sing Up – Tony Chestnut	Sing Up – Carnival of the animals	Sing Up – Grandma Rap Listening to medieval music, what can we hear?	Sing Up – Orawa Sing Up – Trains	Sing Up – Swing along with Shostakovich Sing Up – Charlie Chaplin	Sing Up – Tanczomy labada

▪ play tuned and untuned instruments musically		Sing Up – Composing music inspired by birdsong.				Seaside entertainment (oh I do like to be beside the seaside..., music boxes)
▪ listen with concentration and understanding to a range of high-quality live and recorded music		Christmas Concert performance				
▪ experiment with, create, select and combine sounds using the inter-related dimensions of music						