

## Annual Plan 2025-26 for Year 2

	AUT1 (6 weeks 4 days- INSET Monday 1 <sup>st</sup> September) Brainwave - Metacognition (1 week 3 days) Day in the life of (5 weeks) ICT and Computing throughout year.	AUT2 (7 weeks) The Magic Toymaker (7 weeks)	SPR1 (5 weeks 4 days- INSET Monday 5 <sup>th</sup> January) Online Safety (2 weeks) Treasure Island (3 weeks 4 days)
<b>Reading / Phonics</b>	Guided reading – VIPERS The proudest blue The name jar – non-fiction  Phonics – Set 3 RWI consolidation	Guided reading – VIPERS A Flower in the snow Yun and the fire demon Christmas around the world- Non-Fiction	Guided reading – VIPERS The book with no pictures The troll – Julia Donaldson Bug Club: The Pirate and the Potter Family
<b>Writing</b>	Week 1- Pixl Diagnostics Week 2 and 3 – Recount (inform)- Summer Holidays- Mr Men on Holidays Week 4 and 5 – Instructions (inform)- How to look after a cat- Wider curriculum book Week 6 and 7 – Setting Description- Bob Cox- Red Book- Foundling  Spelling of KS1 HFW – link with handwriting	Week 1 and 2 – Character description (entertain)- The Twits Week 3 and 4 – Narrative (entertain)- Old Bear Week 5 and 6 – Setting Description (entertain)- The Christmasaurus (Santa’s Workshop) Week 7 – Report- Christmas traditions  Spelling rules  1. ‘j’ sound spelt ‘ge’ and ‘dge’ 2. Soft c 3. ‘n’ sound spelt ‘kn’ and ‘gn’ 4. ‘r’ sound spelt ‘wr’ 5. ‘l’ sound spelt –le, -el or -al 6. Common exception words 7. Consolidation	Week 1 and 2 – Poetry- Bob Cox- blue book- unit 3- Slowly the tide creeps up the sand Week 3 and 4 – Recount- Bob man on the moon Week 5 and 6- Instruction- How to make a treasure map- Wider Curriculum books  Spelling rules  1. Words ending in – al, el, il 2. Suffixes -ed, -ing, -er, -est 3. Suffixes – ing after VC, ed, er, est after y 4. Suffixes – ing after y, full, less 5. Suffixes – ment ness after y, words ending in tion 6. Soft c and ey
<b>Maths</b>	Week 1 - Place value Week 2 - Place value Week 3 - Place value Week 4 – Shape Week 5 - Addition and subtraction Week 6 – addition and subtraction Week 7 – Consolidation and time	Week 1 - Time Week 2 - multiplication Week 3 - division Week 4 – addition and subtraction Week 5 - money Week 6 - money Week 7 – Consolidation and time	Week 1 – Place Value Week 2 – Column addition and subtraction Week 3 – multiplication and Division Week 4 – Column addition and subtraction Week 5 – multiplication and Division Week 6 - fractions
<b>PSHE</b>	Being me and my world	Celebrating differences	Dreams and Goals

<b>PE</b>	Val Sabin Gymnastics Spatial awareness, balance, agility and coordination	Val Sabin Gymnastics Ball sports skills	Val Sabin Athletics Indoor Athletic skills
<b>RE</b>	Christianity	Christianity	Sikhism
<b>Wider Curriculum</b>	<p><b><u>Brainwave: Metacognition</u></b> We are going to find out more about how our brain and memory work to help us learn. This three-week unit is all about metacognition! It will help us with all our future learning and actually make us better learners! In Health and Wellbeing, we'll be learning about: The brain</p> <ul style="list-style-type: none"> <li>• Metacognition and how it helps us learn</li> <li>• Thinking deeply when we read</li> <li>• Using prior knowledge</li> <li>• Philosophical thinking</li> <li>• Different types of questions</li> <li>• How emotions impact on learning</li> <li>• How different people learn</li> </ul> <p>International and Physical Education <b><u>A Day in the Life</u></b> We will be learning about many exciting jobs from different places and time periods in order to create our own imaginary community. We will need to be historians, geographers, musicians, designers and citizens of the world! What job would you like to do when you grow up?</p> <p>International, Geography, History, Music, ICT &amp; Computing, Health and Wellbeing, Design Technology and Innovation and Art.</p>	<p><b><u>The Magic Toymaker</u></b></p> <p>In The Magic Toymaker, we will be learning all about the world of toys and the role that they play in entertaining us, educating us, and stimulating our imagination. As historians, we will be finding out about the ways in which toys have changed over time; as scientists, we will be exploring the various materials that toys are made of; as designers, we will be learning about the different stages of the toy-making process and creating our own board games; and as programmers, we will be covering the basics of computer game coding. Toys come in many shapes and sizes, but what is it that makes a great toy?</p> <p>History, Science, DT, ICT and Computing and international.</p>	<p><b><u>Treasure Island</u></b> The world is a connected place, for thousands of years we have been building networks of trade across the land and sea. In this unit, we will explore how islands became increasingly connected and how they sold their resources to others. We will also look at the challenges of transporting goods across the seas and oceans and how this was threatened by nature and by people... pirates! We will be geographers and cartographers as well as artists and designers.</p> <p>Geography, International, History, Art, Design, Technology and Innovation, Science and Music</p>
<b>Trips &amp; Visitors</b>		Brickies workshop	

	SPR2 (4 weeks 4 days- INSET Monday 23 <sup>rd</sup> Feb) Live and Let Live (4 weeks 4 days)	SUM1 (5 weeks 3 days- Bank Holiday Monday 4 <sup>th</sup> May and INSET Friday 22 <sup>nd</sup> May) Green Fingers (5 weeks 3 days)	SUM2 (7 weeks 2 days- INSET Monday 6 <sup>th</sup> July) Time Travellers (7 weeks 2 days)
<b>Reading</b>	Guided reading - VIPERS The very smelly dragon The boastful turtle	Guided reading - VIPERS The colour monster Festivals – non-fiction	Guided reading - VIPERS Somebody swallowed Stanley Scissors (Poem)

	Easter- non-fiction	The Hurricane	Non – Fiction – birds in your garden
<b>Writing</b>	<p>Week 1 and 2 – Diary Entry- The true story of the three little pigs  Week 3 and 4 – Letter- The Day the Crayons Quit  Week 5 –character description – Miraculous</p> <p>Contractions  - Sentence construction- Within a table- When, what, where, how/why.  -Time conjunctions (Later that day)  -Prefix and Suffixes</p> <p>Spelling rules</p> <ol style="list-style-type: none"> <li>1. Suffixes -ing, -ed, -er, -est, and -y to single vowels (patting, dropped)</li> <li>2. 'or' sound spelt a (all, ball)</li> <li>3. Suffixes -ment, -ness, -ful, -less, and -ly</li> <li>4. A after w and qu (want, watch)</li> <li>5. or sound (word, work)</li> <li>6. Consolidation</li> </ol>	<p>Week 1 and 2– Narrative – there's a snake in my school.  Week 3 and 4 – Report (Non-chronological)- Our world / animals  Week 5 and 6– Recount (to inform)- Of Trip- Wider Curriculum books</p> <p>Spelling rules</p> <ol style="list-style-type: none"> <li>1. i spelt –ey (donkey, monkey), Syllable division, homophone 1</li> <li>2. b_ue, ew, oo, contractions, homophone 2</li> <li>3. un prefix, k sound spelt k, Homophone 3</li> <li>4. Possessive apostrophe (singular nouns), homophone 4</li> <li>5. .Adverbs ly suffix, compound nouns, Homophone 5,</li> <li>6. Exclamation and command, homophone 6</li> </ol>	<p>Week 1 and 2– Instructions (inform)- How to Wash A Woolly Mammoth  Week 3 and 4– Narrative- Marshmallow  Week 5 and 6 – setting description - fairground  Week 7 – Transition</p> <p>Spelling rules (may change due to gaps and need)</p> <ol style="list-style-type: none"> <li>1. Words ending in -tion</li> <li>2. Homophones</li> <li>3. Common exception words</li> <li>4. 'j' sound spelt 'ge' and 'dge'</li> <li>5. Soft c</li> <li>6. 'n' sound spelt 'kn' and 'gn'</li> <li>7. 'r' sound spelt 'wr'</li> <li>8. 'l' sound spelt –le, -el or -al</li> </ol>
<b>Maths</b>	<p>Week 1 – Fractions  Week 2 – Length and height  Week 3 – length and height- including fractions  Week 4 – mass, capacity and temperature  Week 5 – mass, capacity and temperature – four operations</p>	<p>Week 1 – Consolidation  Week 2- Statistics multiplication and division?  Week 3 – Statistics  Week 4 – Position and direction  Week 5 – Problem Solving  Week 6 – Fractions</p>	<p>Week 1 – Position and direction  Week 2 – Fractions  Week 3 – Problem solving  Week 4 – Time  Week 5 – Time  Week 6 – Consolidation  Week 7 - Consolidation</p>
<b>PSHE</b>	Healthy Me	Relationships	Changing me
<b>PE</b>	Val Sabin dance Hockey	Val Sabin Athletics Striking and fielding (tennis and cricket)	Sports day practice
<b>RE</b>	Christianity	Humanism	Judaism

<p><b>Wider Curriculum</b></p>	<p><b><u>Live and Let Live</u></b>          In Live and Let Live, we will be learning about living things and what they need in order to survive. How do we know what living things need? How do you know that you are alive, but a stone has never been alive? To find out the answers to these questions, we will need to be scientists, geographers and ecologists.</p> <p>Science, Health and Wellbeing, Design, Technology and Innovation, Geography, Physical Education and International.</p>	<p><b><u>Green fingers</u></b>          We will be learning about plants and how important they are to our world. Plants are living things – they grow when we give them enough sunlight, food and water. Plants give us food to eat, clean air to breathe and materials to build our houses and furniture. We can use plants to make clothes and medicines, and to decorate our gardens. To fully engage with this unit, we will need to be scientists, geographers and international learners. How important are plants to our world?</p> <p>Science, Geography, International, Health and Wellbeing.</p>	<p><b><u>Time Travellers</u></b>          We will be learning about how people find out about the past, the clues we can uncover and how evidence tells us what happened in the past. We will be historians finding out about how past is recorded and represent. We will explore our own past and how we can find out more. Have much can you remember from your past? What can you find out?</p> <p>History, Science, International, Health and Wellbeing, Design, Technology and Innovation and Art.</p>
<p><b>Trips &amp; Visitors</b></p>		<p>RHS Wisley</p>	