Our Lady & St Paul's R.C. Primary School,

A Voluntary Academy

"If I am without love, I am nothing." 1 Corinthians 13

Year 2 Long Term Plan 2025/2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religious Education	**Beginnings** The many beginnings each day offers God is present in every beginning **Signs and Symbols**- Experience of signs and symbols **World Religions – Islam**	**Signs and Symbols** Signs and symbols used in Baptism **Preparations** Preparing for special times Advent four weeks of preparation for the celebration of Jesus at Christmas	**Books** About the different books used at home and in school The books used in Church on Sunday by the parish family **Thanksgiving** Different ways to say thank you **World Religions - Judaism**	**Thanksgiving** The Eucharist: the parish family thanks God for Jesus **Opportunities** Each day offers opportunities for good Lent, the opportunity to turn towards what is good in preparation for Easter	**Spread The Word** Passing on messages -Pentecost, spreading the Gospel message through the gift of the Holy Spirit **Rules** How rules can help at home and in school The reasons for rules in the Christian family **World Religions – Hinduism**	**Rules** How rules can help at home and in school The reasons for rules in the Christian family **Treasures** **CAFOD Unit**
CARITAS Theme	We are all different and amazing	We look after and care for each other	We celebrate together	Fair shares for all	Who needs our help?	Finding my special job
RHE	**Created and Loved by God** Religious understanding Me, my body, my health		**Created to Love Others** Religious understanding Personal relationships		**Created to Live in Community** Religious understanding Living in the Wider World	

	Emotional Well-being Life Cycles		Keeping safe			
English	**Text** Little Red Riding Hood **Genre** Traditional Tale **Toolkit** Openings/ endings **Writing outcome** Innovation	**Text** The owl who was afraid of the dark (shortened) **Genre** Tale of Fear **Toolkit** Description **Writing outcome** The XX who was afraid of the XX (mouse afraid of cheese, shark afraid of sea etc)	**Text** Odd Dog Out **Genre** Rags to riches **Toolkit** Character **Writing outcome** Odd XX Out	**Text** Pigs Might Fly by Jonathan Emmett (shortened) **Genre** Traditional Tale - sequel **Toolkit** Action **Writing outcome** Sequel to trad tale	**Text** Traction Man **Genre** Adventure **Toolkit** Action **Writing outcome** A new adventure for Traction Man	**Text** The snail and the whale **Genre** Quest **Toolkit** Settings **Writing outcome** A new animal quest
	Text Recount letter from grandma **Genre** Recount **Toolkit** Recount	**Text** Keeping safe **Genre** Information/Persuasion **Toolkit** Persuasive Information		**Text** Visit/Event Recount **Genre** Recount **Toolkit** Recount **Writing outcome** Real event recount	**Text** All about Foxes **Genre** Information **Toolkit** Information **Writing outcome**	**Text** How to Save a Whale **Genre** Instructions **Toolkit** Instructions

	Writing outcome Recount letter from the wolf	**Writing outcome** Innovated keeping safe			All about Caterpillars or butterflies.	**Writing outcome** Instructions
Maths	**Place Value** **Step 1** Numbers to 20 **Step 2** Count objects to 100 by making 10s **Step 3** Recognise tens and ones **Step 4** Use a place value chart **Step 5** Partition numbers to 100 **Step 6** Write numbers to 100 in words **Step 7** Flexibly partition numbers to 100 **Step 8** Write numbers to 100 in expanded form **Step 9** 10s on the number line to 100 **Step 10** 10s and 1s on the number line to 100 **Step 11** Estimate numbers on a number line **Step 12** Compare objects **Step 13** Compare numbers **Step 14** Order objects and numbers **Step 15** Count in 2s, 5s and 10s **Step 16** Count in 3s **Addition and Subtraction**		**Money** **Step 1** Count money - pence **Step 2** Count money - pounds (notes and coins) **Step 3** Count money - pounds and pence **Step 4** Choose notes and coins **Step 5** Make the same amount **Step 6** Compare amounts of money **Step 7** Calculate with money **Step 8** Make a pound **Step 9** Find change **Step 10** Two-step problems		**Fractions** **Step 1** Introduction to parts and whole **Step 2** Equal and unequal parts **Step 3** Recognise a half **Step 4** Find a half **Step 5** Recognise a quarter **Step 6** Find a quarter **Step 7** Recognise a third **Step 8** Find a third **Step 9** Find the whole **Step 10** Unit fractions **Step 11** Non-unit fractions **Step 12** Recognise the equivalence of a half and two quarters **Step 13** Recognise three-quarters **Step 14** Find three-quarters **Step 15** Count in fractions up to a whole	

Step 1 Bonds to 10

Step 2 Fact families - addition and subtraction bonds within 20

Step 3 Related facts

Step 11 Subtract from a 10

Step 12 Subtract a 1-digit number from a 2-digit number (across a 10)

Step 13 10 more, 10 less

Step 1 Recognise 2-D and 3-D shapes

Step 2 Count sides on 2-D shapes

Step 3 Count vertices on 2-D shapes

Step 4 Draw 2-D shapes

Step 5 Lines of symmetry on shapes

Step 6 Use lines of symmetry to complete shapes

Step 7 Sort 2-D shapes

Step 8 Count faces on 3-D shapes

Step 9 Count edges on 3-D shapes

Step 10 Count vertices on 3-D shapes

Step 11 Sort 3-D shapes

Step 12 Make patterns with 2-D and 3-D shapes

Shape

Step 15 Add two 2-digit numbers (not across a 10)

Step 16 Add two 2-digit numbers (across a 10)

Step 17 Subtract two 2-digit numbers (not across a 10)

Step 18 Subtract two 2-digit numbers (across a 10)

Step 19 Mixed addition and subtraction

Step 20 Compare number sentences

Step 21 Missing number problems

Multiplication and Division

Step 1 Recognise equal groups

Step 2 Make equal groups

Step 3 Add equal groups

Step 4 Introduce the multiplication symbol

Step 5 Multiplication sentences

Step 6 Use arrays

Step 7 Make equal groups – grouping

Step 8 Make equal groups – sharing

Step 9 The 2 times-table

Step 10 Divide by 2

Step 11 Doubling and halving

Step 12 Odd and even numbers

Step 13 The 10 times-table

Step 14 Divide by 10

Step 15 The 5 times-table

Step 16 Divide by 5

Step 17 The 5 and 10 times-tables

Length and height

Step 1 Measure in centimetres

Step 2 Measure in metres

Step 3 Compare lengths and heights

Step 4 Order lengths and heights

Step 5 Four operations with lengths and heights

Mass, capacity and temperature

Time

Step 1 O'clock and half past

Step 2 Quarter past and quarter to

Step 3 Tell time past the hour

Step 4 Tell time to the hour

Step 5 Tell the time to 5 minutes

Step 6 Minutes in an hour

Step 7 Hours in a day

Statistics

Step 1 Make tally charts

Step 2 Tables

Step 3 Block diagrams

Step 4 Draw pictograms (1-1)

Step 5 Interpret pictograms (1-1)

Step 6 Draw pictograms (2, 5 and 10)

Step 7 Interpret pictograms (2, 5 and 10)

			Step 1 Compare mass **Step 2** Measure in grams **Step 3** Measure in kilograms **Step 4** Four operations with mass **Step 5** Compare volume and capacity **Step 6** Measure in millilitres **Step 7** Measure in litres **Step 8** Four operations with volume and capacity **Step 9** Temperature		**Position and direction** **Step 1** Language of position **Step 2** Describe movement **Step 3** Describe turns **Step 4** Describe movement and turns **Step 5** Shape patterns with turns	
Science	**living things and their habitats** Explore and compare the differences between things that are living, dead and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.	**Uses of every day materials:** Investigate if the shape of solid objects can be changed by squashing, bending, twisting and stretching. Research about people who have developed new materials, for example John Dunlop, Charles Macintosh or John McAdam. Properties of materials that make them suitable or unsuitable for particular purposes e.g. hard, soft, shiny, and transparent.	**Food chains** Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Find out about and describe the basic needs of animals, including humans, for survival (water food and air)	**Animals including Humans** Notice that animals, including humans, have offspring that grow into adults Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. Identify and name a variety of plants and animals in their habitats, including micro habitats	**Plants** Observe and describe how seeds and bulbs grow. investigate plants needs e.g. water, light and temperature Understand how plants grow and stay healthy. Identify and name a variety of plants and animals in their habitats, including micro habitats	**Plants** Observe and describe how seeds and bulbs grow. investigate plants needs e.g. water, light and temperature Understand how plants grow and stay healthy.

Working Scientifically:	Working Scientifically: Throughout the year the children will develop their scientific skills and knowledge through practical investigations by; -asking questions -making predictions -setting up tests -observing and measuring -recording data -interpreting and communicating results -evaluating					
Computing	**Online Safety** I know what happens to information posted online. To know how to keep things safe and private online. To explain what should be done before sharing information online. To explain why I have the right to say no and deny permission. To learn strategies that will help me decide if something I see online is true or not.	**International space station** To understand how computers help humans survive in space -To create a drawing of essential items for life in space -To understand the role of sensors on the ISS- warmer, colder -To create an algorithm for growing a plant in space -To input data onto a computer	**Algorithms and debugging** To use a game to predict algorithms used dinosaur game To understand that computers can make predictions To plan an algorithm that will solve a problem – through a maze To understand what abstraction is- making maps To understand what debugging is and practice with objects (Lego)	**Word processing** learn the layout of a keyboard and practice typing, use Word and shortcuts. Understand how to add images to a document Develop research skills using the internet Understand how to stay safe when talking to people online	**Programming ScratchJr** To explore the program ScratchJr and create the following: create an animation make a musical instrument To follow an algorithm and program a joke Online safety lesson	**Stop motion** -To understand what stop motion animation is -To plan a stop motion animation with characters -To create the beginning of their stop motion animation -To create a stop motion animation with two characters in it -At the Movies- to watch and discuss their animations

			Online safety lesson			

History or Geography	History **The Great Fire of London** - Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London) - Chronology of Great Fire of London. Place it and the events of the fire in chronological order. - What were the similarities and differences between life in 1666 and present day	Geography **Our Local Area:** - Human and Physical features of small area of the UK (Heywood) - UK's 4 countries and capital cities - Weather patterns in the UK. - Use maps, atlases, globes to identify the UK. - Compass directions, locational and directional language on a map. Aerial photographs and plan perspectives to recognise landmarks in Heywood.	History **Florence Nightingale** **Mary Seacole** - The lives of significant individuals in the past - When did FN & MS live? Look at a timeline – chronology. - Who was Mary Seacole and what is her legacy? - Who was Florence Nightingale and what is her legacy? - Use of historical sources – pictures accounts newspapers paintings	Geography **Continents and Oceans** - 7 continents and 5 oceans. - Use maps, atlases, globes to identify continents and oceans. - Locating hot and cold places in relation to the Equator, North and South Pole. - Aerial photographs and plan perspectives to recognise landmarks throughout the world. Compass directions, locational and directional language	History **Victorian Mills** - Significant historical events & people and places in our own locality. - The rise of the Mills in Victorian Manchester and the creation of the CO-OP. - What are the Victorians? Chronology on a timeline. - Use of historical sources – pictures accounts newspapers paintings	Geography **Rio De Janeiro** - Human and Physical features of a contrasting Non-European country (Rio) - Weather patterns in Rio. - Compare with Heywood. - Aerial photographs and plan perspectives to recognise landmarks within Rio de Janeiro. Compass directions, locational and directional language on a map.

	2020? Change in national life. - The lives of significant individuals in the past - Samuel Pepys - Understand the importance of the Great Fire of London. - Use different historical sources e.g. images, paintings, newspaper articles to find out about the Great Fire of London.		.	on a map.		

Art & Design Or Design & Technology	Art & Design	DT	Art & Design	DT	Art & Design	DT
	Drawing (tell a story) – pattern, texture and tone. To develop a range of mark making techniques. To explore and experiment with mark-making to create textures. To develop observational drawing. To understand how to apply expressions to illustrate a character. To develop illustrations to tell a story. Artists: - Quentin Blake -	**Mechanisms – creating a fairground wheel** To explore wheel mechanisms and design a wheel. To select appropriate materials. To build and test a moving wheel. To make and evaluate a structure with a rotating wheel.	**Painting and Mixed media – Life in colour** • Name the primary and secondary colours. • Try different tools to recreate a texture and decide which tool works best. • Show they can identify different textures in a collaged artwork. • Try different arrangements of materials, including overlapping shapes.	**Textiles** **Pouches** To sew a running stitch. To use a template. To join fabrics using a running stitch. To decorate a pouch using fabric glue or stitching. **Topic links:** **Sci** – Living things and their habitats	**Sculpture and 3D – Clay houses** • Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. • Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. • Roll a smooth tile surface. • Join clay shapes and make marks in the tile surface to create a pattern. • Draw a house design and plan how to create the key features in clay.	**Structures** To explore the concept and features of structures and the stability of different shapes. To explore strength in different structures. To understand that the shape of the structure affects its strength. To make a structure according to design criteria. To produce a finished structure and evaluate its strength, stiffness and stability. **Topic links:** **Sci** - Plants

					• Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes. **Craft and design** • To investigate maps as a stimulus for drawing. • To develop a drawing into 3D artwork. • To develop a drawing into 3D artwork. • To develop a drawing into 3D artwork. • To develop a drawing into 3D artwork.	
Music	**Charanga** Pulse, Rhythm & Pitch	**Charanga** Playing in an Orchestra	Recorders	Music Tech Using swipe	Djembe Drums	**Charanga** Exploring improvisation

PE	Performing	Performing	Personal & social development	Personal & social development	Competing	Competing

National Curriculum objectives for English and maths are being followed throughout the year. Plans are subject to change.