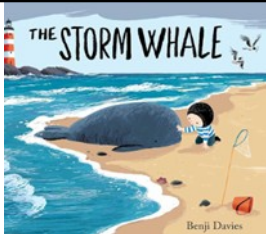
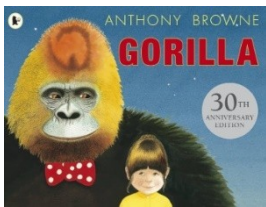
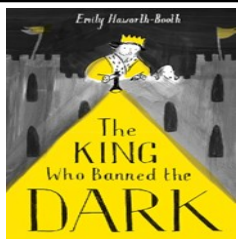
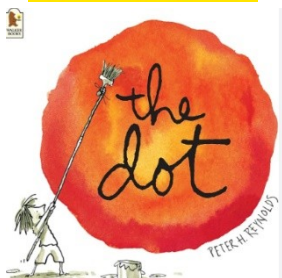
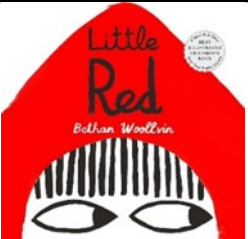
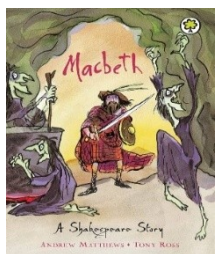
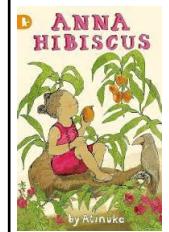
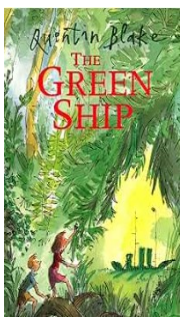
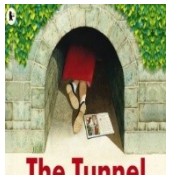


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	7 ½ Weeks	7 Weeks	6 Weeks	5 Weeks	7 Weeks	7 Weeks
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum enrichment	Singing Towns	Singing Towns	Singing Towns	Singing Towns Forest school	Singing Towns	Singing Towns Shakespeare Performance. Forest school
Visit/visitor and subject link	Warwick Castle- History	Synagogue trip		Walk around the local area		
English-core text	 	 	 	 	 	 
Writing Genres	Instructions Poetry Setting Descriptions Story retelling	Letter writing News report	Narrative Character description	Non-fiction – Bees Diary entries – bee who spoke Setting descriptions Poetry	Postcards, descriptions, non-fiction (lions) poetry	

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Grammar focus	Full stops/capitals Proper nouns Question marks Exclamation marks Commands	Regular Plural nouns Noun phrase Adjectives Expanded noun phrases Commas in lists Apostrophe for contraction Sentence Forms	Regular past tense verbs Past tense (spelling changes) Suffix (ful) Apostrophe for possession	Progressive tense Auxiliary verbs Irregular past tense Adverbs (ly) Using and/but/ or	Using-because Suffix (less) Using: if, when, that Suffixes: er, est to add to adjectives	Irregular plural nouns Suffix- er Word classes (Part of speech) Compound words Irregular adjectives to compare
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Spelling focus	Step 1: Words where 'dge' makes a /j/ sound badge, edge, bridge, dodge, fudge, ridge, smudge, judge, wedge, lodge Step 2: Words where 'ge' makes a /j/ sound change, charge, range, orange, hinge, strange, dungeon, sponge, pigeon, fringe Step 3: Words where 'g' makes a /j/ sound gem, gym, giant, magic, giraffe, energy, digit, engine, religion, gentle Step 4: Words where 'c' makes a /s/ sound before 'e', 'i' and 'y' race, ice, cell, city, fancy, lace, space, circle, circus, rice Step 5: Words where 'kn' and 'gn' make a /n/ sound at the beginning of words knock, know, knee, knew, kneel, knit, knight, gnome, gnat, gnaw Step 6: Challenge Words door, floor, poor, find, kind, mind, behind, child, children, because	Step 7: Words where 'wr' makes a /r/ sound at the beginning of words write, wriggle, wrap, wrestle, written, wrecked, wrapped, wren, wrong, wrote Step 8: Words ending in 'le' table, apple, bottle, little, middle, bubble, cable, uncle, ankle, eagle Step 9: Words ending in 'el' camel, tunnel, jewel, travel, tinsel, squirrel, hazel, vowel, angel, towel Step 10: Words ending in 'al' metal, petal, capital, hospital, animal, equal, final, pedal, local, magical Step 11: Words ending in 'il' pencil, fossil, nostril, pupil, April, gerbil, lentil, evil, anvil, basil Step 12: Challenge Words wild, climb, most, only, both, old, cold, hold, gold, told	Step 13: Words where 'y' makes an /igh/ sound cry, fly, dry, try, reply, July, shy, spy, sky, why Step 14: Words where '-es' is added to words ending in 'y' tries, replies, cries, spies, supplies, flies, copies, babies, carries, lorries Step 15: Words where '-ed' is added to words ending in 'y' copied, replied, spied, fried, applied, relied, identified, multiplied, magnified, supplied Step 16: Words where '-er' and '-est' are added to words ending in 'y' happier, happiest, angrier, angriest, drier, driest, tidier, tidiest, funnier, funniest Step 17: Words where '-ing' is added to words ending in 'e' hiking, shining, joking, hoping, smiling, surprising, loving, writing, coming, caring Step 18: Challenge Words every, everybody, even, great, break, steak, pretty, beautiful, after, fast	Step 19: Words where '-er', '-est' and '-ed' is added to words ending in 'e' nicer, writer, baker, looser, safer, simpler, hoped, loved, largest, closest Step 20: Words where '-ing' is added to single syllable words patting, humming, dropping, running, hopping, clapping, sitting, flipping, wrapping, slipping Step 21: Words where '-ed' is added to single syllable words patted, hummed, dropped, clapped, clipped, wrapped, napped, ripped, drummed, dragged Step 22: Words where 'a' makes an /or/ sound all, ball, walk, call, talk, always, fall, small, also, bald Step 23: Words where 'o' makes an /u/ sound other, mother, brother, nothing, cover, money, some, dozen, wonder, done Step 24: Challenge Words last, past, father, class, grass, pass, plant, path, bath, rather	Step 25: Words where the digraph 'ey' makes an /ee/ sound key, donkey, monkey, chimney, valley, trolley, journey, turkey, jockey, kidney Step 26: Words where 'a' makes an /o/ sound want, watch, wander, wand, quality, quad, wasps, squat, quantity, squash Step 27: Words where 'or' and 'ar' make an /er/ or /or/ sound word, work, worm, world, worth, warm, war, towards, warn, warned Step 28: Words where 'si' and 's' makes an /zh/ sound television, treasure, usual, measure, pleasure, decision, vision, leisure, version, visual Step 29: Words ending in '-ment' and '-ness' payment, enjoyment, agreement, achievement, adjustment, darkness, rudeness, sadness, greatness, kindness Step 30: Words ending in '-ful' and '-less' careful, playful, thankful, helpful, wonderful, useless, careless, homeless, hopeless, spotless	Step 31: Words that are homophones there, their, here, hear, see, sea, too, two, blue, blew Step 32: Words that are homophones or near homophones quiet, quite, bare, bear, sun, son, be, bee, night, knight Step 33: Words ending in '-tion' station, fiction, motion, nation, education, action, injection, caption, fraction, competition Step 34: Words with an apostrophe for contraction can't, didn't, hasn't, couldn't, it's, wasn't, doesn't, mustn't, I'll, she'd Step 35: Words with an apostrophe for possession Megan's, Ravi's, Cody's, Sophie's, Sam's, child's, boy's, man's, dog's, lady's Step 36: Challenge Words whole, any, many, clothes, busy, people, water, again, half, hour
Reading	Phonics	Fluent zoo (shorter)	Fluent zoo (shorter)	Fluent zoo (longer)	Fluent zoo (longer)	Fluent zoo (longer)

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opportunities	•Draw on knowledge of vocabulary to understand texts. •Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. •Identify and explain the sequence of events in texts. •Make inferences from the text. •Predict what might happen on the basis of what has been read so far.	texts) •Draw on knowledge of vocabulary to understand texts. •Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. •Identify and explain the sequence of events in texts. •Make inferences from the text. •Predict what might happen on the basis of what has been read so far.	texts) •Draw on knowledge of vocabulary to understand texts. •Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. •Identify and explain the sequence of events in texts. •Make inferences from the text. •Predict what might happen on the basis of what has been read so far.	texts) •Draw on knowledge of vocabulary to understand texts. •Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. •Identify and explain the sequence of events in texts. •Make inferences from the text. •Predict what might happen on the basis of what has been read so far.	texts) •Draw on knowledge of vocabulary to understand texts. •Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. •Identify and explain the sequence of events in texts. •Make inferences from the text. •Predict what might happen on the basis of what has been read so far.	texts) •Draw on knowledge of vocabulary to understand texts. •Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. •Identify and explain the sequence of events in texts. •Make inferences from the text. •Predict what might happen on the basis of what has been read so far.
Maths- Unit	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.
Maths fluency	Number bonds	Number bonds	Number bonds	Number bonds	Number bonds	Number bonds
Science -unit	Use of everyday materials	Animals including Humans		Living things and their habitats.	Plants	

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Science-Disciplinary and substantive knowledge	*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. *Making predictions *Carry out simple comparative tests. *Observing and measuring *Recording data *Interpret and communicate results *Evaluate tests	*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. *Making Predictions *Carry out simple tests *Observing and measuring *Recording data *Interpret and communicate results *Evaluate tests	*Explore and compare the differences between things that are living, dead, and things that have never been alive. *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 microhabitats. * 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.	* Observe and describe how seeds and bulbs grow into mature plants. *Find out and describe how plants need water, light and a suitable temperature to grow. *Asking questions *Making Predictions *Carry out simple tests *Observing and measuring *Recording data *Interpret and communicate results *Evaluate tests
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				*Asking questions *Recording data *Interpret and communicate results		
Key Vocabulary	Opaque, transparent, translucent, reflective, non-reflective, flexible, rigid, push, pull, twist, squash, bend, stretch.	Offspring, reproduction, growth, child, young, old, exercise, heartbeat, breathing, hygiene, germs, disease, protein, carbohydrate, vitamins, minerals, fats, dairy, pulse, balanced diet.		Living, dead, never been alive, suited, suitable basic needs, food, food chain, shelter, move, feed, pond, rainforest, desert, Tundra, adapted	Leaf, flower, blossom, bud, petal, berry, root, seed, stalk, trunk, branch, stem, bark, fruit, light, shade, sun, warm, cool, water, grow, healthy, germinate	
Art -Unit	Painting	Printing	ICT	Drawing/ Textiles	Collage	Sculpture
Art-Disciplinarity and substantive knowledge	Wassily Kandinsky  Modern artist abstract painter Painting Can they mix paint to create all the secondary colours? Can they make tints by	Max Ernst Modern artist, surrealism frottage  Printing Can they create a print using rolling, rubbing and stamping?	Stanley Chow  Artist, illustrator, portraiture contemporary ICT Can they take different photographs of themselves displaying different moods? Can they change their	African Kente cloth  Ghanaian textile Drawing Can they create different tones using light and dark? Can they show patterns and texture in their drawings?	Andy Goldsworthy  Collage Can they create a group collage? Can they use different kinds of materials on their	Sand artist Andoni Bastarrika  Spanish contemporary Sand sculpture Sculpture Can they create larger sculptures? Can I add line and shape to my work?

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	adding white? Can they make different shades by adding black?		photographic images on a computer? Can they use simple IT mark-making tools, e.g. brush and pen tools?	Textiles Join fabric using glue or stitches.	collage and explain why they have chosen them?	
Key Vocabulary	Acrylic paints, Primary colours. Secondary coloursmixing, tint, tone, brush stokes, monochromatic, thin strokes, thick strokes, patterns, feelings	rubbing, rolling stamping, Pattern, texture, graphite, wax crayons, linesshape, materials, patterns, hard, soft frottage	Brush tool Paint brush tool, fill tool, Shapes, Undo, redo, illustrator, upload, edit image, enlarge, reduce, rotate	Kente cloth, Ghanaian textile, running stitch colours, patterns, symbolism, shading stippling, hatching, cross-hatching, scumbling, blending	Materials,Natural materials, twigs, stones, leaves, flowers, grass, temporary artwork, environmental art , sculpting, collage	Sand artist, sculpture , wetsculpt, large scale, sand, gritty, life-sized, enlarge, mould, small-scale liquid-like
Computing unit	Creating Media-Digital Music	Programming A-Robot Algorithms	Creating Media-Digital Photography	Computing systems and networks-Information Technology Around Us	Programming B-Programming Quizzes	Data and Information-Pictograms
Computing Disciplinar y and substantive knowledge	• Reflect on a piece of music • Follow a rhythm pattern • Understand that a computer can generate different sounds and be used to make a sequence of notes • Understand how pattern and rhythm can be used to depict an	• Plan and execute a program onto a floor robot • Explain what a given command does • Predict the outcome of a sequence involving up to four commands • Match a command to an outcome • Understand that a program is a set of commands that a	• Explain the key requirements of the task • Explain some aspects of taking a good photograph • Know that a photo can be portrait or landscape •Take a photograph using a simple camera or device that has been set up in camera mode • Identify some of the	•To recognise the uses and features of information technology. •To identify the uses of information technology in the school. •To identify information technology beyond school. •To explain how information technology helps us. •To explain how to use	• Plan a project include changing backgrounds • Know that a sequence can be started using a variety of event blocks • Know that a sequence has an outcome, identify different programs that have the same	•To recognise that we can count and compare objects using tally charts. •To recognise that objects can be represented as pictures. •To create a pictogram. •To select objects by attribute and make comparisons.

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	animal • Create and follow a rhythm pattern using two different instruments • Use the computer to generate different sounds represented by images • Create a sequence of notes that use rhythm and tempo to link with a chosen animal, refining their work • Evaluate how successful they were in meeting the task requirements	computer can run • Know that a series of instructions can be issued before they are enacted • Predict the outcome of a command on a device • Run a command on a floor robot • Choose a command for a given purpose • Choose a series of words that can be enacted as a program • Build a sequence of commands in steps from a given starting point • Combine commands in a program • Run a program on a device • Debug a program to correct errors • Evaluate how successful they were in meeting the task requirements	reasons why a photograph may be good or bad • Experiment when taking photos with different light sources • Identify a photo that has been enhanced using tools when asked questions • use different tools to change how a photograph looks • Evaluate how successful they were in meeting the task requirements	IT safely. •To recognise that choices are made when using IT.	outcome • Know backgrounds can be changed through the programming blocks • Understand the role of the numbers on ScratchJr blocks • Write and run a s program with a start block, and end block which changes the background • Adapt a given design to create a program with multiple sprites and backgrounds using the blocks in the example • Create and program a quiz with two or more backgrounds which switch based on an action • Identify errors in a program, and debug	•To recognise that people can be described by attributes. •To explain that we can present information using a computer.
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					• Evaluate a programme	
Key Vocabulary	Quiet, loud, feelings, emotions, pattern, rhythm, pulse, pitch, tempo, rhythm, notes, instrument	Forwards, backwards, turn, clear, go, commands, Instructions, directions, left, right, plan, algorithm, program, route.	Device, camera, photograph, capture, image, digital, landscape, portrait, framing, light sources, flash, focus, background, subject, compose, editing, filter.	Information technology (IT), computer, barcode, scanner/scan	Sequence, command, program, run, start, outcome, predict, blocks, Sprite, algorithm, design, actions, project, modify, change, build, match, compare, debug, features, evaluate	More, less, most, least, organise, data, object, tally chart, votes, total, group, explain, pictogram, enter, compare, objects, conclusion, block diagram, common, attribute, same, different, count
Design Technology unit		Mechanisms		Textiles		Food
Design Technology Disciplinary and substantive knowledge		• Create products using winding mechanisms.		• Join textiles using running stitch. • Colour and decorate textiles using a number of technique		• That all food comes from plants or animal • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales
Key Vocabulary		vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, fixed, free, moving,		names of existing products, joining and finishing techniques, tools, fabrics and components template, pattern pieces, mark		fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet,

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		mechanism names of tools, equipment and materials used design, make, evaluate, purpose, user, criteria, functional		out, join, decorate, finish features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function		sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria
Geography unit		Why is our world wonderful?		Would you prefer to live in a hot or cold place?		What is it like to live by the coast?
Disciplinary and substantive knowledge		<i>Unit outcomes</i> Pupils who are secure will be able to: ✓ Identify and locate characteristics of the UK on a map. ✓ Identify human and physical features. ✓ Locate human and physical features on a world map. ✓ Explain the difference between oceans and seas. ✓ Name and locate the five oceans on a world map. ✓ Use an aerial photograph to draw a simple sketch map. ✓ Collect data by sketching findings on a map and completing a tally chart. ✓ Present their findings in a bar chart.		<i>Unit outcomes</i> Pupils who are secure will be able to: ✓ Name and locate the seven continents on a world map. ✓ Locate the North and the South Poles on a world map. ✓ Locate the Equator on a world map. ✓ Describe some similarities and differences between the UK and Kenya. ✓ Investigate the weather: writing about it using key vocabulary and explaining whether they live in a hot or cold place. ✓ Recognise the features of hot and cold places. ✓ Locate some countries with hot or cold climates on a world map.		<i>Unit outcomes</i> Pupils who are secure will be able to: ✓ Name and locate the seas and oceans surrounding the UK in an atlas. ✓ Label these on a map of the UK. ✓ Describe the location of the seas and oceans surrounding the UK using compass points. ✓ Define what the coast is. ✓ Locate coasts in the UK. ✓ Name some of the physical features of coasts. ✓ Explain the location of UK coasts using the four compass directions. ✓ Name features of coasts and label these on a photograph. ✓ Identify human features in a coastal town. ✓ Describe how people use the coast. ✓ Follow a prepared route on a map. ✓ Identify human features on the local coast. ✓ Record data using a tally chart. ✓ Represent data in a pictogram. ✓ Describe how the local coast has been used.
Key Vocabulary		• aerial photograph • capital city • continent		• arid • climate • compass • continent		• arch • aquarium • bay • capital city

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		- country - data collection - fieldwork - human feature - key - lake - land - landmark - locate - location - map - north - physical feature - ocean - OS map		- country - desert - Equator - globe - grasslands - human feature - ice sheet - land - locate - map - mild - ocean - pack ice - physical feature - polar		- city - cliff - coast - coastline - country - data collection - fieldwork - island - harbour - human feature - location - locate - mudflat - ocean - physical
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		• river • sample • sea • scale • symbol • tally chart		• rain gauge • rainforest • rural • savannah • sea • temperate • temperature • thermometer		- feature • pictogram • pier • sand dunes • sea • stack • tally chart • tourist • town • Village
History unit	What is a monarch?		How was school different in the past?		How did we learn to fly?	

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Disciplinary and substantive knowledge	Unit outcomes Pupils who are secure will be able to: ✓ Recall that a monarch is a king or queen. ✓ Explain that recent monarchs in the UK do not have the power to make decisions alone. ✓ Identify some of the monarch's roles. ✓ Explain that a king or queen is crowned in a special ceremony called a coronation. ✓ Name some of the main steps in the coronation ceremony. ✓ Explain the use of special objects in the coronation. ✓ Use sources to explain how William the Conqueror became King of England. ✓ Know that monarchs in the past had all the power to make decisions. ✓ Explain how William the Conqueror kept order and conquered England. ✓ Identify the two different types of castle built by the Normans. ✓ Compare the similarities and differences between Norman castles. ✓ Identify features of Norman castles. ✓ Explain how castles have changed over time. ✓ Recognise that we still have castles today. ✓ Sequence castles on a timeline. ✓ Describe characteristics of the monarchy in the past. ✓ Identify that the monarchy has changed over time. ✓ Make comparisons between past and present monarchy.		Unit outcomes Pupils with secure understanding will be able to: ✓ Correctly order and date four photographs on a timeline and add some dates. ✓ Ask one question about schools in the past. ✓ Make one comparison between schools in the past and present. ✓ Use sources to research and develop an understanding of what schools were like 100 years ago. ✓ Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences. ✓ Recognise two similarities and two differences between schools now and schools in the past. ✓ State whether they would have preferred to go to school in the past or not and explain why.		Unit outcomes Pupils who are secure will be able to: ✓ Identify important events surrounding the history of flight. ✓ Explain how a significant event has changed the lives of others. ✓ Ask questions about people and events in the past. ✓ Use primary sources to find out about people and events in the past. ✓ Correctly order five events on a timeline.	
Key Vocabulary	king monarchy power queen ruler conquer coronation		beyond living memory living memory period different past timeline		beyond living memory inventor lifetime eyewitness evidence present primary source	
Music	Singing Towns Call and response	Singing Towns Instruments	Singing Towns Singing	Singing Towns Dynamics	Singing Towns	Singing Towns Pitch
Disciplinary and substantive knowledge	• Use dynamics when creating sound. • Play in time with a group. • Experiment with different sounds on the same instrument.	• Identify sections of the music where the tempo changes. • Correctly describe sections of music as fast or slow. • Point out moments in	• Breathe after each phrase in a song when singing. • Sing a song from memory. • Use different pitches while singing (high and low notes).	• Use their voice to create a variety of sounds. • Use dynamics to create an atmosphere. • Collaborate with peers to contribute to a group soundscape.		• Move their eyes from left to right to read pitch patterns. • Sing high and low notes including the notes in between. • Play a pattern of high and low notes on an

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	• Clap the animal sound patterns mostly accurately. • Clap the sound patterns in time with the pulse of the backing track. • Demonstrate both a call and response. • Copy a sound pattern using an instrument. • Playing either a call and/or response role in time with another pupil. • Perform a composition.	the music where the dynamics change. • Accurately describe dynamic changes as soft or loud. • Give specific examples of how the music corresponds to actions in the story. • Provide clear and specific examples of how music supports the story. • Justify tempo and dynamic choices made to represent a character, event or feeling. • Suggest appropriate musical dynamics and tempo changes for different scenes of the story. • Work as part of a group to rehearse a performance. • Perform confidently using appropriate instrumental sounds. • Play their part at appropriate tempo and	• Sing lyrics accurately. • Perform actions that match lyrics. • Collaborate and communicate within a group. • Use sounds creatively to represent a chosen environment. • Perform a composition. • Apply pitch and dynamics to enhance a composition. • Read notation from left to right.	• Correctly identify changes in dynamics. • Show changes in dynamics using bodies and vocals. • Compare two pieces of music using musical vocabulary to describe the changes in dynamics. • Interpret music in a visual form. • Identify and discuss patterns in different pieces of music. • Successfully create and play patterns, notating them. Create and play a simple pitch pattern accurately.		instrument. • Read notation from left to right. • Draw high and low sounds using dots at the top and bottom of a page, respectively. • Recognise when notes stay the same. • Recognise missing notes on a stave.
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		dynamics				
Key Vocabulary	•Dynamics •Sound pattern •Call and response	•Dynamics •encore •instrumental sound •sound effect •tempo	•composer •composition •dynamics •inspiration •pitch •tempo •phrase	•composer •dynamics •pitch pattern •planet •representation •soundscape •tempo		•dot •high •low •musical sentence •notation •phrase •pitch •pitch pattern •stave
PE unit	Personal	Social	Cognitive/ gymnastics	Creative/ dance	Applying physical	Health and fitness
Disciplinary and substantive knowledge	Learning Goal: Try several times if at first, I don't succeed and ask for help when appropriate <u>Co-ordination Footwork</u> •Move with balance and control throughout. - Move with fluent, smooth movements. •Move well in both directions/on both sides. <u>One leg Balance</u> •Balance with minimum wobble (control). •Balance with standing foot still.	Learning Goal: Help, praise and encourage others in their learning. <u>Jumping and Landing</u> •Achieve good take off and height. •Land with balance and control. •Land softly and quietly. <u>Seated Balance</u> •Balance with feet and hands off the floor throughout. •Balance with	Learning Goal: Explain what I am doing well and identify areas of improvement. <u>Dynamic Balance</u> •Move smoothly and with minimum wobble. •Maintain balance on the line with head up. •Coordinate to move with opposite arm and leg moving forwards. <u>Stance</u> •Balance with both feet facing forwards.	Learning Goal: To select and link movements to fit a theme. <u>Ball Skills</u> • Maintain control of the ball. • Move the ball in both directions. • Move the ball smoothly and fluently. <u>Counter Balance</u> • Maintain balance throughout. • Move smoothly with control	Learning Goal: Perform a sequence of movements with some changes in level, direction or speed <u>Sending and Receiving.</u> •Send with good accuracy and weight. • Get in a good position to receive. •Collect the ball safely. <u>Reaction and</u>	Learning Goal: Use equipment appropriately and move and land safely. <u>Ball Chasing</u> • Start and stop quickly. •Arrive in the correct position to collect the ball •Collect the ball with balance/ control. <u>Floor Work</u> •maintain balance throughout. •Balance and hold

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	•Balance with non-standing foot off the floor.	minimum wobble. •Maintain balance without strain	•Balance with feet still. •Balance with minimum wobble (control)	• Co-ordinate movements with a partner.	<u>Response</u> •React and move quickly. •Catch the ball consistently • Slow down with control after catching.	the correct position, •Balance with control when changing balance/position.
Key Vocabulary	Several, appropriate, opposite, hopscotch, angle, smooth, dominant, non-standing	praise, encourage, height, dynamic, tucked, shape, dish, hold	recognise, order, lifting, 90 degrees, low beam, apart	Compare, select, link, gradually, increase, partner, long base	Level, Direction, speed, Catch, Rally, strike, pushing, bounce	equipment, appropriately, safely, driving arms, concentrate, object, under, upwards
PSHE- unit	Being me in my World/ Protective Behaviours.	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing me
Disciplinary and substantive knowledge	BM (Being Me in My World) 'Who am I and how do I fit?' •Identify some of my hopes and fears for this year •Understand the rights and responsibilities for being a member of my class and school, and the importance of making contributions.	CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique •understand that sometimes people make assumptions about boys and girls (stereotypes) •understand that bullying is sometimes about difference	DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this •can choose a realistic goal and think about how to achieve it •carry on trying (persevering) even when I find tasks difficult	HM (Healthy Me) Being and keeping safe and healthy •know what I need to keep my body healthy •show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed •understand how medicines work in my body and how	RL (Relationships) Building positive, healthy relationships •identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate •understand that there are lots of	CM (Changing Me) Coping positively with change •recognise cycles of life in nature •tell you about the natural process of growing from young to old and understand that this is not in my control •recognise how my body has changed since I was a baby and

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	•Listen to other people and contribute my own ideas about rewards and consequences •Understand how following the Learning Charter will help me and others learn. •recognise the choices I make and understand the consequences	•recognise what is right and wrong and know how to look after myself •understand that it is OK to be different from other people and to be friends with them •tell you some ways I am different from my friends	•recognise who I work well with and who it is more difficult for me to work with •work well in a group to create an end product •explain some of the ways I worked well in my group to create the end product •know how to share success with other people	important it is to use them safely •sort foods into the correct food groups and know which foods my body needs every day to keep me healthy •make some healthy snacks and explain why they are good for my body •understand which foods to eat to give my body energy	forms of physical contact within a family and that some of this is acceptable and some is not •identify some of the things that cause conflict with my friends •understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret •recognise and appreciate people who can help me in my family, my school and my community •express my appreciation for the people in my special relationships	where I am on the continuum from young to old •recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private •understand there are different types of touch and can tell you which ones I like and don't like •identify what I am looking forward to when I move to my next class
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Key Vocabulary	Positive Problems Worries Co-operative Negative choices Responsible Problem solving	Similarities Assumptions Stereotype Differences Unkind On purpose Feelings Lonely Stand up female diversity fairness kindness	Realistic Strengths Perseverance Challenge Difficult Learning together Partner Product Problem solve	Healthy choices Lifestyle Motivation Relaxation Dangerous Balanced diet Portion Proportion Nutritious	Similarities Differences Communication Conflict Good-secret Worry-secret Telling Honesty Compliments	Control Fully-grown Life-cycle Respect Appearance Physically different Toddler Teenager Independent Freedom Responsibilities Acceptable Unacceptable Comfortable Uncomfortable Nervous Excited
RE unit	Introduction to Religion and Worldviews Approach Unit then	K1.4 Who is Jesus? (1)	K1.5 What is most important for different people?	K1.5 What is most important for different people?	K1.6 Why has the Coventry Blitz shaped Christian worldviews locally and globally	K1.6 Why has the Coventry Blitz shaped Christian worldviews locally and globally
Disciplinary and substantive knowledge		Substantive knowledge: Jesus was a man who existed over 2000 years ago	Substantive knowledge: What might be important to individuals can depend on their background,		Substantive knowledge: Coventry's medieval cathedral was destroyed by German	

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		Disciplinary knowledge: • Know that what is contained within sacred texts often shapes how people choose to live their lives and sacred texts therefore have some power. • Know that other sources can be used alongside sacred texts to help with understanding them.	location, history of belief. Disciplinary knowledge: Know that people will give different reasons for what is important to them, in answer to the ultimate questions about life.		incendiary bombs during the Coventry Blitz in November 1940. • Coventry Cathedral is an important place for many people locally from a range of worldviews and has significance for some people from outside of this local area and in the wider world. Disciplinary knowledge: • Begin to understand that religion and history can often entwine and what happens in the past can still be significant in	
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					the present.	
Key Vocabulary		Worldview, Christian, Jewish, Jesus	Importance			Cathedral, Blitz