



# Year 2 Long term Scheme of Work

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	New Beginnings Driver Subject: Design and Technology	London's Burning Driver Subject: History	We are Zoologists Driver Subject: Science	Food Glorious Food Driver Subject: Design Technology	Wonderful World Driver Subject: Geography	Kings and Queens Driver Subject: History
<b>Values</b>	Mutual Respect	Compassion	High expectations and Aspirations	Hard work	Discipline	Bravery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>British Values</b>	Mutual Respect	Tolerance	Rule of Law	Democracy	Democracy	Individual Liberty
<b>Stunning Start (DfE Activity Passport link)</b>	Write a Weather Report for your Class	Recreate the Fire of London	Become a Nature Detective	Bake a cake	Learn a French Song	Walk to a local Landmark
<b>English (Writing)</b>	The Last Wolf  The Secret of Black Rock	The Great Fire of London (Fire, Fire)  Look up	Pattan's Pumpkin  Emperor's Egg	Moth  Lila and the Secret of the Rain	Diary of a Killer Cat	Anna Hibiscus
<b>Writing outcomes</b>	Diary Entry (Last Wolf Fact File (Last Wolf)  Poetry (Secret of Black Rock)  Narrative (Secret of Black Rock)	Summary/Sequencing Events (Look Up)  Narrative (Look Up)  Diary Entry (The Great Fire of London)	Instructions (Pumpkin Soup Recipe)  News Report  Narrative (Pattan's Pumpkin)	Non-Chronological Report Fact File  Persuasive letter to the Prime Minister  Narrative	Persuasive advert to sell the cat  Diary Entry  Narrative	Instructions (Summer Trip)  Travel Leaflet  Narrative
<b>SPaG Focus</b>	Nouns Vowels and Consonants Demarcating Sentences	Adjectives Compound Words Adjectives with er and est Subordination	Nouns Phrases Homophones Forming adjectives using ful and less Questions and Commands	Verbs Singular and Plural Adverbs with ly Commas in a list	Adverbs Word Classes Coordination Apostrophes for Possession	Recapping Pronouns Forming Nouns Using er Progressive Tense



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	Forming Nouns using 'ness'. Punctuating Sentences	Statements and exclamations Apostrophes for contraction	Sentence Writing	Changing adjectives into adverbs	Past and Present Tense	Apostrophes for contractions Uplevelling sentences
Guided Reading	Pip and Egg  The Wolf, the Duck and the Mouse	Start up History: The Great Fire of London  The Way Home For Wolf	Pandora  Planet Awesome	The Secret Sky Garden  A Dinosaur at the Bus Stop	Ossiri and the Balamengro  Boundless Sky	Budgie  The Night Gardner



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<p><b>Maths</b></p>	<p><b><u>Number - Numbers to 100</u></b></p> <p><i>This unit builds on children's work in Year 1 on numbers to 100. It is important that children can read and write numbers to 100 and recognise the place value of each digit in order to go onto addition and subtraction later in the term. Before they start this unit, it is expected that children:</i></p> <ul style="list-style-type: none"> <li>• know how to group objects into groups of 10</li> <li>• count up and back in 1s.</li> </ul> <p><b><u>Number - Addition and Subtraction - 1</u></b></p> <p><i>This unit builds on the previous unit and applies children's place value understanding to addition and subtraction problems. A good understanding of place value and of counting patterns within 10, 20 and 100 is vital for approaching the addition and subtraction techniques with confidence. Before they start this unit, it is expected that children:</i></p> <ul style="list-style-type: none"> <li>• know how to partition 2-digit numbers into 10s and 1s</li> <li>• understand the value of each digit in a 2-digit number</li> <li>• know and apply number bonds within 10.</li> </ul> <p><b><u>Number – Addition and Subtraction – 2</u></b></p> <p><i>This unit directly builds upon the content of the previous unit and exposes children to addition and subtraction involving two 2-digit numbers, where the 10s boundary is crossed and regrouping and exchange is required. Before they start this unit, it is expected that children:</i></p>	<p><b><u>Measurement – Money</u></b></p> <p><i>This unit builds upon basic money work children completed in Year 1. It also reinforces children's counting skills, as well as addition and subtraction strategies. In this unit, children focus on coins and notes and cover the following topics: calculating total amounts, finding change and word problems. Following this unit, children will move on to learning methods of multiplying and dividing numbers. Before they start this unit, it is expected that children:</i></p> <ul style="list-style-type: none"> <li>• can count in 2s, 5s and 10s</li> <li>• have a basic understanding of the value of coins</li> <li>• can use addition and subtraction strategies in context</li> <li>• know how to count on a number line and use the part-whole and bar models</li> </ul> <p><b><u>Number – Multiplication and Division (1)</u></b></p> <p><i>This unit follows Unit 5 in which children have been building their experience of money. In Unit 6, children will look at a number of important multiplication and division methods and skills, and will gain a more solid understanding of equal groups. Children will continue to expand their knowledge of multiplication and division in Unit 7. Before they start this unit, it is expected that children:</i></p> <ul style="list-style-type: none"> <li>• know how to jump forward on a number line</li> <li>• understand how to skip count using a resource, such as a number line or 100 square</li> <li>• know what odd and even numbers are.</li> </ul> <p><b><u>Number – Multiplication and Division (2)</u></b></p> <p><i>This unit builds on equal groups as a key idea in multiplication and division. In Unit 6, children have been exposed to repeated addition as a strategy for multiplication and in this unit they will apply this knowledge to use repeated subtraction as a strategy for division. Unit 7 looks at division facts within the context of other multiplication facts that have been learned previously. The primary method that we are looking at is sharing and most examples are sharing, however we want</i></p>	<p><b><u>Number – Fractions</u></b></p> <p><i>This unit builds on children's knowledge of sharing and grouping in division, asking children to divide a whole into equal parts and learn that the equal parts have given names. Children also learn to halve shapes by folding them or cutting them in two. Children can find a fraction of an amount using the previous strategy of sharing objects into equal groups but can now name these parts, for example by saying that 12 of 6 is 3. Before they start this unit, it is expected that children:</i></p> <ul style="list-style-type: none"> <li>• know how to split an amount into equal parts by sharing or grouping</li> <li>• understand that the same whole can have a different number of equal parts (building upon Unit 6)</li> <li>• know what the <math>\div</math> sign means.</li> </ul> <p><b><u>Measurement – Time</u></b></p> <p><i>This unit builds on the concepts of time learnt in Year 1 and will draw on comparing and ordering skills, whilst linking to knowledge of the part-whole model. Before they start this unit, it is expected that children:</i></p> <ul style="list-style-type: none"> <li>• can find o'clock and half-past times on an analogue clock</li> <li>• can count on and count back reliably in 5s up to 60</li> <li>• recognise and understand the word 'quarter'.</li> </ul>
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	<ul style="list-style-type: none"> <li>• know how to partition 2-digit numbers into 10s and 1s and place these onto a place value table</li> <li>• understand the value of each digit within a 2-digit number and how these will change as a result of addition and subtraction</li> <li>• know number bonds within 10 and 20 and how to apply these to mental addition and subtraction calculations.</li> </ul> <p><b><u>Geometry – Properties of Shape</u></b></p> <p>Children should already be able to recognise and name familiar 2D and 3D shapes. Children will be familiar with using the word ‘face’ to describe a flat surface of a 3D shape and they will be able to describe the shape of the faces. Children have also experienced identifying and describing repeating patterns using 2D and 3D shapes. Before they start this unit, it is expected that children:</p> <ul style="list-style-type: none"> <li>• know how to distinguish between 2D and 3D shapes</li> <li>• understand that shapes are categorised based on specific properties</li> <li>• know the names of common 2D and 3D shapes and some of their properties.</li> </ul>	<p>children to see the difference between sharing and grouping. It is important that teachers discuss this difference with children. Before they start this unit, it is expected that children:</p> <ul style="list-style-type: none"> <li>• know how to count back in equal groups on a number line</li> <li>• understand how to use an array for multiplication (or repeated addition).</li> </ul> <p><b><u>Measurement – Length and Height</u></b></p> <p>Length and height are familiar and useful ideas from daily life. Children will probably take an interest in measuring their own height and making comparisons with others’ heights, and this can easily be extended to looking at heights and lengths more generally. Before they start this unit, it is expected that children:</p> <ul style="list-style-type: none"> <li>• have at least an informal understanding of the ideas of length and height</li> <li>• can accurately manipulate simple apparatus such as multilink cubes, rulers and metre sticks and are familiar with some of the basic vocabulary that will be needed, such as ‘how long?’ and ‘how high?’</li> </ul> <p><b><u>Measurement – Mass, Capacity and Temperature</u></b></p> <p>This unit builds upon the previous work children have done on mass and capacity in Year 1, and using standard units of measure for length and height in Year 2 Unit 8. It also builds upon children’s ability to count in steps of 2, 5 and 10 covered in Year 1 Unit 11. This unit develops the reasoning skills that children have acquired throughout the year. Before they start this unit, it is expected that children:</p> <ul style="list-style-type: none"> <li>• know how to count in steps of 2, 5 and 10</li> <li>• understand the concept of measuring mass, capacity and volume using non-standard units</li> <li>• know how to read basic scales.</li> </ul>	<p><b><u>Number – Problem Solving and Efficient Methods</u></b></p> <p>This unit mainly builds on work from Units 1, 2 and 3, focusing in particular on addition and subtraction, but also using the context of money (Unit 5) and touching on multiplication and division (Units 6 and 7) towards the end of the unit. Before they start this unit, it is expected that children:</p> <ul style="list-style-type: none"> <li>• know how to use the bar model to represent information given in a word problem</li> <li>• understand how to distinguish between the four operations</li> <li>• know key number facts to use within mental calculations.</li> </ul> <p><b><u>Geometry – Position and Direction</u></b></p> <p>This unit focuses on describing position in relation to other objects, describing lateral and rotational movement and describing and completing repeating patterns. Children will apply their previous learning about fractions and their knowledge of 2D shapes to describe degrees of turn. Before they start this unit, it is expected that children:</p> <ul style="list-style-type: none"> <li>• know how to describe the position of an object in relation to one or more other objects</li> <li>• understand halves and quarters and the relationship between them</li> </ul>
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					<ul style="list-style-type: none"><li>• know positional and directional language such as forwards, backwards, left, right, between, above and below.</li></ul> <p><b><u>Statistics – Statistics</u></b></p> <p><i>In this unit, children will build on their learning from a number of previous units. To interpret charts and diagrams, children must use their knowledge of addition and subtraction, counting and multiplication involving 2s, 5s and 10s. They will be introduced to symbols representing one or more pieces of data and to tally marks, which they will need to be able to count. Finally, previous units on problem solving will need to be called upon. Before they start this unit, it is expected that children:</i></p> <ul style="list-style-type: none"><li>• can count in 2s, 5s and 10s</li><li>• can add and subtract 2-digit numbers</li><li>• can compare numbers to 100</li><li>• understand the language associated with problem solving.</li></ul>	
Science	Living things and their habitats Local Habitats	Everyday materials <i>Distinguish between an object and the material from which it is made.</i>	Living things and their habitats <i>Explore and compare the differences between things that are</i>	Plants <i>Observe and describe how seeds and bulbs grow into</i>	Animals, including humans <i>Notice that animals, including humans,</i>	Everyday materials <i>Find out how the shapes of solid</i>



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	<p><i>Identify and name a variety of plants and animals in their habitats, including microhabitats.</i></p> <p><i>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.</i></p>	<p><i>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials.</i></p> <p><i>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</i></p>	<p><i>living, dead, and things that have never been alive.</i></p> <p><i>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.</i></p> <p><i>Identify and name a variety of plants and animals in their habitats, including microhabitats.</i></p> <p><i>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.</i></p>	<p><i>mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</i></p>	<p><i>have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</i></p>	<p><i>objects made from some materials can be changed by squashing, bending, twisting and stretching.</i></p>
History		<p><b>How was school different in the past?</b></p> <p><i>In this unit, the children will find out that schools have been in the locality for a long time but they have not always been</i></p>		<p><b>How did we learn to fly?</b></p> <p><i>In this unit the children will develop their knowledge of events beyond living memory and will reinforce their chronological understanding by looking at significant events in the history of flight on a timeline. The children will learn about the individuals</i></p>		<p><b>What is a monarch?</b></p> <p><i>In this unit, the children will find out about the role of a monarch. The children will compare the monarchy today with the monarchy of the</i></p>



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		<p><i>the same. The children will look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.</i></p> <p><b>Possible trip – Ragged School Museum</b></p>		<p><i>who contributed to the history of flight.</i></p>		<p><i>past. The pupils will investigate how William the Conqueror became King and learn how he used castles to rule. The children will study different types of castles and consider how these evolved over time.</i></p> <p><b>Possible trip – The Tower of London</b></p>
<b>Geography</b>	<p><b>Would you prefer to live in a hot or cold place?</b></p> <p><i>This unit will introduce children to the basic concept of climate zones and mapping out hot and cold places globally. The children will</i></p>		<p><b>Why is our world wonderful?</b></p> <p><i>In this unit, the children will identify the features and main characteristics of the UK before learning about some of the amazing places in the world. The children will name the oceans and locate these on a world map. They will consider what is unique about the natural habitats in their</i></p>		<p><b>What is it like to live by the coast?</b></p> <p><i>In this unit, the children will use atlases to name and locate continents and oceans of the world while revising the countries, cities</i></p>	



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	compare features in the North and South Poles and Kenya as well as in the local area. The children will learn the four compass points and the names and location of the seven continents.		locality and use fieldwork to investigate and present this.		and surrounding seas of the UK. The children will learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.	
Art and design	<b>Drawing: Tell a story</b> 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.		<b>Painting and mixed media: Life in colour</b> Developing colour mixing skills, learning about the work of artist Romare Bearden and creating textured papers using paint, children compose collages inspired by their exploration of colour and texture in the world around them.		<b>Craft and design: Map it out</b> Responding to a design brief, children learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas.	
Design and Technology		<b>Mechanisms: Making a moving monster</b> Explore levers, linkages and pivots through existing products and experimentation, use this research to		<b>Cooking and nutrition: Balanced diet</b> Learn about the food groups (carbohydrates, proteins, fruits and vegetables, dairy, oils and spreads) to understand a balanced diet to develop a healthy wrap.		<b>Textiles: Pouches</b> Learn how to sew a running stitch ready to design, make and decorate a pouch using a template.





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		<i>construct and assemble a moving monster.</i>				
Computing	Programming 1 - Algorithms	Scratch Junior	Online Safety	International Space Station	Word Processing	Stop Motion
PE Outdoor	Attack, Defend, Shoot	Hit Catch Run	Send & Return	Attack, Defend, Shoot	Hit Catch Run	Send & Return
PE Indoor	Gymnastics	Dance	Run, Jump, Throw	Gymnastics	Dance	Run, Jump, Throw
RE	Why did Jesus tell stories?	Why are different books special for different people?	What can stories teach us about forgiveness?	Why is Easter important to Christians?	How does special food and fasting help people in their faith?	Where does the world come from and how should we look after it?
Music	Hands, Feet, Heart	Ho, Ho, Ho	I Wanna Play in a Band	Zootime	Friendship Song Music	Reflect, Rewind, Replay
PSHE/RSHE	Being Me in my World	Healthy me	Relationships	Dreams and goals	Celebrating difference	Changing Me