

St John's Long-Term Plan 2025-26

Year 2

Curriculum Drivers		
Curiosity	Discovery	Creativity

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	<p>Has a superhero been to the moon?</p> <p>History- Space</p>	<p>What would keep us safe in extreme weather?</p> <p>Geography unit- Extreme weather</p>	<p>Could the Great Fire of London have been prevented?</p> <p>History Focus</p>	<p>Where in the world is our school?</p> <p>Geography focus</p>	<p>Who was to blame for the sinking of the Titanic?</p> <p>History Focus</p>	<p>Would you be able to live in the Australian outback?</p> <p>Geography Focus- Australia</p>
Curriculum Intent	<p>Finding out about what make a superhero. Focusing on key historical figures who were involved in the first moon landing. To gain an understanding of the significance of the first moon landing.</p>	<p>Learn about extreme weather conditions in the UK. Look at homes adapted to different climates around the world.</p>	<p>To learn how the Great Fire of London changed the face of London as we know it today. Looking at causes and consequences, as well as change, and to gain an understanding of what life must have been like at the time.</p>	<p>Exploring what it is like in our local area. Looking at human and physical features and how these have changed in recent years with the changing locality of Grove.</p>	<p>To compare what life was like on board The Titanic for children to life today. To understand why the Titanic was significant at the time. To learn why the Titanic sank and who was to blame.</p>	<p>To discover where Australia is located in relation to other countries and continents. To understand that Australia has a diverse landscape and varied weather/ climate conditions. To explore the different animals that live in Australia.</p>

Enrichments	<p>Visit from Harwell Science centre?</p> <p>Science VR</p> <p>Harvest Festival Singing</p>	<p>Carol Singing Performance</p> <p>Christmas Jumper Day</p> <p>Christmas Dinner Day</p> <p>Theatre Experience</p> <p>Building focus with our local area</p>	<p>History off the page</p> <p>Science Fair</p> <p>Make houses and set fire to them</p>	Walk around the local area	Class photographs	<p>Sutton Courtenay Environmental Centre</p> <p>Sports Day</p> <p>End of Year Celebration</p>
<p>English (Texts studied, and the genre & purpose of writing)</p> <p>Character awards-reading</p>	<p>The disgusting sandwich Outcome- Instructions- how to make a disgusting sandwich</p> <p>The Tin Forest- Helen Ward and Wayne Anderson Outcome- descriptive writing</p>	<p>A little blue dot- Maren Hasenjager Outcome- To write a fact file to make up their own planet.</p> <p>Beegu- Alexis Deacon Outcome: To write a postcard home describing Earth to and her experiences to her family.</p>	<p>The Boy and the Giant- David Litchfield Outcome- To write a letter to the mayor about what we would like to improve in Grove/Wantage.</p> <p>Coming to England EDI Floella Benjamin Write a recount of Floella's first day in England.</p>	<p>The Great Fire of London Emma Adams and James Weston Lewis- Outcome: Informative poster to keep homes safe from fire.</p> <p>Vlad and The Great fire of London – Hopscotch History – Extended Narrative</p>	<p>Welcome to our table- EDI Laura Mucha Outcome- class recipe book</p> <p>The Journey- Aaron Becker Narrative- beginning, middle and end</p>	<p>One day on our Blue Planet- The outback (Non-fiction) Animal fact file</p> <p>Aboriginal dreaming stories- Tiddalik the Frog Outcome- Narrative</p>
Mathematics (White Rose Maths)	<p>Place Value Within 100</p> <p>Addition and Subtraction within 100</p>	<p>Addition and Subtraction within 100</p> <p>Shape</p>	<p>Money</p> <p>Multiplication and division</p>	<p>Length and Height</p> <p>Mass, capacity and temperature</p>	<p>Fractions</p> <p>Time</p>	<p>Statistics</p> <p>Position and Direction</p>
History (Hamilton/ Historical Association/Key Stage History)	<p>The first Man on The Moon 1.The Moon landing happened in 1969 after years of the space race between America and Russia</p>	Geography Focus	<p>The Great Fire of London 1. Children understand how a small event, with a careless baker in a short narrow lane, can lead to</p>	Geography Focus	<p>The Sinking of the Titanic 1. Explain why the Titanic is still so famous 2. Describe life on board for ALL groups of passengers 3.</p>	Geography Focus

	<p>2. This was a really exciting event less than 70 years after the Wright brothers first flight. Pieces of fabric and wood from the first airplane, the Wright' Flyer travelled to the moon in a lunar module</p> <p>3. The Moon Landing changed the world for ever. It showed how clever people were who could land men on the moon and made people very excited about what else could be achieved.</p> <p>4. For two hours Aldrin and Armstrong carried out experiments on the moon and collected rock samples</p> <p>5. Nobody has returned to the moon since 1972</p> <p>6. First female black women in space- Mae Jemison</p>		<p>a major rebuilding of vast areas of the capital.</p> <p>2. They are able to explain that there were a variety of reasons for the fire and can suggest the most important ones.</p> <p>3. They are able to describe the desperate measures taken to control the fire and can explain how Londoners felt at the time.</p> <p>4. They can explain how the appearance of London changed after the Fire both the houses and the street layout and that the fire led to better fire service</p>		<p>Explain why the unsinkable sank, including why Captain Smith was blamed</p> <p>4. Describe the difficulties in rescuing passengers.</p> <p>5. Talk about the ways they stopped disasters like this happening again: every ship should have a radio manned 24 hours; should have enough lifeboats; and should slow down near ice</p>	
National Curriculum Link	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>		<p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>		<p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>	
Geography (Hamilton/ Royal Geographical Association)	History Focus	Extreme Weather <ul style="list-style-type: none"> Discuss types of daily weather patterns and extreme weather in the 	History Focus	Local Study- Grove <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of our school 	History Focus	Country Study- Australia <ul style="list-style-type: none"> Australia's location in relation to its surrounding countries, continents and

		<p>UK.</p> <ul style="list-style-type: none"> · Use maps to identify the UK and use compass points when finding locations on the map. · Locate the world's seven continents and understand that climates vary in different parts of the world. · Know that climates are affected by where in the world a place is and how close to the equator and the North and South Poles it is. 		<p>and its grounds + the key human & physical features of its surrounding environment. Looking at White Horse Hill/The ridgeway.</p> <ul style="list-style-type: none"> · Use simple compass directions (North, South, East and West) and locational and directional language (near and far; left and right) to describe the location of features and routes on a map. · Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key. · Use basic geographical vocabulary to refer to key physical and human features. 		<p>oceans, and also in relation to the UK.</p> <ul style="list-style-type: none"> · learn that the size of Australia means that places in different locations have very different geographical human and physical characteristics. · Pupils discover countries are divided by man-made constructed boundaries (state or political boundaries) as well as natural boundaries such as landform or climate regions. They gain an understanding of where Australians have come from, the term 'migration', the indigenous or Aboriginal population and culture, and consider why most people choose to live in coastal areas. · Pupils locate Australia and discover the land area of the country/continent; and compare its size to other countries and continents. They learn the four major landform regions of Australia, and discover their key geographical features (island, plateau, lake, gorge, desert, mountain ranges). The weather and climate of Australia is explored,
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National Curriculum Link		identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles		use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		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
Science (VAT Scheme)	<p>Superhero Me!</p> <ul style="list-style-type: none"> notice that animals, including humans, 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. compare how things move on different surfaces find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>Properties of materials- Chocolate focus</p> <ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>Materials 2- The Magic Wardrobe, Science Fair Focus</p> <p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <ul style="list-style-type: none"> find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>Growth- Plants</p> <p>Plants can grow from seeds or bulbs (and some other ways)</p> <ul style="list-style-type: none"> Seeds and bulbs do not need light to germinate but plants do Seeds and bulbs need water to germinate. All animals have offspring that grow into adults Some animals have live birth, some eggs. Some infants do not look like their parents (caterpillars and butterflies). The need for shelter, nutrition, correct temperature, water to survive 	<p>We are conservationists</p> <ul style="list-style-type: none"> 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 identify and name a variety of plants and animals in their habitats, including micro-habitats 	<p>Extreme Habitats</p> <ul style="list-style-type: none"> 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 identify and name a variety of plants and animals in their habitats, including micro-habitats explore and compare the differences between things that are living, dead, and things that have never been alive 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.

PSHE (You, Me, PSHE)	Physical health and wellbeing What keeps me healthy? 1. Pupils learn about eating well . Pupils learn about the importance of physical activity, sleep and rest . Pupils learn about how germs are spread, how we can prevent them spreading and people who help us stay healthy and wel		Mental health and emotional wellbeing Friendship 1. Pupils learn about the importance of special people in their lives 2. Pupils learn about making friends and who can help with friendships (on and offline) . Pupils learn about solving problems that might arise with friendships (on and offline)		Relationships and health education Boys and girls, families Pupils learn to understand and respect the differences and similarities between our bodies. 2. Pupils learn about the biological differences between male and female animals and their role in the life cycle Pupils learn the biological differences between male and female children		Relationships and health education Boys and girls, families 4. Pupils learn about growing from young to old and that they are growing and changing . Pupils learn that everybody needs to be cared for and ways in which they care for others 6. Pupils learn about different types of family and how their home-life is special		Keeping safe and managing risk Indoors and outdoors . 1. Pupils learn about keeping safe in the home, including fire safety . Pupils learn about keeping safe online, including the benefits of going online . Pupils learn about keeping safe outside 4. Pupils learn about road safety		Drug, alcohol and tobacco education Medicines and me . Pupils learn why medicines are taken . Pupils learn where medicines come from . Pupils learn about keeping themselves safe around medicines	
RE (Jigsaw RE)	Christianity Enquiry: Is it possible to be kind to everyone all of the time? Theme: Jesus's example as the Son of God.		Christianity Enquiry: Why do Christians believe God gave Jesus to the world? Theme: Christmas - Jesus as a gift from God (incarnation).		Sikhism Enquiry: Who is God to Sikhs? Theme: Special People		Christianity Enquiry: How important is it to Christians that Jesus came back to life after his crucifixion? Theme: Salvation - Resurrection of Jesus at Easter.		Sikhism Enquiry: Why do Sikhs admire their Gurus? Theme: Sikh Beliefs		Sikhism Enquiry: Does taking part in Baisakhi help Sikh children have a sense of belonging? Theme: Festivals and Belonging	
Music (Music Express)	Ourselves Exploring Sounds	Toys Beats	Our Land Exploring Sounds	Our Bodies Beat	Animals Pitch	Number Beat	Storytime Exploring Sounds	Seasons Pitch	Weather Exploring sounds	Pattern Beat	Water Pitch	Travel Performance

Art (Access Art)	<u>Explore & Draw</u> Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.		<u>Expressive Painting</u> Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes.		<u>Be An Architect</u> Exploring architecture and creating architectural models.	Aboriginal Art
DT (Design and Technology association)		<i>Preparing Fruit and Vegetables</i>		Freestanding Structures		<i>Sliders and leavers</i>
PE (TA Sports Programme)	Tennis Rounders	Hockey Netball	Tactical invasion games Handball	Rounders Tennis	Netball Hockey	Handball Tactical Invasion games
Computing (Teach Computing)	Digital photography • Jessie and Friends Ep3 (2 sessions)	Pictograms	Programming A -Robot Algorithms • Smartie the Penguin(Bk 2)	Making music • Detective Digiduck	Information Technology around us	Programming B - Introduction to quizzes