

Year 2 LTP 2025 – 2026

	Autumn 1 (7+3)	Autumn 2 (7)	Spring 1 (5+4)	Spring 2 (5)	Summer 1 (5+3)	Summer 2 (7)
English	<p>Sentence work Main clause + coordinating extra detail Main clause + coordinating clause + main clause Recap spelling rules: suffixs/es, suffix -ed, suffix-ing, suffix-er, suffix-est</p> <p>Little Red Reading Hood – character description Subject + verb Subject + verb + object Subject + verb + adjective Subject + verb + adverb Main clause + coordinating conjunction + extra detail (using and) Main clause + coordinating conjunction + main clause (using but, so)</p>	<p>To inform (recount) Edith Cavell – Diary Past and present tense throughout the writing Noun phrases Main clause + coordinating conjunction + main clause (using but, so) Main clause + subordinating conjunction + subordinate clause (using because)</p> <p>enquiry@edithcavell.org.uk</p> <p>Adding -ed (3 rules) kind because both every after improve people everybody even</p> <p>To inform (instructions) Materials and plastic – instructions Command sentences Commas in lists Main clause + coordinating conjunction + main clause (using but, so) Main clause + subordinating conjunction + subordinate clause (using because)</p>	<p>To Inform (information) Queen Victoria – information text Present and past tense throughout writing, Adjectives including comparative adjectives to create description Main clause + coordinating conjunction + main clause (using but, so) Main clause + subordinating conjunction + subordinate clause (using because, when) Irregular sentences: rhetorical questions Peers in Year 2 Possessive apostrophe Mr Mrs everybody money child children every after</p>	<p>To persuade Polar Bears and climates – persuasive WWF Present tense, Rhetorical questions, Noun phrases Main clause + subordinating conjunction + subordinate clause (using because, when, if)</p> <p>The Owl who was Afraid of the Dark – Narrative with change of character Main clause + subordinating conjunction + subordinate clause (using because, when, if) Irregular sentence:</p>	<p>The Crow’s Tale - Newspaper Report Main clause + subordinating conjunction + subordinate clause (using when, if) Conjunction + subordinate clause + main clause, e.g. Because of her love of stories, she reads books. Irregular sentence: short sentences for dramatic effect, e.g. A T-Rex! Watton & Swaffham Times gold kind wild only cold every pretty beautiful grass plant could should would who water</p>	<p>To inform (explanation) Plants and Growing Myhill's Pet and Garden Centre Consistent use of present tense Main clause + subordinating conjunction + subordinate clause (using when, if) Conjunction + subordinate clause + main clause Irregular sentence: rhetorical question Because grass plant water</p> <p>Humorous poetry Year 1 to entertain</p> <p>In my heart To entertain – rewriting the book with new ideas for feelings</p>

	<p>parents/carers child children most told great path father sure who any many hour people parent</p> <p>Concrete poem (Pop Art) School Facebook page Irregular sentences: onomatopoeias</p>	<p>Irregular sentences: title e.g. Where do sharks come from? Peers in Year 2 after last</p> <p>Man on the Moon – diary entry Simon Bartram Past and present tense throughout the writing Progressive forms of verbs Noun phrases Main clause + coordinating conjunction + main clause (using but, so) Main clause + subordinating conjunction + subordinate clause (using because) fast eye bath Christmas door half hour money floor pass past</p> <p>Science – hypothesis, aim, method</p>	<p>class improve people any poor old</p> <p>Meerkat Mail – letter writing Main clause + coordinating conjunction + main clause (using but, so) Main clause + subordinating conjunction + subordinate clause (using because, when) Peers in Year 2 Adding -y (2 rules) Adding -est (3 rules) Adding -er (3 rules) break climb mind clothes move even</p> <p>Poetry – The magic box Swaffham Library</p>	<p>dialogue, e.g. Oh no! Peers in Year 2 because again busy child behind find great prove Adding -es to nouns and verbs ending in -y</p>	<p>Emily Brown and the Thing (Reading Spine) To entertain - New short story for what the Thing needs @CressidaCowell Main clause + subordinating conjunction + subordinate clause (using when, if) Conjunction + subordinate clause + main clause, e.g. Because of her love of stories, she reads books. Irregular sentence: short sentences for dramatic effect, e.g. A T-Rex!</p>	<p>Main clause + subordinating conjunction + subordinate clause (using when, if) Conjunction + subordinate clause + main clause Irregular sentence: dialogue because every everybody told who people hold</p>
Maths	<p><u>Number and place Value</u></p> <ul style="list-style-type: none"> read and write numbers to at least 100 	<p><u>Multiplication and division</u></p> <ul style="list-style-type: none"> Objects can be grouped in different ways 	<p><u>Mass</u></p> <ul style="list-style-type: none"> compare and order two or more different measurements 	<p><u>Fractions</u></p> <ul style="list-style-type: none"> understand that the denominator denotes the 	<p><u>Data handling</u></p> <ul style="list-style-type: none"> interpret and construct tally charts 	<p><u>Application of the four operations</u></p> <ul style="list-style-type: none"> solve problems

	<p>(numerals & words)</p> <ul style="list-style-type: none"> partition one-digit numbers e.g. $7 = 4 + 3$ or $5 + 2$ or $6 + 1$ Recognise the place value of each digit in a two-digit number partition two-digit numbers combinations of 10s and 1s e.g. $43 = 40 + 3$ or $30 + 13$ or $20 + 23$ or $10 + 33$ Identify and represent two-digit numbers using different representations such as number lines or base ten apparatus etc. Order more than two numbers using a blank number line 	<ul style="list-style-type: none"> Describe how objects have been grouped equally Represent equal groups as repeated addition Use multiplication knowledge to calculate the product. Represent multiplication equations in a variety of ways. <p>Times Tables</p> <ul style="list-style-type: none"> recall and use multiplication and division facts for the 2, 5 and 10 multiplication table count in steps of 2, 3 and 5 from 0 and in 10s from any number, forwards and backwards recognise and explain odd and even numbers within the context of the patterns in X 2, 5 and 10 <p>Represent Length</p> <ul style="list-style-type: none"> Use appropriate standard units to 	<p>and record results using $<$, $>$, $=$</p> <ul style="list-style-type: none"> choose and use appropriate standard units to estimate and measure mass <p>Mental calculations</p> <ul style="list-style-type: none"> Fluently recall addition and subtraction facts to 10 and 20 and all the numbers between Use addition and subtraction number bonds to 10 and 20 to derive related facts to 100 using multiples of 10 e.g. $70 + 30 = 100$ <p>Addition and subtraction</p> <ul style="list-style-type: none"> Add/Subtract 2 two-digit numbers using 	<p>number of equal parts the whole is divided into and the numerator denotes the number of equal parts represented</p> <ul style="list-style-type: none"> recognise, find and name a $\frac{1}{2}$, $\frac{1}{4}$ $\frac{1}{3}$ as equal parts of a length, shape, set of objects or quantity recognise the equivalence between $\frac{2}{4}$ and $\frac{1}{2}$ recognise, write and name $\frac{3}{4}$ as 3 of 4 equal parts of a length, 	<ul style="list-style-type: none"> interpret and construct simple tables ask and answer questions about totalling data e.g. How many people were asked altogether? ask and answer questions about comparing data e.g. How many more people liked ...than ...? <p>Shape</p> <ul style="list-style-type: none"> identify and describe the properties of 2D shapes, including number of sides and vertices identify a line of 	<p>involving multiplication and division using concrete objects or pictorial representations and arrays</p> <ul style="list-style-type: none"> solve problems involving addition and subtraction using concrete objects and pictorial representations involving numbers, quantities and measures calculate mathematical statements for multiplication and division using the 2, 5 and 10 multiplication tables compare and order two or more different measurements
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	<ul style="list-style-type: none"> • 1/10 more and 1/10 less than a number up to 100 <p><u>Addition and subtraction</u></p> <ul style="list-style-type: none"> • Fluency within add/subtracting within 20 • Add/subtract a two-digit number and 1s using concrete objects or pictorial representations 	<p>estimate and measure length and height (m/cm using rulers, metre sticks, tape measure etc.)</p> <ul style="list-style-type: none"> • compare and order two or more different measurements and record results using $<$, $>$, $=$ <p><u>Data handling</u></p> <ul style="list-style-type: none"> • interpret pictograms and block diagram where one symbol represents one or more than one (1s, 2s, 5s, 10s) 	<p>concrete objects or pictorial representations including crossing the 10 boundary</p> <ul style="list-style-type: none"> • Add/subtract a two-digit number and 10s using concrete objects or pictorial representations <p><u>Halving & doubling</u></p> <ul style="list-style-type: none"> • Explain how halving and doubling are related • Double and half two digit numbers • Explain relationship between factors and products • Explain that objects can be shared equally 	<ul style="list-style-type: none"> • shape, set of objects or quantity <ul style="list-style-type: none"> • <u>Time</u> • tell the time on an analogue clock using o' clock, half past, quarter to and quarter past • tell the time on an analogue clock to five minutes. • Understand role of minute and hour hand. • Know minutes in a day/seconds in a minute. <ul style="list-style-type: none"> • <u>Money</u> • Use the symbol p for pence and £ for pounds when combining amounts 	<p>symmetry in 2D shapes</p> <ul style="list-style-type: none"> • identify and describe the properties of 3D shapes including number of edges, vertices and faces • compare and sort 2D and 3D shapes • compose 2D and 3D shapes from smaller shapes to match to an example. <p><u>Pattern</u></p> <ul style="list-style-type: none"> • Order and arrange combinations of mathematical objects in patterns and sequences • Use mathematical vocabulary 	<p>and record results using $<$, $>$, $=$</p> <ul style="list-style-type: none"> • choose and use appropriate standard units to estimate and measure capacity
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Science	Animals including Humans	Animals including Humans Materials	Materials	Living things and their habitats	Living things and their habitats Plants	Plants
History	First plane First space landing	Guy Fawkes WW1 Medicine in war Edith Cavell Story of when Jesus was born	Queen Victoria		Mary Seacole	GRT

Geography	Heartwood Pond			Polar bears and contrasting habitats/ countries	Wells in comparison to Papua New Guinea Earth Day: Big Foot – how big is your carbon footprint	Around the world whole school enrichment: France
R.E	Why is light an important symbol for Christians Jews and Hindus?	What does the nativity story teach Christians about Jesus?	How do Christians belong to their faith family?	How do Jewish people celebrate Passover (Pesach)?	How do Jewish people celebrate Passover (Pesach)? Why do people have different views about the idea of God?	Why do people have different views about the idea of God?
Computing	Information Technology around us 2.1			Robot algorithms 2.3		
Art and Design Technology	Structures Baby Bears Chair	Life in Colour Romare Bearden	Mechanisms: fairground wheel Create a functional Ferris wheel.	Sculpture and 3D -Clay Houses Ranti Bam Rachel Whiteread	Craft and Design: Map it Out	Mechanisms: moving monsters Explore levers, linkages and pivots.
P.E	Fitness	Dance	Sending and Receiving	Invasion	Athletics	Net and Wall
Life Skills	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe? Anti racism	What helps us to grow and stay healthy?	How do we recognise our feelings? Water safety

Music	To know that songs have a musical style.	To confidently know and sing five songs from memory and that unison is everyone singing at the same time	Play and know the names of untuned percussion instruments played in class	When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them	Perform sharing music we have learnt with an audience	Continue to embed the foundations of the interrelated dimensions of music using voices and instruments
Visits/Visitors		Edith Cavell experience Norwich Cathedral- Nativity	Medical Professional visit	Victorian School Visit- Gressenhall		Wells Beach
Assessments		Pixl testing		Pixl testing	SATs	