

The Federation of the Church Schools of Shalfleet and Freshwater & Yarmouth



Long Term Planning Year 2- Sky Class and Bay Class 2026 – 2027

	AUTUMN		SPRING		SUMMER	
Title/Duration	My Island		Amazing Animals		Victorians Around the World To support TAF/KS 1 assessments	
Half Term Split	Autumn 1 (Geog focus)	Autumn2 (History focus)	Spring 1 (History focus)	Spring 2 (Geography focus)	Summer1 (History focus)	Summer 2 (Geog focus)
Focus Curriculum Principles	• Broad, relevant and balanced-local, mainland, global • Promotes independence and curiosity • Valuing all children; learning is accessible to all • Coherent learning links and pathways • High quality outcomes, deep learning • Strong working partnerships					
English (Focus Texts/Writing Opportunities)	The Day the Crayons Quit – Drew Daywalt • Wanted Poster for a Missing Crayon. • Letter from Duncan to the missing crayon. Trip recount • <i>Recount</i> • Out and About – Shirley Hughes • <i>Poetry writing – a descriptive poem that includes commas and question marks</i>	Traditional Tales • Character description and settings Traditional Tales • Write own fairy tale narrative	The Giant Jam Sandwich • Writing instructions The Incredible Shrinking Hippo • Vocabulary, instructions	Funny Poems – Nick Sharratt • Poetry writing, humorous language and rhyme Trip recount • Recount of class trip Animal fact files linked to Longleat	Shakespeare- A Midsummer's Night Dream- • Description of setting • Characters- descriptions and viewpoint • Drama incl Speaking and Listening The Slippers That Talked – Giles Brandreth	SATS writing The Night Gardener Independent Writing: • Letter, • Report, • Character Description • Poster, • Diary, • Story, • Recount of a real life event

READING	All Are Welcome Link to mission statement and school values.	Lunchbox: The Story of Your Food Link to Science and D&T	Autumn Poetry: Shirley Hughes learning poems to recite	Traditional Tales Three Little Pigs Baboushka	Winter Poetry: Moodle	Tidy by Emily Gravett	Mole’s Sunrise by Jeanne Willis	First book of Animals by Nicola Davies, Petr Horacek	The Railway Children by E. Nesbit	It Fell From the Sky by The Fan Brothers	The Night Gardener by The Fan Brothers SATs	India, Incredible India by Jasbinder Bilan	Can I Build Another Me? PSHE Transitions
Maths Mastering Number	Weeks 12-16 Number facts and arithmetic Composition: Doubling to 10 Composition of 20 Known facts + - within 20 Near doubles		Weeks 22-26 Counting, Cardinality, Ordinality Number facts and arithmetic Composition: Count in multiples of 10 Solve practical problems Subtracting from 10 Identify parts, whole Reason about bonds of 20		Weeks 27 – 31 Comparison Number facts and arithmetic: Select the correct symbol (= < >) Reason about more complex equations Doubles and halves within 12, 20 Adjacent odd, even numbers Match expressions, doubles, sums Consolidate and reason about addition, subtraction within 20							Consolidation	
	Weeks 17-21 Number facts and arithmetic: Add 3 numbers Add 2 numbers bridging 10 Missing addend problems Subtract bridging 10												
Maths Year 2 (White Rose Maths)	Focus on Mastering Number and Key Skills throughout Autumn Term				Place Value (4 weeks) Addition and Subtraction (4 weeks) 1 st part Shape (3 weeks) Addition and Subtraction (4 weeks) 2nd part Length and Height (1 week) Mass, capacity and temperature (2 weeks) Multiplication and Division (2 weeks)-Part 1				Multiplication and Division (2 weeks)-Part 2 Fractions (2 weeks) Time (2 weeks) Statistics (2 weeks) Money (2 weeks) Position and Direction (1 weeks)				
Science (White Rose Science)	Animals Needs for Survival (4 weeks) Humans (2 weeks) Materials (5 weeks) Plastic (1 week) TAPS Assessments alongside WR unit papers				BRITISH SCIENCE WEEK Plants- Light and Dark (3 weeks) Living Things and their habitats (7 weeks) Light and Dark (1 week)				Plants -bulbs and seeds (2 weeks) Growing up (4 weeks) Plants- bulbs and seeds (1 week) Growing up (1 week) Wildlife (2 weeks)				
History Historical Enquiry <i>Observe or handle evidence to ask simple questions about the past; Choose and select evidence and say how it can be used to find out about the past.</i>	Local history Yarmouth Castle Big Question: Why do we have forts and castles on IOW? - Isle of Wight History West Wight - Fort Victoria, Tennyson, Dimbola - Federation trip to coastline and Yarmouth Castle				Events beyond living memory Great fire of London Big Question: What was the impact of the great fire of London? Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.				Lives of significant individuals Victoria and Elizabeth II Big Question: What is the role of a King or Queen? - Federation trip to Osborne house – comparisons - Victorian School Day				

Geography	Place knowledge Map work studying forests Big Question: Why do we have forests? Field study enquiry question: Where are the sunny and shady places in our school grounds?		Human and physical features Local weather Big Question: Will it be sunny/wet today? Science, habitats, animals link		Place knowledge Study of India Big Question: How does India compare to IOW? Link to History topic – Victorians Osborne House connection	
Year 2 Locational Knowledge	North and South Poles, Equator, 4 Compass points N, S, E, W Locational language, name & locate: 7 continents & 5 oceans. Name, locate, identify: 4 countries and capitals of UK & surrounding seas. E.g. Focus: North & South Poles, Equator, oceans but revisit everything.					
Year 2 Geographical Skills	- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - Use simple compass directions (North, South, East and West) and locational and directional language e.g. 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; and use and construct basic symbols in a key - Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop					
Art	Artist- Maria Rivans-Collage <u>Collage our favourite things onto photos of ourselves - community build new class</u> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities	Artist - Mandy Bangerter - Textile Artist (IOW link). <u>Artist study then use shape and colour to produce a representation of a habitat.</u> • to use a range of materials creatively to design and make products • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers	Artist- Barbara Hepworth clay-sculpture <u>Artist study and replication of famous works in different materials. Then sculpt our own version in clay</u> • to use a variety of materials creatively for sculpting and experiment with joining and constructing • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	Artist- Quentin Blake- Drawing and painting- watercolours <u>Artist study - sketching and line drawing portraits. Watercolour painting animals linked to Animal topic and trip to Longleat Safari Park</u> • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Artist- Hannah Uzor- Portraits- Drawing and Painting <u>Sketching and painting. Artist and subject study. Linked to Osborne House and Queen Victoria's family.</u> Self-portraits/portrait sketching and painting in the style of Victorian painters. • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern,	Artist- William Morris- Printing <u>Artist study linked to Victorians and industrialisation/invention. Poly printing Morris designs then our own class wallpaper</u> • Develop a wide range of art & design techniques in using colour, pattern, line, shape, form, space • Learn about the work of a range of artists, craft makers and designers.

	between different practices and disciplines, and making links to their own work			Learn about the work of a range of artists, craft makers and designers.	texture, line, shape, form and space Learn about the work of a range of artists, craft makers and designers.	
Design and Technology	<u>Create an Isle of Wight or UK Landmark- windmill/ London landmark etc</u> Knowledge - Design: - Work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment. - State what products they are designing and making. - Say whether their products are for themselves or other users. - Describe what their products are for. - Say how their products will work. - Say how they will make their products suitable for their intended users. - Use simple design criteria to help develop their ideas. Make: - Plan by suggesting what to do next. - Select from a range of tools and equipment, explaining their choices. - Select from a range of materials and components according to their characteristics. Technical Knowledge: - The simple working characteristics of materials and components.		<u>Create their own toy- Stuffed animal</u> Knowledge - Design: - Work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment. - State what products they are designing and making. - Say whether their products are for themselves or other users. - Describe what their products are for. - Say how their products will work. - Say how they will make their products suitable for their intended users. - Use simple design criteria to help develop their ideas.		<u>Foods from around the World- Chef visit</u> Cooking and Nutrition: - That all food comes from plants or animals. - That food has to be farmed, grown elsewhere (e.g. home) or caught. - Name and sort foods into the five groups in the 'Eat Well plate'. - That everyone should eat at least five portions of fruit and vegetables every day.	

Music	Kapow-Music On this Island-British Songs and Sounds - Sing, play and follow instructions to perform as a group. - Describe music using simple musical vocabulary. - Explore multiple ways of making the same sound. - Represent the same sound in different ways. - Describe how they have adapted a sound using musical vocabulary. - Contribute musically to a final performance. - Create a piece that clearly represents a particular environment. - Extend a piece of music so that it represents three distinct environments.	Kapow Music Orchestral instruments (Theme: Traditional Western stories) - Make plausible descriptions of the music. - Identify a few instruments and the sounds of different sections of the orchestra. - Explain what is happening in the music using language relating to emotion. - Create a piece of music with some appropriate tempo, dynamic and timbre changes. - Suggest appropriate musical timbres for each of the characters and tempo changes for the actions. - Perform confidently using appropriate instrumental sounds.	Kapow Music Musical Me - Clap the rhythm of their name. - Sing the melody accurately while playing their instrument in time. - Show a range of emotions using their voices. - Describe the dynamics and timbre of their pieces. - Play a known melody from letter notation in the right order, if not with the right rhythms. - Play a new melody from letter notation in the right order, if not in time. - Invent a melody, write it down and play it back. - Select instruments with different timbres. - Compose and perform a piece using different dynamic levels.	Kapow Music Dynamics, timbre, tempo and motifs (Theme: Space) - Use their voice to create a variety of sounds. - Use dynamics to create atmosphere. - Correctly identify some instruments and changes in dynamics in a piece. - Explain how the same instrument can have many different sounds. - Compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre. - Successfully create and play a motif. - Notate and write down their motif in some form.	Kapow Music Myths and Legends - Create rhythms and arrange them in a particular order or structure. - Identify the structure of a piece of music and write it down. - Describe whether a musical texture is thick or thin. - Explore ways of writing down different textural layers. - Follow a given structure for a composition. - Write a structure score accurately. - Compose music with several layers. - Perform their composition accurately, following the structure score.	Kapow Music West African Call and Response- Animals - Use tempo, dynamics and timbre in their piece. - Play in time with their group. - Use instruments appropriately. - Successfully sing back the melody line in time and at the correct pitch. - Play either a call and/or response role in time with another pupil. - Perform their composition.
COMPUTING 26-27 update	<i>Computer Systems and Networks - 'IT Around Us'</i> https://teachcomputing.org/curriculum/key-stage-1/computing-systems-and-networks-it-around-us Key Program – 'Barefoot' activities	<i>Creating Media – Digital Photography</i> https://teachcomputing.org/curriculum/key-stage-1/creating-media-digital-photography Key Program – iPad Camera App & Editor OR https://pixlr.com/x/	<i>Data and Information – Pictograms</i> https://teachcomputing.org/curriculum/key-stage-1/data-and-information-pictograms Key Program – J2E Pictograms - https://www.j2e.com/jit5#pictogram	<i>Programming A – Robot Algorithms</i> https://teachcomputing.org/curriculum/key-stage-1/programming-a-robot-algorithms Key Program – Bee Bots	<i>Programming B – An Introduction to Quizzes</i> https://teachcomputing.org/curriculum/key-stage-1/programming-b-programming-quizzes Key Program – Scratch Jnr (Chromebooks)	<i>Creating Media – Making Music</i> https://teachcomputing.org/curriculum/key-stage-1/creating-media-making-music Key Program – Chrome Music Labs - https://musiclabs.chromeexperiments.com/
P.E	Multi-skills (Teacher Led) Manipulation: Tennis	Multi-skills (Teacher Led) Locomotion & Stability Football	Multi-skills (Teacher Led) Multi-skills (Sports Coach Led)	Multi-skills- Tag rugby (Teacher Led)	Multi-skills (Teacher Led) Athletics	Multi-skills (Cricket Focus (Sports Coach Led) Gymnastics

	(Sports Coach Led)	(Sports Coach Led)	Boccia & Curling Dance? (Specialist Teacher)	Locomotor & Manipulation: Netball (Sports Coach Led)	(Sports Coach Led)	(Specialist Teacher) Athletics (Teacher Led)
R.E. Assessment Focus	Autumn 1 Communicate	Autumn 2 Apply	Spring 1 Inquire	Spring 2 Contextualise	Summer 1 Contextualise	Summer 2 Evaluate
Concept	<i>Special Place</i>	<i>Waiting</i> [UC incarnation plan]	<i>Remembering</i>	<i>Sad and Happy</i> [UC salvation plan] (Hampshire RE resources- Easter for Infants RE007)	<i>Special Book</i>	<i>God</i>
Golden Thread	Special			Love	Special	
	Hindu Mandir	Advent	Holi	The Easter Story	Special Books across religions and traditions	The idea of God across different religions
SMSC/PSHE	How are we the same? How are we different? How can I work with different people? What is a family?	How do I share family worries? Why are relationships important? How can I deal with change?	Why does age matter? What is the internet? How can I keep safe online? What are the dangers of Video Games?	What are different types of meeting? What are private body parts? What are medicines? What is fire safety?	What are needs and wants? What is a job? What is money? What does it mean to be healthy?	How can I look after my body? Why is sleep important? When do I need to take a break?
Forest Schools						
Trips/Events/Visitors/Risk Day	Local Area Walk- Fort Victoria to Yarmouth then visit Yarmouth Castle. Federated Trip Wildheart Animal Sanctuary visitor - Shalfleet	Christmas Creations Parents in- DT link Christmas Production with Yr 1 – Parents to watch	Pancake Races in Yarmouth 'Colour Run' – link to Holi	BRITISH SCIENCE WEEK - KS workshop Visit to Longleat Safari Park - federated Trip	Osborne House Federated Trip	Visit from a Chef/ School Cook Around the World Cooking Victorian Day- Parents in