



The Leys Primary and Nursery School

Long term Plan 2023-2024

Year: 2

Values	Inclusivity	Respect	Empathy	Determination	Aspiration	Empowerment
The Leys' learning pathways	EYFS Explore familiar and unfamiliar roles and experiences.	EYFS Communicate in a two way conversation.	EYFS Understand my feelings and respond to the feelings of others.	EYFS Solve problems independently with resilience.	EYFS Care for myself, others and the world around me.	
	KS1 Explore new experiences with confidence.	KS1 Communicate my thoughts and feelings in a calm, verbal way	KS1 Understand how my actions impact others.	KS1 Solve problems independently with resilience in friendships and academics.	KS1 Care for myself, others and the wider environment.	
	LKS2 Explore the world around me, increasing my knowledge and understanding.	LKS2 Communicate verbally, confidently and in writing with increased clarity.	LKS2 Understand how my actions affect myself and others around me.	LKS2 Solve problems regarding school life independently with resilience and seek support openly	LKS2 Care for myself, others and the wider world.	
	UKS2 Explore and challenge my learning in order to promote independence and resilience.	UKS2 Communicate clearly and confidently both verbally and in writing.	UKS2 Understand my strengths and areas for development within our school community.	UKS2 Solve a wide range of problems across the curriculum, both independently and collectively as a team.	UKS2 Care and understand how to promote the physical and mental well-being of myself and others and the world we live in.	

Global Goals	1. No poverty 2. Zero hunger 3. Good health and well-being 4. Quality education	5. Gender equality 6. Clean water & sanitation 7. Affordable and clean energy 8. Decent work and economic growth	9. Industry, infrastructure and innovation 10. Reduced inequalities 11. Sustainable cities and communities	12. Responsible consumption and production 13. Climate action 14. Life below water 15. Life on land	16. Peace, justice, and strong institutions 17. Participation for the goals
SMSC/British Values	<p>Social Moral Spiritual Cultural Education</p> <p>Spiritual - Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p> <p>Moral - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p>Social - Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.</p> <p>Cultural - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p> <hr/> <p>British Values Education</p> <ul style="list-style-type: none"> • Democracy • The rule of Law • Individual Liberty • Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith 				

	AUTUMN		SPRING		SUMMER	
School Events <ul style="list-style-type: none"> • Theme days • Charity events • Community events 	Music Week: The Power of Music (4/9-8/9) Class Author Week: Why are we named after this author? (11/9-15/9) National Poetry Day (performance poetry) 5/10/23	STEAM week: STEM-Building our Future- 06/11-10/11) Feel Good Week: (13/11-17/11) Enterprise Day: How can we be creative to raise money for our school at Christmas? (1/12) Take One Book - The Snow Dragon- Abi Aphinstone (December)	Just Talk Day- 05/01/24 Internet Safety Week: Want to Talk about it? (wb 5/2/24)	World Book Day: How have books changed the world? (07/03) STEAM week: Time 08/03-15/03 Easter Poetry - wb 18/3 (world poetry day- 21/03)	KS2 SATs w/c 13/05 W/C- 13/05-TAKE ONE Book - The Secrets of Black Rock	STEAM week: Ocean Art (Wb: 20/5 - 24/5) Careers Month June: What is my dream job? International Food Fair- 08/07 Olympics/Paris- W/C 08. 07
Charity Events	Harvest (Church)	Poppy Appeal 6-10/11/23 Children in Need 17/11/23 Christmas Jumper Day (15/12)		Red nose day TBC		
FOL Events	Disco (13/10) Non uniform day (19/10)	KS1/Reception Movie Night- (10/11) Enterprise Day (1/12) Refreshments at Nativities (Dec) Junior Performances-18/12	Non Uniform Day- 16/02 Disco- 9/02	Non Uniform Day - 28/3		Summer Fair (14/06)
Pupil Parliament	Cabinet vote (KS2) - w/c 11/9/23 Session 1 (15/9/23) 11am		Session 2 (19/1/24)		Session 3 (19/4/24)	
Class trip/visitor		Shepreth		Fire brigade		Careers visitors

TOPIC Big Question	Poles apart Why do different animals live in different places?		Fire Fire How has London changed since the Great Fire of London?		Sew it How is clothing made?	
Global Goals	3. Good health and well-being	3. Good health and well-being 14. Life below water	3. Good health and well-being 12. Responsible consumption and production 14. Life below water	3. Good health and well-being 13. Climate action	1. No poverty 2. Zero hunger 3. Good health and well-being 4. Quality education	8. Decent work and economic growth 9. Industry, innovation and infrastructure 12. Responsible consumption and production
Diversity Awareness	Black history- Saluting Black Women	Anti Bullying week Children in Need	Social structure of society during this period	World book day- celebrating different authors	Clothing industry	Dream job
PERSONAL, SOCIAL, HEALTH and ECONOMIC education	Keeping/Staying safe - Tying shoelaces Hazard watch - Is it safe to play with?	Relationships - Bullying - Body language Fire safety - Petty arson - Texting whilst driving	Computer safety - Image sharing - Computer safety documentary	Our world - Living in our world - Working in our world	Keeping/staying healthy - Healthy eating - Brushing teeth	Feelings and emotions - Worry and anger Being responsible - Practice makes perfect - Helping someone in need

	AUTUMN	SPRING	SUMMER
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<p>ENGLISH</p>	<p>Week 1-Music Week: The Power of Music (4/9-8/9)</p> <p>Week 2-Class Author Week: Why are we named after this author? (11/9-15/9) Biography based on class Author.</p> <p><u>Text-Hibernation-Non -chronological report</u></p> <p><u>Key Skills</u> Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Correct choice and</p>	<p><u>Text-Meerkat Christmas</u></p> <p><u>Key skills</u> Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions inprogress [for example, she is drumming, he was Shouting]</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are</p>	<p>Text-The great fire of London-Diary entries</p> <p><u>Key skills</u> Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is</p>	<p>World Book Day: How have books changed the world? (07/03)</p> <p>Easter Poetry - wb 18/3 (world poetry day- 21/03)</p> <p><u>Text-If I were in charge of the world- poetry</u></p> <p><u>Key skills</u> Commas to separate items in a list</p> <p>Week 1-2 <u>Sentence Stacking Lessons-</u>To write effective lines for a poem</p> <p><u>Week 3-Independent Write-</u>write a diary as a firefighter in the Great Fire of London or as a modern day firefighter.</p>	<p>W/C- 13/05- TAKE ONE Book - The Secrets of Black Rock</p> <p><u>Text-George and the dragon- narrative- Legend</u></p> <p><u>Key skills</u> Formation of nouns using suffixes such as - ness, -er and by compounding [for example, whiteboard, superman]</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p><u>Text-The Day the Crayons Quit</u> The children must write a persuasive letter to persuade the items to return to the classroom.</p> <p><u>Key Skills</u> Formation of adjectives using suffixes such as -ful, -less</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Correct choice and consistent use of present</p>
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	<p>consistent use of present tense and past tense throughout writing</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Week 3-5- <u>Sentence Stacking Lessons</u>- To write effective sentences for a non-chronological report on hibernation.</p> <p>Week 6-7- <u>Independent Write</u>- BBC Clips about hedgehogs. This one explains how the changing seasons affect hedgehogs: https://www.bbc.co.uk/bitesize/clips/zq9rkqt Write a fact file about hedgehogs.</p> <p>National Poetry Day (performance poetry) 5/10/23</p>	<p>missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p> <p>Week 1-2- <u>Sentence Stacking Lessons</u>- To write effective sentences for a postcard.</p> <p>Week 3-<u>Independent Write</u>-pupils to write a postcard as a different character searching for the perfect Christmas.</p> <p>Take One Book - The Snow Dragon- Abi Aphinstone (December)</p>	<p>drumming, he was shouting]</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p> <p>Week 1-3- <u>Sentence Stacking Lessons</u>-To write effective sentences for our diary.</p> <p>Week 4-<u>Independent Write</u>-write a diary as a firefighter in the Great Fire of London or as a modern day firefighter.</p>		<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Week 1-3- <u>Sentence Stacking Lessons</u>- To write effective sentences for our story.</p> <p>Week 4-<u>Independent Write</u>- Same characters/Different plot: George and the dragon join forces to become a united team to overcome an evil monster that has emerged from the sea.</p>	<p>tense and past tense throughout writing</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Week 1-3- <u>Sentence Stacking Lessons</u>-To write effective sentences for a persuasive letter.</p> <p>Week 4-<u>Independent Write</u>-The children must write a persuasive letter to persuade the items to return to the classroom.</p> <p><u>Texts-Plants Information Text</u></p> <p><u>Key skills</u> Formation of adjectives using suffixes such as -ful, -less</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun</p>
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						<p>phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate</p>
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						<p>items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession</p> <p><u>Week 1-3- Sentence Stacking Lessons-</u>To write effective sentences for an information text.</p> <p><u>Week 4-Independant Write-</u>Go on a local walk to discover different tree types and take photographs. Find out key facts about these trees. Build an informative text organised into evergreen and deciduous.</p>
MATHEMATICS	Place Value Addition and subtraction	Addition and subtraction Shape	Money Multiplication and Division	Length and height Mass, capacity and temperature	Fractions Time	Statistics Position and direction
SCIENCE	<p>Scientist: Jane Goodall</p> <p>Habitats: Living and nonliving, different habitats, identifying</p>	<p>Scientist: Dr Eugenie Clark</p> <p>Habitats: Living and nonliving, different habitats, identifying</p>	<p>Scientist: Charles Macintosh</p> <p>Uses of Everyday Materials</p>	<p>Scientist: John McAdam</p> <p>Uses of Everyday Materials</p>	<p>Scientist: Jane Colden</p> <p>Growing Plants Working scientifically</p>	<p>Scientist: David Attenborough</p> <p>Animals including humans. Growth and Survival</p>

	and naming animals in habitats, insects, food chains. Working scientifically	and naming animals in habitats, insects, food chains. Working scientifically	Working scientifically	Working scientifically		Working scientifically
COMPUTING	Coding	Online Safety Spreadsheets	Questioning	Effective Searching	Creating Pictures	Making Music Presenting Ideas

	AUTUMN		SPRING	SUMMER
HISTORY	<u>Timelines</u> <u>Music week- The power of Music- How has music changed over the last 60 years.</u> Study the lives of significant individuals in the past who have contributed to national and international achievements. Use a variety of sources and understand different ways to find out about the past. <u>Bonfire Night</u> <u>Remembrance Day</u> <u>Christmas in the past.</u> Use a variety of sources and understand different ways to find out about the past		<u>Fire of London</u> Understand events beyond living memory that are significant nationally Accurately order events.	<u>Significant people</u> Use a variety of sources and understand different ways to find out about the past
GEOGRAPHY	<u>What a wonderful world</u>	<u>Sensational safari</u>	<u>Magical mapping</u>	<u>Lets go to China</u>
ART and	Explore and Draw		Be an Architect	Expressive Painting

DESIGN	Focus: Drawing		Focus: Drawing and Sketchbooks		Focus: Colour	
DESIGN and TECHNOLOGY	<p>Food technology</p> <p>Designing- Design an appealing products for a particular user based on a simple design criteria.- Generate initial ideas and design criteria through investigating a variety of fruits and vegetables.-Communicate these ideas through talk, rating and drawing</p> <p>Making- Use simple utensils to peel, cut, slice, squeeze and chop safely. - Select from a range of fruits and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</p> <p>Evaluating- Taste and evaluate a range of fruits and vegetables to determine the intended user's preferences.- Evaluate ideas and finished products against design criteria, including intended user and purpose.</p> <p>Technical knowledge-Understand where a range of fruits and vegetables come from e.g. farmed or grown at home and give examples of each.-Understand and use The Eatwell guide to design a snack</p>		<p>Mechanisms</p> <p>Designing- Generate initial ideas and simple design criteria through talking and using your own experiences- Develop and communicate ideas through drawing and mock ups.</p> <p>Making- Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing</p> <p>Evaluating- Explore and evaluate a range of products with wheels and axles-evaluate their own ideas throughout their products against original criteria</p> <p>Technical knowledge- Explore and use wheels, axles and axle holders-Distinguish between fixed and freely moving axles</p>		<p>Textiles</p> <p>Designing- Design a functional and appealing product for a user and purpose based on a simple design criteria. -Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock ups and computing technology.</p> <p>Making- Select and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. - Select from and use textiles according to their characteristics.</p> <p>Evaluating- Explore and evaluate a range of existing textile products relevant to the project being undertaken. - Evaluate their ideas throughout and their final products against their original design criteria.</p> <p>Technical knowledge- Understand how a simple 3D textile products are made using templates, using a template to create two identical shapes. -Understand how to join fabrics using different techniques e.g running stitches, glue or stapling. - Explore different finishing techniques e.g. painting, fabric crayons, stitching buttons and ribbons</p>	
MUSIC	Pulse, rhythm and pitch	Playing in an orchestra Christmas production	Inventing a musical story	Recognising different sounds	Exploring improvisation	Our big concert
RELIGIOUS EDUCATION	Islam - What is Islam?	Christianity Teachings of Jesus and beliefs around Christmas	Islam Does going to a mosque give Muslims a sense of belonging?	Christianity - Easter - Resurrection	Judaism The Covenant	Judaism Rites of Passage and Good Works
FRENCH	Children in Key Stage 1 build on this					

	<ul style="list-style-type: none"> - To learn formal and informal greetings in French - To say their name and how they are feeling - Learning to listen carefully and repeat what is heard with improving accuracy. Language Angels Unit - Les Salutations completed through French Fridays					
PE	Fundamental Movement Skills 2 & Social Distance 1	Invasion Game Skills 2 & Net and Wall Game Skills 2	Gymnastics - Stretching, Curling and Arching & Yoga	Gymnastics - Pathways: Straight, Zigzag and Curving & Dance - Fire of London	Target Games 3 & Athletics 2	Striking and Field Game Skills 2 & Create your own Unit (Summer Games)