



THE HARMONY TRUST
Believe · Achieve · Succeed
Westwood Academy
Year 2 Long term plan

Subject/Term	Autumn Term	Spring Term	Summer Term
	In Maths, we follow the White Rose Curriculum, which is a small step, mastery-based scheme of learning.		

Mathematics	<p><u>Place Value</u></p> <p>Step 1 Numbers to 20</p> <p>Step 2 Count objects to 100 by making 10s</p> <p>Step 3 Recognise tens and ones</p> <p>Step 4 Use a place value chart</p> <p>Step 5 Partition numbers to 100</p> <p>Step 6 Write numbers to 100 in words</p> <p>Step 7 Flexibly partition numbers to 100</p> <p>Step 8 Write numbers to 100 in expanded form</p> <p>Step 9 10s on the number line to 100</p> <p>Step 10 10s and 1s on the number line to 100</p> <p>Step 11 Estimate numbers on a number line</p> <p>Step 12 Compare objects</p> <p>Step 13 Compare numbers</p> <p>Step 14 Order objects and numbers</p> <p>Step 15 Count in 2s, 5s and 10s</p> <p>Step 16 Count in 3s</p>	<p><u>Addition and subtraction</u></p> <p>Step 1 Bonds to 10</p> <p>Step 2 Fact families - addition and subtraction bonds within 20</p> <p>Step 3 Related facts</p> <p>Step 4 Bonds to 100 (tens)</p> <p>Step 5 Add and subtract 1s</p> <p>Step 6 Add by making 10</p> <p>Step 7 Add three 1-digit numbers</p> <p>Step 8 Add to the next 10</p> <p>Step 9 Add across a 10</p> <p>Step 10 Subtract across 10</p> <p>Step 11 Subtract from a 10</p> <p>Step 12 Subtract a 1-digit number from a 2-digit number (across a 10)</p> <p>Step 13 10 more, 10 less</p> <p>Step 14 Add and subtract 10s</p> <p>Step 15 Add two 2-digit numbers (not across a 10)</p> <p>Step 16 Add two 2-digit numbers (across a 10)</p> <p>Step 17 Subtract two 2-digit numbers (not across a 10)</p> <p>Step 18 Subtract two 2-digit numbers (across a 10)</p> <p>Step 19 Mixed addition and subtraction</p> <p>Step 20 Compare number sentences</p> <p>Step 21 Missing number problems</p>	<p><u>Money</u></p> <p>Step 1 Count money – pence</p> <p>Step 2 Count money – pounds (notes and coins)</p> <p>Step 3 Count money – pounds and pence</p> <p>Step 4 Choose notes and coins</p> <p>Step 5 Make the same amount</p> <p>Step 6 Compare amounts of money</p> <p>Step 7 Calculate with money</p> <p>Step 8 Make a pound</p> <p>Step 9 Find change</p> <p>Step 10 Two-step problems</p>	<p><u>Length and height</u></p> <p>Step 1 Measure in centimetres</p> <p>Step 2 Measure in metres</p> <p>Step 3 Compare lengths and heights</p> <p>Step 4 Order lengths and heights</p> <p>Step 5 Four operations with lengths and heights</p>	<p><u>Fractions</u></p> <p>Step 1 Introduction to parts and whole</p> <p>Step 2 Equal and unequal parts</p> <p>Step 3 Recognise a half</p> <p>Step 4 Find a half</p> <p>Step 5 Recognise a quarter</p> <p>Step 6 Find a quarter</p> <p>Step 7 Recognise a third</p> <p>Step 8 Find a third</p> <p>Step 9 Find the whole</p> <p>Step 10 Unit fractions</p> <p>Step 11 Non-unit fractions</p> <p>Step 12 Recognise the equivalence of a half and two-quarters</p> <p>Step 13 Recognise three-quarters</p> <p>Step 14 Find three-quarters</p> <p>Step 15 Count in fractions up to a whole</p>	<p><u>Statistics</u></p> <p>Step 1 Make tally charts</p> <p>Step 2 Tables</p> <p>Step 3 Block diagrams</p> <p>Step 4 Draw pictograms (1–1)</p> <p>Step 5 Interpret pictograms (1–1)</p> <p>Step 6 Draw pictograms (2, 5 and 10)</p> <p>Step 7 Interpret pictograms (2, 5 and 10)</p>
	<p><u>Addition and subtraction</u></p> <p>Step 1 Bonds to 10</p> <p>Step 2 Fact families - addition and subtraction bonds within 20</p> <p>Step 3 Related facts</p> <p>Step 4 Bonds to 100 (tens)</p> <p>Step 5 Add and subtract 1s</p> <p>Step 6 Add by making 10</p> <p>Step 7 Add three 1-digit numbers</p> <p>Step 8 Add to the next 10</p> <p>Step 9 Add across a 10</p> <p>Step 10 Subtract across 10</p> <p>Step 11 Subtract from a 10</p> <p>Step 12 Subtract a 1-digit number from a 2-digit number (across a 10)</p> <p>Step 13 10 more, 10 less</p> <p>Step 14 Add and subtract 10s</p> <p>Step 15 Add two 2-digit numbers (not across a 10)</p> <p>Step 16 Add two 2-digit numbers (across a 10)</p> <p>Step 17 Subtract two 2-digit numbers (not across a 10)</p> <p>Step 18 Subtract two 2-digit numbers (across a 10)</p> <p>Step 19 Mixed addition and subtraction</p> <p>Step 20 Compare number sentences</p> <p>Step 21 Missing number problems</p>	<p><u>Multiplication and division</u></p> <p><u>Step 1 Recognise equal groups</u></p> <p>Step 2 Make equal groups</p> <p>Step 3 Add equal groups</p> <p>Step 4 Introduce the multiplication symbol</p> <p>Step 5 Multiplication sentences</p> <p>Step 6 Use arrays</p> <p>Step 7 Make equal groups – grouping</p> <p>Step 8 Make equal groups – sharing</p> <p>Step 9 The 2 times-table</p> <p>Step 10 Divide by 2</p> <p>Step 11 Doubling and halving</p> <p>Step 12 Odd and even numbers</p> <p>Step 13 The 10 times-table</p> <p>Step 14 Divide by 10</p> <p>Step 15 The 5 times-table</p> <p>Step 16 Divide by 5</p> <p>Step 17 The 5 and 10 times-tables</p>	<p><u>Mass, capacity and temperature</u></p> <p>Step 1 Compare mass</p> <p>Step 2 Measure in grams</p> <p>Step 3 Measure in kilograms</p> <p>Step 4 Four operations with mass</p> <p>Step 5 Compare volume and capacity</p> <p>Step 6 Measure in millilitres</p> <p>Step 7 Measure in litres</p> <p>Step 8 Four operations with volume and capacity</p> <p>Step 9 Temperature</p>	<p><u>Time</u></p> <p>Step 1 O'clock and half past</p> <p>Step 2 Quarter past and quarter to</p> <p>Step 3 Tell the time past the hour</p> <p>Step 4 Tell the time to the hour</p> <p>Step 5 Tell the time to 5 minutes</p> <p>Step 6 Minutes in an hour</p> <p>Step 7 Hours in a day</p>	<p><u>Position and direction</u></p> <p>Step 1 Language of position</p> <p>Step 2 Describe movement</p> <p>Step 3 Describe turns</p> <p>Step 4 Describe movement and turns</p> <p>Step 5 Shape patterns with turns</p>	

<p>English</p>	<p>In English, we teach over a two-week cycle, using quality texts to inspire our writing.</p>					
<p>Book Focus: The Town Mouse and the Country Mouse <u>1st cycle</u> Fact file of a mouse (cold write)</p> <p>Narrative re-tell</p> <p>Book Focus: Usbourne Farm Animals <u>2nd cycle</u> Character description of a farm animal (Cold Write) Non- Chronological Report: A day on the farm (Extended write)</p> <p>Book Focus: Farmer Duck <u>3rd cycle</u> Instruction Writing: How to make hedgehog bread Instruction Writing: How to be a fantastic farmer (Cold Write)</p> <p>Alternative Ending- Children write their own ending to Farmer Duck</p>	<p>Book Focus: The Man on the Moon <u>1st cycle</u> Fact File of the moon itself (cold write) Diary Entry a day in the life of Bob (Extended write)</p> <p>Book Focus: The First Moon <u>Landing</u> <u>2nd cycle</u> Description- of Space (Cold write) Non-Chronological Report- The First Moon Landing (Extended write) <u>3rd cycle: The way back home</u> Instructions: How to build a rocket (cold write) Alternative Ending: How did he get home? (Extended write)</p>	<p>Book Focus: The Tiger Child <u>1st cycle</u> Missing Poster Where has the tiger been? (cold write) Diary Entry (Extended write)</p> <p>Book Focus: The Jungle Book <u>2nd cycle</u> Poetry- sounds of the Jungle (Cold write) Re-tell- The jungle book(Extended write)</p> <p><u>3rd cycle: How to make a peacock</u> Fact File: Peacock (cold write) Instructions: How to make a peacock (Extended write)</p>	<p>Book Focus: Florence Nightingale <u>1st cycle</u> Character Description appearance and personality (cold write) Non-Chronological Report Florence Nightingale (Extended write)</p> <p>Book Focus: The Great Explorer <u>2nd cycle</u> Setting description- of the journey (Cold write) Diary- of the journey (Extended write)</p> <p><u>3rd cycle:</u> The Soccamatic Speech: In the role of the soccamatic (cold write) Explanation: How does the soccamatic work? (Extended write)</p>	<p>Book Focus: The Lighthouse Keeper's Lunch <u>1st cycle</u> Description of a disgusting sandwich (cold write) Alternative re-tell with a different animal/ending (Extended write)</p> <p>Book Focus: The Lighthouse keeper's cat <u>2nd cycle</u> Writing in role- as the cat (Cold write) Letter- to Mr Grinling (Extended write) <u>3rd cycle: Different types of holidays</u> Poem: Campfire poem (cold write) Persuasive Writing: Book a holiday today! (Extended write)</p>	<p>Book Focus: Grandma's Seaside Bloomers Fact File of Lytham St Annes (cold write) Diary Entry a day at the sea as Edward (Extended write)</p> <p>Book Focus: Trip to the Seaside <u>Recount</u> <u>2nd cycle</u> Poem- Verb poem (Cold write) Recount- Our Trip to the seaside (Extended write) <u>3rd cycle: Seaside in the past</u> Instructions: Visiting the seaside (cold write) Non-Chronological report: Seaside in the past (Extended write)</p>	
<p>Science</p>	<p>Living things and their habitats Living things in their habitats is an opportunity for the children to explore animals and how they are adapted to their environments. They also go hunting for habitats to ensure they have a first-hand experience of what these habitats look like in real life. Later in the topic they are able to describe the similarities and differences between animals and the places they have chosen to live in. They can use specifically taught scientific vocabulary to do this. This learning links back to EYFS where they were able to talk about nocturnal animals in their Night and Day topic. It will also lead into their learning in Year 4 where they look at the rainforest and how the animals there are specifically adapted.</p>		<p>Materials and their properties This half term the children learn about materials. They compare these materials by thinking about their properties and they use this knowledge to suggest why a material may or may not be used for a specific job. The children also have the opportunity to discover which famous people invented certain materials such as John Dunlop. This links with the learning from Year 1 where they were naming and comparing materials and their knowledge is further built on in year 3 during their rocks and soils topic.</p>	<p>Growing and changing animals Growing and changing animals is a science topic that gives the opportunity for children to think about the life cycle of humans and animals. This links to the Spring and Growth topic in Reception and the grouping animals topic in Year 1. When children are thinking about the difference between the different stages of the cycle in humans and animals, this learning is built on in Year 3 when they think about skeletons, movement and muscles (how do these develop as you grow).</p>	<p>Healthy Lifestyles This half term the children learn about healthy lifestyles which includes thinking about personal hygiene, the effects of exercise on our bodies and what a balanced diet would look like. This links with the human body topic in Year 1 where they learn about the senses and parts of the body, the nutrition and diet topic in year 3 and the teeth and digestion topic in year 4.</p>	<p>Plants In summer 2, the children learn about what plants need to survive. After thinking about this and the different features of a plant, the children conduct an investigation into the survival of plants. This links to the plants topic in Year 1 where they learn about the different types of plants and the life cycle of a plant topic in Year 3 where they learn about how plants stay alive and how water is transported through a plant.</p>
<p>Working scientifically – Taught throughout all topics in science</p>						
<p>Asking questions, setting up enquiries, making observations gathering information, recording and reporting findings, drawing conclusions pattern identification, using evidence to answer questions</p>						
<p>History</p>		<p>3,2,1...Blast off! In Year 2 the children learn all about the Space Race. They identify where events come on a simple timeline following on from the learning in Year1 around the Great Fire of London. The children also carry out research of a famous person (Neil Armstrong) outside of their lifetime and their achievements, this is then carried through into Year 3 where the</p>		<p>How will we remember you? In Year 2, the children will look at famous people that have changed the world in some way and be able to talk about their achievements. They carryout independent research and compare hospitals from then and now for Florence Nightingale. The children look at Malala and Annie Kenney and develop an understanding of their achievements through living</p>		<p>Oh, I do like to be beside the seaside... This half term the children will learn all about the seaside in the past. They will be learning how British culture has changed in the coastal regions. They will also look at how traditions have evolved into the ones we know now. This links to their learning in Year 1 where they have already look at countries and regions in their Great Britain Now</p>

		children learn about Tutankhamun. During this term the children look at animals in space, taste space food and develop key vocabulary through related texts.		history. This topic builds on the learning from People Who Help Us (Nursery)		topic. It will lead into their learning in Year 3 where they will look at how other land is used to support the British culture. The topic is finished with a beach bag completed in DT.
Geography	Old MacDonald had a farm... In Year 2 the pupils study the countryside and related themes. This builds on from Me and our World in Year 1 to enable children to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Children will begin to use aerial photographs and plans. Devise a simple map using compass directions and constructing a key. Children begin to use related key vocabulary.		I is for India This half term the children learn about India. The children become able to identify India on a map and talk about both human and physical features. They learn to name and place the world's seven continents and five oceans This builds on from the learning in Year 1 about Africa. They will then begin to name, place and identify the four countries and capital cities of the United Kingdom.		Happy Holidays In Summer 1 the children study the places people go on holiday. The children will be able to name different types of holidays and methods of transport to reach their destination. This links to their learning from nursery (transport) and also their learning from Autumn in Year 1 (me and our world). This topic will link well with their future learning in year 4 where they learn about different European countries and their characteristics	
Art	Collage Collaging is a skill developed in Year 2 with the use of man-made materials. The children work on producing a background that resembles the farm studied in their Geography topic. They are required to make sensible colour choices and use the techniques taught. This will lead into their collaging topic in Year 3 where they can use natural resources to create a volcano.		Painting During the painting topic, the children are required to mix paints to create colours and decide which are hot and which are cold. They also use a colour wheel to develop an understanding of how colours complement each other and can be used to create eye catching pieces of art. The children then use these skills to create an Indian elephant to link with their India topic. The painting skills learnt here will be of benefit in Year 3 when they are able to create Primitive art with natural materials.			Drawing Following on from their DT topic, the children are given the opportunity to decorate their beach bag and make it fit for purpose. They are able to use what they have already learnt about colours to create their own design on their bag. This will lead into their learning in Year 5 where they are able to create rag rugs.
DT		Mechanisms As part of the Space topic the children are able to construct their own moon buggy using cogs and joins to make it suitable for life on the moon. They are able to use the design, make, evaluate sequence learnt in Year 1 to ensure their buggy is well designed. It will also lead into their paper technology mechanisms in Year 4 where they can reinforce their skills.		Food This food topic focussing on learning the skills to make vegetable soup. The children develop cutting, peeling and chopping skills when adding their vegetables and also use equipment such as blenders and whisks to create different textures. They consider the need for a balanced diet which links to both Year 2 and Year 3 science. The skills developed in this topic lead into making Spanish omelettes in Year 5.	Textiles In this topic the children produce their own beach bag to take to their Seaside trip. They plan, create and evaluate their bag and ensure it is fit for the audience and purpose. They practise cutting and sewing skills to join the seams together and create a handle. This topic leads on to making Tudor roses in Year 5.	
Computing	Children recap the fundamentals of coding vocabulary and skills via Scratch Jnr.	Children build on their existing skills with the introduction of higher-	Year 2 develop digital literacy skills introducing spreadsheets using the Purple Mash Spreadsheets Unit 1	Digital literacy is further developed with the use of basic iPad skills to complete a Stop, Motion,	Combine digital literacy and coding skills learnt year to date, to use	Children continue to develop digital literacy skills Purple Mash Creating Pictures adding higher-

		level vocabulary and skills through Purple Mash Coding Unit 2.	and apply those skills to complete Making Music Unit 1.	Animation unit using Lego Movie Maker and beginning to explore alternative uses for technology.	iPads to program Bluebots remotely.	level skills to the Year 1-unit Animated Storybooks.
RE	Year 2 learn about the main religious festivals, the main customs of these religions and how religions can form part of a person's identity. The children build on knowledge from Year 1 and are beginning to compare and contrast different religions.					
PSHE	During PSHE the children look at how to model themselves with links to the Harmony Pledge. They learn the value of money and how it can be used to support them in their future lives. They also look at how their choice of job will impact their quality of life.					
PE (Indoor)	<p>Gymnastics</p> <p>In gymnastics, children will learn how to travel, linking actions together by tiptoeing, jumping, hopping, skipping and galloping. They will learn different controlled rolls and how to create different balanced shapes with their bodies. In this unit, children will also learn different jumps, handstands and cartwheels and will use all of the skills taught to perform a sequence, with increasing control.</p>	<p>Dance</p> <p>Through this unit, children will begin to improvise with a partner to create a simple dance. They will create motifs with different stimuli and begin to compare and adapt movements to create a larger sequence. They will begin to use simple dance vocabulary to compare and improve each other's performances.</p>	<p>Gymnastics</p> <p>In this unit, children will continue to build upon the skills taught in Autumn 1 with increasing confidence. They will continue to travel, link actions together, complete controlled rolls and different jumps. They will perform sequences of their own composition with coordination.</p>	<p>Dance</p> <p>Through this unit, children will continue to build upon the skills taught in Autumn 1, with increasing confidence. They will continue to improvise with a partner to create a simple dance. They will create motifs from different stimuli and begin to adapt movements to create a larger sequence. They will perform learnt skills and techniques with increasing control and confidence and begin to compete against their self and others in a controlled manner.</p>	<p>Football</p> <p>In this unit, children will travel with a ball using dribbling skills. They will learn how to pass the ball in different ways and use kicking and dribbling skills in a game. They will use different ways of travelling, at different speeds changing direction whilst running. They will choose and use the best space in a game. During this unit, children will begin to use and understand the terms attacking and defending. They will begin to understand the importance of rules when competing against others.</p>	<p>Cricket</p> <p>Striking and hitting a ball</p> <p>During this unit, children learn to strike or hit a ball with increasing control. They begin to learn skills for playing striking and fielding games. Children will learn to throw different types of equipment in different ways, for accuracy and distance. They will throw, catch and bounce a ball with their partner using their hand-eye coordination. They will begin to understand the importance of rules when competing against others.</p>
PE (Outdoor)	<p>Multi skills</p> <p>In this unit, children will learn to strike or hit a ball with increasing control. They will learn skills for playing striking and fielding games. They will learn to throw and catch different equipment in different ways, for accuracy and distance. With a partner, they will practise throwing, catching and bouncing a ball. They will apply these skills in a game tactics and rules.</p>	<p>Multi-skills Travelling</p> <p>In this unit, children will travel linking their actions together. They will tiptoe, step, hop and jump. They will learn to hopscotch, skip and gallop. They will learn to bounce and kick a ball and begin to travel with a ball kicking and dribbling. This will prepare them for their unit of football in Summer 1.</p>	<p>Multi-skills Jumping</p> <p>In this unit, children will develop their ability to perform a variety of jumps such as Straight jump, tuck jump, jumping jack, half turn jump and a cat spring.</p>	<p>Multi-skills Sending and Receiving</p> <p>In this unit, children throw different types of equipment in different ways, for accuracy and distance. With a partner, they will throw, catch and bounce a ball. They will develop their hand-eye coordination to maintain control and begin to vary the types of throws.</p>	<p>Striking Activities Striking and hitting a ball</p> <p>In this unit, children will learn to strike or hit a ball with increasing confidence and control. They will learn skills for playing striking and fielding games and begin to position their body to strike the ball.</p>	<p>Athletics</p> <p>In Athletics, children will develop their running, jumping and throwing skills in order to perform and compete with control. They will learn to run at different paces, selecting the most suitable pace for distance and varying the direction and speed in which they travel. They will perform and compare different types of jumps and combine jumps with fluency and control. They will throw different equipment in different ways for accuracy and distance. They will investigate ways to alter their throwing technique to achieve greater distance.</p>
Music	<p>Exploring Pulse and rhythm</p> <p>Improvising and Composing</p> <p><i>Can we create our own Carnival of the Animals?</i></p> <p>Horsey, horsey</p> <p>Songs about animals</p> <p>Carnival of the Animals – Saint-Saens</p> <p>Own Carnival of the Animals composition</p> <p>We listen to different movements from <i>The Carnival of the Animals</i> and compose our own music for farmyard animals to create our own <i>Carnival of the Farmyard Animals</i>. We use Audacity to combine our recordings into a whole piece. The children revise the musical terms:</p>	<p>Exploring Pitch</p> <p>Notation and Use of Technology</p> <p><i>Can we create our own music for a journey into space?</i></p> <p>One step on the moon</p> <p>I'm going to be an astronaut</p> <p>Mars and Venus from <i>The Planets</i> – Holst</p> <p>Space journey</p> <p>The children revise previous work on pitch. They create their own graphic score for a space journey, choosing appropriate sounds to match space objects, including a 3-note message from aliens based on</p>	<p>Exploring sound</p> <p>Playing</p> <p><i>Can we create our own piece of Indian music?</i></p> <p>Dipidu</p> <p>Dhage</p> <p>Dham, dham, dham</p> <p>Sahela re – Kishori Amonkar</p> <p>Indian music composition</p> <p>The children listen to Indian music and songs. They are introduced to Indian instruments. They compose their own Indian music with drone, tala (rhythm) and rag (melody). They compose their own 3-note rag</p>	<p>Exploring Duration Improvising and Composing; Use of Technology</p> <p><i>Can we create music for a machine?</i></p> <p>I'm a Friendly Robot</p> <p>Connect It – Anna Meredith</p> <p>Machine music composition</p> <p>The children develop exploring using their voices to create different machine sounds. They notate the sounds and arrange them into an order to create a piece of music with a beginning, middle and end. They learn the musical terms staccato (spiky) and</p>	<p>Exploring timbre, tempo and dynamics</p> <p>Playing; Notation</p> <p><i>Can we compose Sea music?</i></p> <p>Come with me to the beach</p> <p>Down there under the sea</p> <p>Aquarium – Saint-Saens</p> <p>The Little Mermaid</p> <p>Sea composition</p> <p>We sing Seaside songs and learn choreography for some of the songs. We compose music about the waves being calm and stormy. We learn the musical terms 'crescendo' and 'diminuendo' and</p>	<p>Exploring instruments and symbols</p> <p>Improvising and Composing; Notation</p> <p><i>Can we create our own Going on a treasure hunt story?</i></p> <p>We're going on a bear hunt</p> <p>Pirates!</p> <p>When I was one</p> <p>Pirates of the Caribbean</p> <p>Treasure hunt composition</p> <p>We base our work on the book 'Going on a Bear Hunt'. We create our own 'Going on a Treasure Hunt'. We create new hazards on a treasure map and choose sounds to match the hazards. We notate the hazards beginning to use dots for rhythms and pitch. We choose</p>

	forte/piano, allegro/lento accel./rall. and staccato/legato	doh, re, me. They record their music and listen back to their recording to make improvements to their work.	based on doh, re, me and notate their rag. They experiment with finger dancing when listening to Indian music.	legato (smooth). They record and appraise their work. We record our voices using Audacity and edit them to sound like machines.	revise other musical terms learnt this year. We use these in our compositions and notate our compositions using graphic symbols and musical elements. We record and appraise our compositions	instruments for the sounds. We record and appraise our work.
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