

Highlands Primary School

Long Term Plan 2024/25

Year 2



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	The Tin Forest Recount Monologue Diary Postcard	The Great Fire of London Explanations Hansel and Gretel World Classic Literature	Bob's Bestest Ever Friend Short Story	Fox Narrative	Dr Barnardo and Mary Seacole Biographies and Information texts	The Boy Who Grew Dragons Narrative Short Story Recount
Reciprocal Reading	Little People, BIG DREAMS: Marcus Rashford		Revolt Rhymes: Jack and the Beanstalk	We are Wonders	Paddington Bear	In the woods
Maths	Year 1 ready to progress NPV & NF Number: Place Value Year 2 ready to progress NPV Year 1 ready to progress AS Number: Addition and Subtraction Year 2 ready to progress NF Year 2 ready to progress AS		Measurement: Money Number: Multiplication and Division Year 2 ready to progress MD Measurement: Length and height Measurement: Mass, capacity and temperature	Statistics Number: Fractions Geometry: Position and direction Measurement: Time		

	Year 1 ready to progress G Geometry: Shape Year 2 ready to progress G					
Science	Animals Including Humans		Materials	Plants	Living things and their habitats	
Computing	Unit 2.1 Coding Unit 2.2 Online Safety	Unit 2.3 Spreadsheets	Unit 2.4 Questioning	Unit 2.5 Effective searching	Unit 2.6 Creating pictures	Unit 2.7 Making music Unit 2.8 Presenting Ideas
RE	How do the stories of Jesus inspire Christians Today? Who influences our lives?		Who is a Muslim and what do they believe? (first half of unit). What do Christians do at Easter and why is it important to them?		Who is a Muslim and what do they believe? (Second half). In what ways are a church/mosque etc. important to believers? (Mosque focus).	
Art		Drawing Using storybook illustration as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings.	Painting and mixed media (Awaiting content)			Sculpture and 3D: Clay Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response.
DT	Mechanisms and Sliders (Make a greetings card or moving picture)			Cooking and Nutrition (Make a super salad)	Appealing textile design	

Music	Musical Me	West African call and response song (Theme: Animals)	Dynamics, timbre, tempo and motifs (Theme: Space)	Myths and legends	Orchestral instruments (Theme: Traditional Western stories)	On this island: British songs and sounds
Geography	Seasons – Human and physical geography			Our wonderful World – Locational Knowledge		Our Local Heroes – Place Knowledge
History		Bonfire Night and the Great Fire of London – Events beyond living memory that are significant nationally	The first moon landing – lives of significant individuals Neil Armstrong		Our Local Heroes – Dr Barnardo compared to Mary Seacole	
RHE	Families and People who care for me Caring friendships R1. That spending time with family is an important part of family life. R2. That protection, care and support in times of difficulty are some characteristics of family life. R3. That families might look different for different children.	Physical health and fitness Healthy Eating Basic First Aid Respectful relationships Being safe Ss1. That their body parts covered by their underwear/pants are private. Hw4. What an active lifestyle looks like for children their age and the	Respectful relationships R10. To identify and share their similarities and differences (hobbies, race, religion, culture, interests). R11. That words and actions can hurt their and others' feelings and bodies. Ss7. How to listen to others and share their	Mental wellbeing Hw1. That they should tell a trusted grown up if they feel unhappy or worried. Hw2. The names of different emotions and how they might make them feel or act (scale of high energy/low energy). Hw3. What things benefit their own	Basic First Aid Respectful relationships R8. To explore stereotypes (occupation, religion, culture, toy's, fairy tales) and why some are unfair or negative. Hw7. Their own personal contact details in case of emergency (e.g. telephone number or address).	Being safe Internet safety and Harm Respectful relationships Ss2. They should tell a trusted grown up if someone's physical contact makes them feel uncomfortable, unhappy or worried. Ss3. To know that 'secrets' usually have an end (e.g. surprise birthday). Ss4. That some people behave differently

	<p>R4. Identify the people that love and care for them. R5. That healthy friendships are kind and welcoming. R6. That honesty, sharing interests and being respectful are some characteristics of friendship. R7. That their friendships might have ups and downs (including the difference between alone and lonely).</p>	<p>benefits of it (walking to school, hobbies, PE). Hw5. What a healthy diet can include – eat well guide. Hw6. What are emergency services and when to call them. Ss8. To understand the importance of seeking adult permission</p>	<p>own opinion/thoughts respectfully. Ss9. What manners children their age can show. R9. To know how to develop respectful relationships</p>	<p>wellbeing (time outdoors, physical activity, and community work, giving to others).</p>		<p>online compared to face to face. Hw9. That some games and online videos are for grownups and older children and how to check for age appropriateness. Ss5. To tell a trusted grown up if someone does or says something online that makes them sad or worried. Ss6. How to respond to being encouraged to do something that makes them feel worried or unsafe (peer pressure).</p>
<p>Contextual Safeguarding</p> <ul style="list-style-type: none"> Physical health and fitness including oral health. Emotional and mental health Peer on peer bullying and friendships Irregular attendance Online safety County lines, radicalisation, 	<p>Importance of attending school</p> <p>ELSA, circle times, worry boxes, feeling charting, thinking questions, trips, exercise, wellbeing sessions, trips to Wanstead park, tackling stereotypes and teaching the children about the world- ensuring values are outlined and antiracist curriculum supports children.</p> <p>Anti-bullying week, inclusion week, disability awareness days, circle times, class charters, antiracist curriculum and challenging stereotypes.</p> <p>Online safety – recap of all prior knowledge focus on ensuring children have the base of knowledge.</p>	<p>Importance of attending school – build up to SATS</p> <p>Mental Health week – managing feelings and emotions.</p> <p>Online safety – Keeping safe online, communicating safely online</p> <p>SATs – Keeping healthy mentally and physically. Being part of the local community – hobbies, physical exercise. Safely spending time outdoors (stranger danger recap)</p> <p>Bereavements – Mother’s Day</p>	<p>Importance of attending school – how will this impact me as I go into KS2?</p> <p>Online safety – how will we keep ourselves safe online</p> <p>Re-visit anti-bullying week, strategies, rules and what they should do if they think someone is being bullied. Making new friends.</p> <p>Peer pressure and temptations – wrong choices, drugs, alcohol.</p> <p>Bereavements – Father's Day</p>			

<p>drugs and alcohol. Year group specific – bereavement and transition</p>	<p>Fitness sessions, PE sessions, swimming and external club opportunities, keeping clean and washing hands recap. Staying healthy during the Winter – general reminders about health and strategies such as catch it, bin it, kill it.</p> <p>Flu jabs</p>					
<p>Trips</p>	<p>Cinema</p>	<p>Church Theatre?</p>	<p>Virtual reality – Space Race Pizza express?</p>	<p>Wiggly wild show</p>	<p>Mosque Museum of Childhood</p>	<p>Paradise Wildlife Park</p>