



Fairfield Spencer Academy - Year 2 Long Term Plan - Learning Journey 2024-2025

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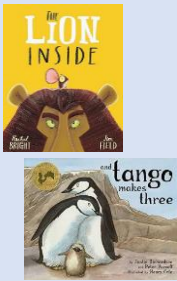
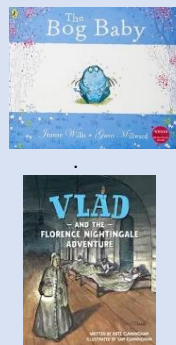
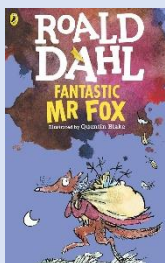
High Expectations

Independence

Never Give Up

Equality - Be Kind



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half term topic name	Belonging	Explorers	Snottingham not Nottingham!	Let's make a difference!	Habitat Heroes	Attenborough Adventures
Main Narrative Focus Quality Text(s)	The Lion Inside And Tango Makes Three 	Great Explorers: Christopher Columbus and Neil Armstrong 	Rosie Revere Engineer & Goldilocks and the Three Crocodiles. 	Beatrice's Goat 	Bog Baby and Vlad and the Florance Nightingale Experience 	Habitats and Food Chains and Fantastic Mr Fox 
	Supporting Quality Texts – fiction, non-fiction, poetry, videos or	Belonging Book (Sam choose)	The Christmas Owl	Robin Hood	Science – Living Things and their Habitats	Caterpillar Butterfly Florence Nightingale (Little People Big Dreams)
SHINE Experiences	Wow Experience: Now Press Play – Basic needs of a plant Line of Enquiry: How do plants survive? Speech Scenario: Presentations for Leadership Roles / Y2 Autumn Musical Active Citizenship: Gardening with Joy. Creative: Creating Goose Fair Ferris wheel	Wow Experience: Night Explorers Experience and Now Press Play – Life of Neil Armstrong Line of Enquiry: Who was the most significant explorer – Armstrong or Columbus? Speech Scenario: Class debate Active Citizenship: Acts of Kindness (RSHE) – Kindness Tree Creative: Space Collage	Wow Experience: Visit to Nottingham Castle & VR Experience Line of Enquiry: What chair will be 'just right'? Speech Scenario: Is Robin Hood good or bad? Active Citizenship: Understanding the history of my locality	Wow Experience: Visitor sharing experience of living in Uganda. Line of Enquiry: What are the similarities and differences between Nottingham and Kira? Speech Scenario: Interviewing visitor Active Citizenship: Fundraising for an African charity/Ugandan children Creative: Printing products to sell	Wow Experience: Now Press Play – Florence Nightingale and movie making with Adam Pepper Line of Enquiry: How do habitats support living things? Speech Scenario: Hot Seat Florence Nightingale & Role Play	Wow Experience: Attenborough Nature Reserve Visit (Science & Geography Focus) Line of Enquiry: Why is Attenborough Nature Reserve important? Speech Scenario: Class Debate about Fantastic Mr Fox – stealing. Active Citizenship: Supporting local nature reserve



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			Creative: Exploring materials to make Baby Bear's chair.		Active Citizenship: Creating new habitats to enhance Foragers Creative: Making bird feeders for Foragers	Creative: Clay sculpting – shoe box habitat
English Language and Literacy	Read Write Inc. Phonics / Whole Class Reading / Reading Plus / Daily Class Story / Poetry Oracy skills interwoven throughout Spelling: Sounds and Syllables programme Fairfield Grammar Overview (year group expectations), Fairfield Writing Knowledge Organisers, Alan Peat Exciting Sentences, SPAG Spotter (Vocabulary Ninja) & Rainbow Grammar					
	Year 2 Word Reading Pupils should be taught to: ♣ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ♣ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ♣ read accurately words of two or more syllables that contain the same graphemes as above ♣ read words containing common suffixes ♣ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ♣ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ♣ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ♣ re-read these books to build up their fluency and confidence in word reading.					
	Y2 Inference Focus: Understand both the books they can already read accurately and fluently and those they listen to by: making inferences on the basis of what is being said and done					
	Year 2 Comprehension					
	develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently understand both the books that they can already read accurately and fluently and those that they listen to by:	develop pleasure in reading, motivation to read, vocabulary and understanding by: - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently - discussing the sequence of events in books and how items of information are related - being introduced to non-fiction books that are structured in different ways	develop pleasure in reading, motivation to read, vocabulary and understanding by: - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently - discussing the sequence of events in books and how items of	develop pleasure in reading, motivation to read, vocabulary and understanding by: - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently - being introduced to non-fiction books that are structured in different ways - recognising simple recurring literary	develop pleasure in reading, motivation to read, vocabulary and understanding by: - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently - discussing the sequence of events in books and how items of information are related - discussing the sequence of	develop pleasure in reading, motivation to read, vocabulary and understanding by: - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently - discussing the sequence of events in books and how items of information are related - discussing the sequence of events in books and how items of information are related



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	- checking that the text makes sense to them as they read, and correcting inaccurate reading - making inferences on the basis of what is being said and done - answering and asking questions participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	- recognising simple recurring literary language in stories and poetry - discussing and clarifying the meanings of words, linking new meanings to known vocabulary - discussing their favourite words and phrases - Continuing to build up a repertoire of poems learnt by heart, appreciating some, with appropriate intonation to make the meaning clear understand both the books that they can already read accurately and fluently and those that they listen to by: - checking that the text makes sense to them as they read, and correcting inaccurate reading answering and asking questions participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	information are related - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - recognising simple recurring literary language in stories and poetry understand both the books that they can already read accurately and fluently and those that they listen to by: - drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read, and correcting inaccurate reading - making inferences on the basis of what is being said and done answering and asking questions participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books,	language in stories and poetry understand both the books that they can already read accurately and fluently and those that they listen to by: - checking that the text makes sense to them as they read, and correcting inaccurate reading - making inferences on the basis of what is being said and done answering and asking questions - predicting what might happen on the basis of what has been read so far participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	events in books and how items of information are related understand both the books that they can already read accurately and fluently and those that they listen to by: - drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read, and correcting inaccurate reading - making inferences on the basis of what is being said and done answering and asking questions participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	- being introduced to non-fiction books that are structured in different ways - discussing and clarifying the meanings of words, linking new meanings to known vocabulary - discussing their favourite words and phrases understand both the books that they can already read accurately and fluently and those that they listen to by: - checking that the text makes sense to them as they read, and correcting inaccurate reading - making inferences on the basis of what is being said and done answering and asking questions - predicting what might happen on the basis of what has been read so far participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
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			poems and other material, both those that they listen to and those that they read for themselves			
	Please refer to the curriculum overview for the writing process: 1. English Curriculum Writing Overview.docx					
	Narrative - Bubbles Narrative - NPP	Fact File – Neil and Columbus Poetry Recount – Night explorers	Narrative Character Description – Robin Hood	Narrative Letter	Narrative Diary Entry	Narrative SATS reading/SPAG Poetry
Punctuation and Grammar	*Learning how to use both familiar and new punctuation correctly (see below), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms. *Sentences with different forms: statement, question, exclamation, command. Terminology: statement / question / exclamation / command / apostrophe for contraction / noun / comma	*Expanded noun phrases to describe and specify [for example, the blue butterfly]. *Subordination (using when, if, that, or because) and coordination (using or, and, or but). Terminology: verb / apostrophe for possession / adjective / noun phrase	*Learning how to use both familiar and new punctuation correctly (see below), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). -Sentence (subordination, co-ordination, expanded noun phrases) Terminology: adverb	-Word (formation of nouns using suffixes, formation of adjectives using suffixes, using suffixes -er and -est in adjectives and -ly to turn adjectives into adverbs) Terminology: suffix / compound	- Punctuation (sentence demarcation, apostrophes)	*The present and past tenses correctly and consistently including the progressive form. *Some features of written Standard English. Terminology: tense (past and present)
Spelling	The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y (badge, huge, giant) The /s/ sound spelt c before e, i and y (city) The /n/ sound spelt kn and (less often) gn at the beginning of words The /r/ sound spelt wr at the beginning of words The /l/ or /əl/ sound spelt -le at the end of words (bottle) Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it (hiked) Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant	The suffixes -ment, -ness, -ful, -less and -ly (sadness) Common exception words	Words ending -il (pencil) The /aɪ/ sound spelt -y at the end of words (reply) The /i:/ sound spelt -ey (chimney) The /ɒ/ sound spelt a after w and qu (wander) Contractions Common exception words	Adding -es to nouns and verbs ending in -y (tries) The /ɜ:/ sound spelt or after w-work The /ɔ:/ sound spelt ar after w (war) The /ɜ:/ sound spelt s (treasure) Common exception words	The suffixes -ment, -ness, -ful, -less and -ly (sadness) The possessive apostrophe (singular nouns) Words ending in -tion Common exception words	Homophones and near-homophones Common exception words



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	letter after a single vowel letter (dropping) The /ɔ:/ sound spelt a before l and ll (walk) The /ʌ/ sound spelt o (nothing) The /l/ or /ə/ sound spelt –el at the end of words (camel) The /l/ or /ə/ sound spelt –al at the end of words (metal) Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it (cried)					
Maths - Maths No Problem Mastering Number	Calculations: Addition and Subtraction Calculations: Multiplication of 2, 5 and 10 Calculations: Multiplication and Division of 2, 5 and 10 Measurement: Length Measurement: Mass	Measurement: Mass and Temperature Statistics: Pictograms Calculations: More Word Problems Measurement: Money Geometry – Properties of Shapes: 2D Shapes Geometry – Properties of Shapes: 3D Shapes Fractions: Fractions			Fractions: Fractions Measurement: Time and Volume	
	Pupils will have an opportunity to consolidate their understanding and recall of number bonds within 10; they will re-cap the composition of the numbers 11 to 20 and reason about their position within the linear number system.	Pupils will have an opportunity to use their knowledge of the composition of numbers within 10 to calculate within 20; they will explore the links between the numbers in the linear number system within 10 to numbers within 100, focusing on multiples of 10 and the midpoint of 50.			Pupils will have further opportunities to use their knowledge of the composition of numbers within 10 to calculate within 20 and to reason about equations and inequalities.	
Science	WORKING SCIENTIFICALLY Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions.					



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	Plants (Using their observations and ideas to suggest answers to questions) NC: Observe and describe how seeds and bulbs grow into mature plants. NC: Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Animals including humans (Performing simple tests) NC: Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Uses of everyday materials (Asking simple questions and recognising that they can be answered in different ways) NC: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. NC: Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Living things and their habitats (Gathering and recording data to help in answering questions.) NC: Explore and compare the differences between things that are living, that are dead and that have never been alive. NC - 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.	Living things and their habitats (Observing closely, using simple equipment) NC: 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. NC: Identify and name a variety of plants and animals in their habitats, including micro-habitats.	Animals including humans (Identifying and classifyin) NC: Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) NC: Notice that animals, including humans, have offspring which grow into adults.
Art and Design	NC: - To use a range of materials creatively to design and make products - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Develop Ideas: - Respond to Ideas and starting points. - Explore ideas and collect visual information. - Explore different methods and materials as ideas develop. Inspiration from the Greats: - Replicate some of the techniques - Create original pieces influenced by artist/designer /architect Drawing Continue to add detail to picture and begin to use side of pencil to add shading to detail Extend use of drawing materials: different grades of pencil, charcoal and pastel to create drawings.					



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		Master techniques – Collage -Use a combination of materials that are cut, torn or glued. -Sort and arrange materials. -Mix tissue paper/paint to create texture.		Master techniques - Printing -Use repeating or overlapping shapes. -Mimic print from the environment (e.g. wallpapers). -Use objects to create prints (e.g. fruit, vegetables or sponges). -Press, roll, rub and stamp to make prints.		Master techniques - Sculpture - Create a clay sculpture from a whole piece of clay without joining pieces together. -Using clay tools to develop techniques and detail such as rolling, cutting, moulding and carving. -Create a clay sculpture using the score, slip, join techniques to join pieces of clay together,
		Inspiration from the Greats: Peter Thorpe		Inspiration from the Greats: Alma Thomas		Inspiration from the Greats: Michael Pegler
Design and Technology	Design: - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make: - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria Technical Knowledge - build structures, exploring how they can be made stronger, stiffer and more stable - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products Cooking and Nutrition: - use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from.					
	Mechanisms: Fairground wheel - Design and label a wheel. - Consider the designs of others and make comments about their practicality or appeal. - Consider the materials, shape, construction and mechanisms of their wheel. - Label their designs. - Build a stable structure with a rotating wheel. - Test and adapt their designs as necessary. - Follow a design plan to make a completed model of the wheel.	Cooking and nutrition: Balanced diet To recognise foods and their food groups	Structures: Baby bear's chair - Identify man-made and natural structures. - Identify stable and unstable structural shapes. - Contribute to discussions. - Identify features that make a chair stable. - Work independently to make a stable structure, following a demonstration. - Explain how their ideas would be suitable for Baby Bear. - Produce a model that supports a teddy, using the appropriate		Mechanisms: Making a moving monster - Identify the correct terms for levers, linkages and pivots. - Analyse popular toys with the correct terminology. - Create functional linkages that produce the desired input and output motions. - Design monsters suitable for children, which satisfy most of the design criteria. - Evaluate their two designs against the design criteria, using this information	



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			materials and construction techniques. • Explain how they made their model strong, stiff and stable		and the feedback of their peers to choose their best design. • Select and assemble materials to create their planned monster features. • Assemble the monster to their linkages without affecting their functionality.	
History	Working Historically: (NC) - Develop an awareness of the past, using common words and phrases relating to the passing of time. - Know where the people and events they study fit within a chronological framework. - Identify similarities and differences between ways of life in different periods. - Use a wide vocabulary of everyday historical terms. - Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. - Understand some of the ways in which we find out about the past and identify different ways in which it is represented Working Historically - Chronological Understanding - Understand and use the words past and present when telling others about an event - Describe things that happened to themselves and other people in the past and present their findings - Understand how to put people, events and objects in order of when they happened, using a timeline - Develop understanding of the term 'chronological' when discussing timelines New vocabulary: compare, contrast, timeline, chronological, <i>decade, century, calendar</i> Working Historically - Investigate and interpret the past - Recall different ways in which the past is represented - Ask questions and find out answers about the past - Use a wide range of sources, including trips and eyewitness accounts to build a picture about the past - Identify the difference between primary and secondary sources Working Historically - Understanding of events, people and changes in the past - Use information given to describe events and people beyond living memory - Compare and contrast the differences within a locality, over time - Give reasons why a significant person in the past may have made decisions in order to bring about change - Give examples of how their lives are different to the lives of others in the past					
		<u>Context:</u> Identify and compare famous explorers Christopher Columbus and Neil Armstrong, noting life in different periods of time. NC: The lives of significant individuals in the past who have contributed to national and <u>international</u> achievements. Some should be used to compare aspects of life in different periods.	<u>Context:</u> Understand how Nottingham has changed over time. Know events over time in the history of our locality. NC: significant historical events and places in their own locality. What is Nottingham Castle and why is it famous? What key events have happened in Nottingham over time?		<u>Context:</u> Florence Nightingale NC: significant historical people in their own locality. -Who was Florence Nightingale and what were her achievements? What is Florence Nightingale's link to Derby? What was the impact of Florence Nightingale?	



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		- Who was Christopher Columbus and what were his achievements? - What was the impact of Columbus's achievements? - Who was Neil Armstrong and what were his achievements?	In what ways has Nottingham changed because of these events?			
Geography - -Locational knowledge (LK) - -Place knowledge (PK) - -Human and physical geography (HPG) - -Geographical skills and fieldwork (GSF)	Context: Continents and Oceans LK: name and locate the world's seven continents and five oceans How can we describe how close places are to one another? How can we use a compass to describe how to get to a place on a map? What are the 7 continents and 5 oceans?		Context: Orienteering around Nottingham (Castle) GSF: use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	Context: Explore similarities and differences in the human and physical geography between Nottingham and a contrasting area (Kira - in Uganda) GSF: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Context: Explore similarities and differences in the human and physical geography between Nottingham and a contrasting area (Kira - in Uganda) HPG: identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Context: Explore similarities and differences in the human and physical geography between Nottingham and a contrasting area (Kira - in Uganda) PK: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Where is Nottingham located in relation to Kira? How does Nottingham and Kira's position on the globe affect its climate?		Context: Orienteering around the local area GSF: use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map How can we describe how close Attenborough Nature Reserve is to Fairfield? How can we use compass directions on a map to follow a route? What geographical features are located at Attenborough Nature Reserve?



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				What is the difference between Nottingham and Kira?		
Computing and E-Safety Teach Computing: NCCE	National Curriculum 1.1 - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions 1.2 - create and debug simple programs 1.3 - use logical reasoning to predict the behaviour of simple programs 1.4 - use technology purposefully to create, organise, store, manipulate and retrieve digital content 1.5 - recognise common uses of information technology beyond school 1.6 - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.					
	Context: IT around us Identifying IT and how its responsible use improves our world in school and beyond. NC Content: 1.4, 1.5, 1.6	Context: Robot Algorithms - Creating and debugging programs, and using logical reasoning to make predictions. NC Content: 1.1, 1.2, 1.3, 1.4	Context: Digital photography - Capturing and changing digital photographs for different purposes NC Content: 1.4, 1.5	Context: Making Music - Using a computer as a tool to explore rhythms and melodies, before creating a musical composition. NC Content: 1.4	Context: Pictograms - Collecting data in tally charts and using attributes to organise and present data on a computer. NC Content: 1.4, 1.6	Context: An Introduction to Quizzes - Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz. NC Content: 1.1, 1.2, 1.3
National Online Safety	<u>Self image and identity</u> (3) What I want to look like online. (4) Who are my trusted adults?	<u>Online relationships</u> (1) Online Friends. (4) Things that happen online can affect our relationships in real life	<u>Online reputation</u> (2) How long does information stay online? (3) Sharing information online, Do I know who to talk to if something has been put online without my consent or if it is incorrect?	<u>Online bullying</u> (2) What is bullying and what might it look like?	<u>Managing online information</u> (3) I can understand if something is real or make belief. Using simple words in search engines.	<u>Privacy and security</u> Private information and passwords <u>Copyright and ownership</u> (1) Detailed personal information, if I have a copy of it then does it belong to me?
Religious Education	The Agreed Syllabus for RE in Nottingham City and Nottinghamshire - Intentions, Implementation and Impact: 2021-2026 - Know about and understand religions and world views. - Express ideas and insights into religions and world views. - Gain and deploy the skills for learning from religions and world views.					
	Christianity: Is it possible to be kind to everyone all of the time?	Christianity: Why do Christians believe God gave Jesus to the world?	Judaism: What is the best way for a Jew to lead a good life?	Christianity: How important is it to Christians that Jesus came back to life after his crucifixion?	Judaism: How do Jewish beliefs teachings and stories impact on daily life?	Judaism: How does celebrating Shavuot help Jewish children feel closer to God?
French	<u>Weekly 'Love of Languages' Session</u> - Listen to authentic rhymes, songs and stories - Show understanding of key vocabulary (numbers, colours, body parts) through actions - Repeat some of the words in a rhyme, song or story - Copy sounds which are same/different to English					



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Physical Education	Indoor - Core real PE – Personal balances Context: Footwork and one leg balances Master basic movements including running, jumping, as well as developing balance, agility begin to apply these in a range of activities.	Indoor - Real Dance- Social Context: Artistry, partnering, circles and shapes Perform dances using simple movement patterns	Indoor - Core real PE- Cognitive Context: Sending, receiving and reaction and response Master basic movements including throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending	Indoor - Real Gym- Creative Context: Balance, travel, flight and rotation Developing balance, agility and co-ordination, and begin to apply these in a range of activities	Indoor - Core real PE- Applying physical Context: Dynamic and static balances Master basic movements including developing balance, agility and co-ordination, and begin to apply these in a range of activities	Indoor - Core real PE- Health and fitness Context: Ball chasing and floor balances Master basic movements including throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending
	Outdoor - Play ground games Master basic movements including throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Outdoor - Fundamental skills (premier education coach) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running, jumping, throwing and catching in isolation and in combination (NC)	Outdoor - Fundamental skills - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running, jumping, throwing and catching in isolation and in combination (NC)	Outdoor - Ball skills (premier education coach) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running, jumping, throwing and catching in isolation and in combination (NC)	Outdoor - Ball skills (premier education coach) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running, jumping, throwing and catching in isolation and in combination (NC) <i>*Archery experience</i>	Outdoor - Athletics (premier education coach) -use running, jumping, throwing and catching in isolation and in combination (NC) - compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC) <i>*Sports day</i>
RSHE (SCARF)	SCARF: Me and My Relationships Feelings/self-regulation, Being a good friend, Bullying and teasing, Our school rules about bullying. Our ideal classroom (1) How are you feeling today? Let's all be happy! Being a good friend Types of bullying Don't do that!	SCARF: Valuing Difference (British Values) Being kind and helping others, Listening skills. What makes us who we are? My special people How do we make others feel? When someone is feeling left out An act of kindness Solve the problem	SCARF: Keeping Myself Safe Safe and unsafe secrets, appropriate touch, Medicine safety. Harold's picnic How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell?	SCARF: Rights and Responsibilities Cooperation and self-regulation. Getting on with others When I feel like erupting Feeling safe Playing games Harold saves for something special How can we look after our environment?	SCARF: Being My Best Looking after my body, Growth Mindset. You can do it! My day Harold's postcard - helping us to keep clean and healthy Harold's bathroom What does my body do? Basic first aid	SCARF: Growing and Changing (RSE) Being supportive, Dealing with loss, Life cycles. A helping hand Sam moves away Haven't you grown! My body, your body Respecting privacy Some secrets should never be kept



Fairfield Spencer Academy - Year 2 Long Term Plan - Learning Journey 2024-2025

Successful

High Expectations

Independence

Never Give Up

Equality

- Be Kind



English Model Music Curriculum using the Charanga Music Scheme

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

*Autumn Musical Performance

Musical Spotlight: Pulse, Rhythm and Pitch
Step: Music is in My Soul (Soul)

Musical Spotlight: Inventing a Musical Story
Step: Rainbows (Pop)

Musical Spotlight: Recognising Different Sounds
Step: Helping Each Other (Pop)

Musical Spotlight: Exploring Improvisation
Step: Music is all Around (Jazz)

Musical Spotlight: Our Big Concert
Step: The Sunshine Song (Pop)