

Year Two Long Term Plan 2026 – 2027

Autumn Term		Spring Term	Summer Term
Autumn One: Letters, Rhymes and Long Ago Autumn Two: Wild Worlds and Wonderful Places		Spring One: Up, Up and Away! Spring Two: Around the UK and Beyond	Summer One: The Magic of Monarchs Summer Two: Seas, Seeds and Sunshine
English (Writing)	<u>Autumn One</u> Stimulus Text: The Jolly Postman/ Poems to Perform Themes: Letters / Poetry Writing Outcomes: • Recount of holidays • Setting description • Persuasive Letter • Persuasive Poster • Narrative • Birthday card • Poem Alan Peat Sentence types: • 5 W sentences • BOBS sentences • 2 Ad sentences	<u>Spring One</u> Stimulus Text: Adventure of Egg Box Dragon Theme: Adventure Writing Outcomes: • Letter • Playscript • Diary entry • Write a new end of a story • Instructions • Character description Alan Peat Sentence types: • 2 ad sentences (two adjectives) • BOBS (but, or, because, so) • List sentences • W sentences (what)	<u>Summer One</u> Stimulus Text: The Magic Finger Theme: Classic Chapter Book Writing Outcomes: • Wanted Poster (character description) • Narrative (sequel) • Instructions • Persuasive statement • Acrostic poem Alan Peat Sentence types: • 2 ad sentences (two adjectives) • BOBS (but, or, because, so) • List sentences • W sentences (what)
	<u>Autumn Two</u> Stimulus Text: Rapunzel Theme: Fairy Tale Writing Outcomes: • Story map - oral retelling a story • Diary entry • Potion recipe (instructional) • How to defeat a witch (explanation text) • Wanted poster Alan Peat Sentence types: • 2 ad sentences (two adjectives) • BOBS (but, or, because, so) • List sentences • W sentences (what)	<u>Spring Two</u> Stimulus Text: Meerkat Mail Themes: Adventure/Environment Writing Outcomes: • Postcard • Diary • Setting description • Character description • Book Review • Fact File Alan Peat Sentence types: • 2 ad sentences (two adjectives) • BOBS (but, or, because, so) • List sentences • W sentences (what)	<u>Summer Two</u> Stimulus Text: Lila and the Rain Themes: Adventure- another culture/family Writing Outcomes: • Character description • Story Map • Setting description • Retell a familiar story • Write an alternative story • Non-Chronological Report on Kenya • Persuasive Poster Alan Peat Sentence types: • 2 ad sentences (2 adjectives) • BOBS (but, or, because, so) • List sentences • W sentences
English (Reading)	<u>Autumn One</u> Week 3: Strategy 1-Making Connection Week 4: Strategy 2-Predication Week 5: Strategy 3-Visualisation Week 6: Strategy 4-Identify important words and phrases Week 7: Strategy 5-Notice a breakdown	<u>Spring One</u> Week 1: Strategy 4-Identify important words and phrases Week 2: Strategy 5-Notice a breakdown Week 3: Strategy 6- Repair the breakdown Week 4: Strategy 7-Inference Week 5: Strategy 8: Put it all together	<u>Summer One</u> Week 1: Strategy 5-Notice a breakdown Week 2: Strategy 6- Repair the breakdown Week 3: Strategy 7-Inference Week 4: Strategy 8: Put it all together Week 5: Strategy 1-Making Connection Week 6: Strategy 2-Predication Week 7: Strategy 3-Visualisation
	<u>Autumn Two</u> Week 1: Strategy 6- Repair the breakdown	<u>Spring Two</u> Week 1: Strategy 1-Making Connection	

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	Week 2: Strategy 7-Inference Week 3: Strategy 8: Put it all together Week 4: Strategy 1-Making Connection Week 5: Assessment Week Week 6: Strategy 2-Predication Week 7: Strategy 3-Visualisation	Week 2: Assessment Week Week 3: Strategy 2-Predication Week 4: Strategy 3-Visualisation Week 5: Strategy 4-Identify important words and phrases	<u>Summer Two</u> Week 1: Strategy 4-Identify important words and phrases Week 2: Strategy 5-Notice a breakdown Week 3: Assessment Week Week 4: Strategy 6- Repair the breakdown Week 5: Strategy 7-Inference Week 6: Strategy 8: Put it all together Week 7: Transition Week
English (Spelling) Progression once completed RWI	<u>Autumn One</u> Week 2: Optional ExL List 2: Consonant Digraph & Short Vowel Review (-ck, -ch, -tch, -sh, -th) Week 3: Optional ExL List 3: Consonant Digraph & Short Vowel review (-ng, -nk, -ph, -qu, -wh) Week 4: Optional ExL List 4: 'Floss Words' & initial, final, 3-letter blend review Week 5: Step 1-Words where 'dge' makes a /j/ sound Week 6: Step 2-Words where 'ge' makes a /j/ sound Week 7: Step 3-Words where 'g' makes a /j/ sound Week 8: Step 4- Words where 'c' makes a /s/ sound before 'e', 'i' and 'y' <u>Autumn Two</u> Week 1: Step 5- Words where 'kn' and 'gn' make a /n/ sound at the beginning of words Week 2: Step 6- Challenge Words Week 3: Step 7- Words where 'wr' makes a /r/ sound at the beginning of words Week 4: Step 8- Words ending in 'le' Week 5: Step 9- Words ending in 'el' Week 6: Step 10- Words ending in 'al' Week 7: Consolidation	<u>Spring One</u> Week 1: Step 11- Words ending in 'il' Week 2: Step 12- Challenge Words Week 3: Step 13- Words where 'y' makes an /igh/ sound Week 4: Step 14- Words where '-es' is added to words ending in 'y' Week 5: Step 15- Words where '-ed' is added to words ending in 'y' Week 6: Step 16- Words where '-er' and '-est' are added to words ending in 'y' <u>Spring Two</u> Week 1: Step 17: Words where '-ing' is added to words ending in 'e' Week 2: Step 18- Challenge Words Week 3: Step 19- Words where '-er', '-est' and '-ed' is added to words ending in 'e' Week 4: Step 20- Words where '-ing' is added to single syllable words Week 5: Vowel-r; long /e/ + /r/ sound; -eer, -ere, -ear	<u>Summer One</u> Week 1: Step 21- Words where '-ed' is added to single syllable words Week 2: Step 22- Words where 'a' makes an /or/ sound Week 3: Step 23- Words where 'o' makes an /u/ sound Week 4: Step 24- Challenge Words Week 5: Step 25- Words where the digraph 'ey' makes an /ee/ sound Week 6: Step 26- Words where 'a' makes an /o/ sound Week 7: Step 27- Words where 'or' and 'ar' make an /er/ or /or/ sound <u>Summer Two</u> Week 1: -Step 28- Words where 'si' and 's' makes an /zh/ sound Week 2: Step 29- Words ending in '-ment' and '-ness' Week 3: Step 30- Words ending in '-ful' and '-less' Week 4: Step 31- Words that are homophones Week 5: Step 32- Words that are homophones or near homophones Week 6: Step 33- Words ending in '-tion' Week 7: Transition Week
Handwriting	<u>Autumn One</u> Week 2: Practising joining to the top ai, ay, ey Week 3: Practising the join from the letter e ee, ea, ey Week 4: Practising joining from the letter i ie, ide, igh Week 5: Practising the horizontal join oa, ow, oe Week 6: Practising the size and height of letters oo, ue, ew Week 7: Practising joining from the letter o oi, ou, oy <u>Autumn Two</u> Week 1-2: Practising capital letters whole Week 3: Practising joining to the letter a ea, ear, ead Week 4: Practising joining to the letter r er, ir, ur Week 5: Assessment Week Week 6: Practising the horizontal join ou, out, ow Week 7: Consolidation	<u>Spring One</u> Week 1: Practising small letters: same height and size or, aw, au Week 2: Practising joining to the letter r ar, air, are Week 3: Practising joining from the letter o ot, on, oe Week 4-5: Practising printing whole alphabet <u>Spring Two</u> Week 1: Practising joining to/from the letter c ice, ace, cel Week 2: Assessment Week Week 3: Practising writing the letter g age, dge, nge, gen Week 4: Practising the diagonal join le, el, al, il Week 5: Practising the two ways of joining the letter s sh, as, es	<u>Summer One</u> Week 1: Practising joining to the letter y ky, hy, ly Week 2: Practising joining to the letter g ting, ring, king Week 3: Reviewing the four handwriting joins kn, mb, wr, wh Week 4: Practising joining from the letter w war, wan, wap Week 5: Practising correct height and size of letters ily, ely, kly Week 6-7: Optional SATs <u>Summer Two</u> Week 1: Punctuation I'm, I'll, he's, she's Week 2: Practising joining to/from the letter i cian, sion, tion Week 3: Assessment Week Week 4: Practising joining to/from the letter s less, ness Week 5: Practising joining from the letter e er, ier, est, iest Week 6: Consolidation Week 7: Transition Week

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Mathematics	<u>Autumn One</u> Weeks 1-4: Unit 1- Unit 1: Numbers within 100 Weeks 5-6: Unit 2- Addition and subtraction of 2-digit numbers Weeks 7-8: Unit 3- Addition and subtraction word problems <u>Autumn Two</u> Weeks 1-2: Unit 4- : Length Week 3: Unit 5- Graphs Week 4: Unit 6- Multiplication and division Week 5: Assessment Week Week 6-7: Unit 6- Multiplication and division	<u>Spring One</u> Weeks 1-2: Unit 7- Time Weeks 3-4: Unit 8- Fractions Weeks 4-6: Unit 9- Addition and subtraction of 2-digit numbers <u>Spring Two</u> Weeks 1: Unit 10- Money Week 2: Assessment Week Week 3: Unit 10- Money Weeks 4-5: Unit 11- Faces, shapes and patterns; lines and turns	<u>Summer One</u> Weeks 1: Unit 11- Faces, shapes and patterns; lines and turns Week 2: Unit 12- Numbers within 1000 Weeks 3-4: Unit 13- Addition and subtraction (applying strategies) Week 5: Unit 14: Measures: Mass Weeks 6-7: Optional SATs <u>Summer Two</u> Weeks 1-2: Unit 15- Exploring calculation strategies Weeks 3-4: Unit 16- Applying multiplicative thinking Weeks 5-6: Consolidation Week 7: Transition Week
Science	<u>Autumn One</u> Animals, including humans 2 Life cycles Notice that animals, including humans, have offspring which grow into adults. <u>Autumn Two</u> 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. Identify and name a variety of plants and animals in their habitats, including microhabitats 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.	<u>Spring One</u> Animals, including humans 1 Health and survival Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <u>Spring Two</u> Living things and their habitats Habitats around the world Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	<u>Summer One</u> Uses of everyday materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <u>Summer Two</u> Plants Observe and describe how seeds and bulbs into mature Plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
Physical Education	<u>Autumn One</u> Sending and Receiving Fundamentals <u>Autumn Two</u> Dance Gymnastics	<u>Spring One</u> Team Building Ball Skills <u>Spring Two</u> Target Games Invasion Games	<u>Summer One</u> Athletics Net and Wall Games <u>Summer Two</u> Striking and Fielding Games Net and Wall Games
History	<u>Autumn One</u> How was school different in the past? <i>Exploring how schools have changed over time by comparing schools today with those from the past. Pupils use a range of historical sources to identify similarities and differences and recognise aspects of school life that have remained the same.</i>	<u>Spring One</u> How did we learn to fly? <i>Learning about the history of flight by placing significant events on a timeline and discovering the individuals who helped shape aviation. Pupils build their understanding of chronology while exploring how developments in flight have changed over time.</i>	<u>Summer One</u> What is a monarch? <i>Examining the role of a monarch by comparing the monarchy today with the monarchy of the past. Pupils investigate how William the Conqueror became king, examine how castles helped monarchs maintain control and explore how castles changed over time.</i>

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Geography	<u>Autumn Two</u> Would you prefer to live in a hot or cold place? <i>Examining climate zones and locating hot and cold places around the world. Pupils compare the North and South Poles, Kenya and their local area, while learning the four compass points and the names and locations of the seven continents.</i>	<u>Spring Two</u> Why is our world wonderful? <i>Exploring the geography of the UK and the wider world by identifying key features of the UK, naming the oceans and locating them on a world map. Pupils investigate natural habitats in their local area and use fieldwork to collect, present and interpret geographical information.</i>	<u>Summer Two</u> What is it like to live by the coast? <i>Exploring coastal environments by locating the seas and oceans surrounding the UK and investigating the physical features of the Jurassic Coast. Pupils examine how people use coastal areas, conduct fieldwork on their local coast and present findings from their own geographical enquiry.</i>
Art and Design	<u>Autumn</u> Drawing: Understanding tone and texture <i>Exploring how artists use tone and texture, and applying these techniques in observational drawings.</i>	<u>Spring</u> Painting and mixed media: Life in colour <i>Exploring primary and secondary colours, colour mixing techniques and applying these skills in a two-stage painting inspired by artists.</i>	<u>Summer</u> Sculpture and 3D: Clay House <i>Developing their ability to work with clay, pupils learn how to create simple thumb pots and explore the work of sculptor Rachel Whiteread.</i>
Design and Technology	<u>Autumn</u> Mechanisms: Making a moving monster <i>Exploring pivot, lever and linkage mechanisms through designing a moving monster with mechanical parts.</i>	<u>Spring</u> Cooking and Nutrition: Balanced Diet <i>Discovering the importance of a balanced diet and creating a tasty, balanced wrap to meet a design brief.</i>	<u>Summer</u> Structures: A throne for a King/Queen <i>Investigating strong shapes and the properties of stiff and flexible materials by designing a chair inspired by the story 'There's a Bear on My Chair'.</i>
Music	<u>Autumn One</u> Animals: Call and response <i>Developing rhythm and pulse through chanting call-and-response sound patterns and performing with untuned percussion instruments. Pupils create and echo rhythmic ideas while responding to each other's chants to build musical communication and performance skills.</i> <u>Autumn Two</u> Musical storytelling: Instruments <i>Exploring longer pieces of music, pupils look at how music can tell a story through a variety of instruments. They think creatively, considering how sounds can represent characters, actions and emotions when creating a soundscape to tell the story of Jack and the Beanstalk.</i>	<u>Spring One</u> On this island: Singing <i>Identifying how music can represent different environments by singing songs and creating contrasting soundscapes. Pupils use instruments, body percussion and folk songs to evoke the atmosphere of three different landscapes.</i> <u>Spring Two</u> Space: Contrasting dynamics <i>Developing their understanding of contrasting dynamics, pupils listen to music inspired by planets and use these examples to create their own compositions. They explore how loud and soft sounds can represent the unique characteristics of different planets.</i>	<u>Summer One</u> Myths and legends: Structure <i>Investigating musical structure by listening to, analysing and performing a song based on a well-known myth. Pupils identify sections and sound patterns within the music before using voices and instruments to perform short musical phrases that help tell a story.</i> <u>Summer Two</u> Musical me: Pitch <i>Developing pitch awareness through learning the song 'Once a Man Fell in a Well' and recreating its melody using tuned instruments. Pupils connect sounds to specific pitches and begin to understand how simple symbols can be used to represent musical notation.</i>
Religion and World Views	<u>Autumn One</u> Why do we need to give thanks? <i>Investigating how people express gratitude by exploring beliefs and practices linked to making offerings.</i> <u>Autumn Two</u> Why is light important to people? <i>Examining the symbolism of light in different religious and worldview traditions by exploring festivals, stories and artwork.</i>	<u>Spring One</u> How do we know some people feel a special connection to a god? <i>Exploring the lives of significant religious figures by listening to stories from different traditions and worldviews.</i> <u>Spring Two</u> What is a prophet? <i>Investigating the lives of significant religious figures by exploring stories, artwork and traditions linked to Abraham, Jonah, Moses, Jesus, Muhammad and Guru Nanak.</i>	<u>Summer One</u> How do some people talk to God? <i>Examining prayer as a form of communication by exploring why people pray and the different ways prayer is practised.</i> <u>Summer Two</u> Where do some people talk to God? <i>Investigating places of worship by exploring buildings in the local area and beyond.</i>

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Personal, Social and Health Education	<u>Autumn One</u> Being Me in My World Who am I and how do I fit? In this Puzzle, children reflect on their hopes and fears for the year and learn how to recognise feelings of worry and seek help. They explore belonging in their class and school community, developing an understanding of rights and responsibilities and making positive contributions. Across the six Pieces, children discuss rewards and consequences, consider how choices affect themselves and others, and explore what makes a classroom safe and fair. Children then learn how the Learning Charter supports learning and boundaries. By the end of the Puzzle, children understand their role in creating a positive school community, with the whole-school Learning Charter as the shared outcome. <u>Autumn Two</u> Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique. In this Puzzle, children explore similarities and differences, learning how assumptions and stereotypes can form and why it is important to treat others with courtesy and respect. They develop an understanding of why bullying can happen, how it makes people feel, and how to seek help. Across the six Pieces, children practise standing up for themselves and others and solving problems kindly. They explore diversity in families, cultures and abilities, and reflect on what it means to belong and be a good friend. By the end of the Puzzle, children celebrate what makes everyone unique by creating a shared Trophy of Celebration display.	<u>Spring One</u> Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this. In this Puzzle, children learn how to set realistic goals, recognise their strengths and reflect on achievements. They explore how healthy choices, motivation and perseverance help them succeed and consider how working with others can support learning. Across the six Pieces, children practise teamwork through group challenges, develop problem-solving skills and learn how relaxation and managing feelings can support wellbeing. They reflect on pride, courtesy and sharing success with others. By the end of the Puzzle, children create a shared Garden of Dreams and Goals with Dream Birds, celebrating effort, cooperation and achievement. <u>Spring Two</u> Healthy Me Being and keeping safe and healthy. In this Puzzle, children learn about healthy eating, balanced diets and making healthier food choices, including nutritious foods. They explore how to keep safe at home and outside, learning to recognise risks and hazards, and how to respond when something feels unsafe. Across the six Pieces, children develop understanding of medicine safety and how to care for their bodies. They reflect on feelings linked to safety and practise making calm, responsible choices that support wellbeing. By the end of the Puzzle, children are able to share ideas for the whole school Happy, Healthy Me Recipe Book, celebrating practical ways to stay healthy and safe every day.	<u>Summer One</u> Relationships Building positive, healthy relationships. In this Puzzle, children explore different types of families and learn why cooperation and care are important in relationships. They develop understanding about safe and unsafe physical contact and practise expressing what feels comfortable to them. Across the six Pieces, children learn how to manage friendship conflicts, recognise the difference between good and worrying secrets, and identify trusted adults who can help them. They reflect on trust, honesty and appreciation in relationships. By the end of the Puzzle, children celebrate special people in their lives by sharing their compliment bunting to the a Relationship Fiesta Puzzle Outcome. <u>Summer Two</u> Changing Me Coping positively with change. In this Puzzle, children explore life cycles in nature and how humans grow from young to old, learning that some changes are outside their control. They reflect on how their own bodies and independence change over time and develop respect for differences in themselves and others. Across the six Pieces, children learn correct names for body parts, understand privacy, and practise being assertive about touch and personal boundaries. They also think about feelings linked to future change, such as excitement and worry, and learn ways to cope. By the end of the Puzzle, children create Leaf Mobiles to celebrate growth and looking ahead.
	<u>Autumn One</u> Weeks 1-4: Route Explorers Week 5-8: The Internet <u>Autumn Two</u> Weeks 1-7: Creating Pictures	<u>Spring One</u> Weeks 1-6: Spreadsheets <u>Spring Two</u> Weeks 1-4: Questioning	<u>Summer One</u> Weeks 1-5: Coding Weeks 6-7: Presenting ideas <u>Summer Two</u>

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		Week 5: Coding	Weeks 1-2: Presenting ideas Weeks 3-6: Making Music
Trips and Events Art Tuition (Whole Class each term)	<u>Autumn One</u> • Visiting School Farm (Science) £	<u>Spring One</u> • Brooklands Museum- Flight (History) £	<u>Summer One</u> • Monarch Dress Up Day • Visiting History Man (Monarch) £ • Windsor Castle £
	<u>Autumn Two</u> • Bedfont Lakes Country Park (Sand Pit)- Habitats (Science) • School Grounds: Pond and Forest • Disability Workshop (Skillz4Life)	<u>Spring Two</u> • Tate Modern (Romare Bearden Art Study) (Art)	<u>Summer Two</u> • Worthing Beach, Worthing (Geography) £ • Gurdwara Sri Guru Singh Sabha, Hounslow (RE)
	<u>Whole School Theme Events</u> Aut 1- Poetry Competition European Day of Language Aut 2- Theatre Visit- Aladdin Remembrance Day EYFS & KS1 Christmas Productions, KS2 Carol Concert	<u>Whole School Theme Events</u> Spr 1- Mental Health Week Safer Internet Day Spr 2- Word Book Day Engineering Week	<u>Whole School Theme Events</u> Sum 1- Earth Day Sum 2- Arts Week