Long Term Plan Year 2 2026-2027 **Abbey Hey Charter** **Virtues** **Sustainability** **Abbey Hey Curriculum**

Theme	Mini Mappers	Local History	Hot and Cold Deserts	The Great Fire of London	Rivers, Seas and Oceans	Explores
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English 	**Creating poetry** **Text:** Thinker My puppy, poet and me (Eloise Greenfield) **Hook:** videos of poets reciting haikus **Writing outcomes:** poetry recital assembly Performance in front of an audience. **Writing to inform** **Instructions: Text:** The Disgusting sandwich (Gareth Edwards) **Hook**: make a disgusting sandwich **Writing outcomes:** you tube **Writing to entertain:** Lubna and Pebble (Wendy Meddour) **Hook**: Decorate pebbles **Writing outcomes**: narrative **Virtue**: respect **Supplementary Texts:** Please Mrs Butler (Alan Alhberg), Mr Grumpy's Outing (John Burningham) and First day of winter (Denise Fleming)	**Personal Narratives:** **Text:** The Proudest Blue (Ibtihaj Muhammad) **Hook:** share picture of something they love. **Writing outcomes:** Class anthology for reading corner. **Developing punctuation:** **Text:** Don't let the pigeon drive the bus! (Mo Willems) **Hook:** Don't let the pigeon drive the bus animation. **Writing outcomes:** YouTube **Writing Letters:** **Text:** Paddington Post (Michael Bond) **Hook:** **Writing outcomes:** write up in best books and send to Paddington charity who will write back. **Supplementary Texts:** My name is not refugee (Kate Milner) The lost homework (Richard O'Neill) Dragon post (Emma Yartlett) Meerkat Mail (Emily Gravett	**Creating persuasive texts:** **Text:** The king who banned the dark (Emily Haworth-Booth) **Hook:** Play if I ruled the world. **Writing outcomes:** Display persuasive posters around school and give letter to governors. **Writing to entertain:** **Text:** The Dragon Machine (Helen Ward) **Hook:** Video of poetry recitals **Writing outcomes**: poetry recital **Writing about real life:** What do grown-ups do all day (Virginie Morgand) **Hook:** visitor to interview e.g., Mr Graham **Writing outcomes:** Voice-over power point **Virtue:** respect, curiosity **Supplementary Texts:** Don't let pigeon stay up late (Mo Wilems), What do grown-ups do all day? (Dawid Ryski	**Developing vocabulary:** **Text:** How to baby sit a Grandma (Jean Reagan) **Hook:** follow instructions to make XXX **Writing outcomes:** instructions given to intended audience. **Writing fact files: Text:** Monsters book of monsters (Jonny Duddle & Aleksei Bitskoff and dragon world (Tamara Macfarlane & Alessandra Fusi) **Hook:** Dragon invasion **Writing outcomes:** write up in best books and create class anthology for reading corner. **Writing to entertain:** **Text**: The Night Gardener (The Fan Brothers) **Writing outcomes:** Narrative – Create your own story based on an imaginary night-time adventure. **Supplementary Texts:** Tiger, tiger, burning bright (Fiona Waters), Weird but true! (National Geographic Kids)	**Developing Description:** **Text:** The Tunnel (Anthony Browne) Poetry link. **Hook:** Play guess what the description is of **Writing outcomes:** poetry recital assembly **Writing recounts:** **Text:** The Night Gardener – The Fan Brothers **Hook:** Look at brochures and videos of Chatsworth House **Writing outcomes:** recount of trip given to parents **Developing vocabulary:** **Text:** Never Smile at a Monkey (Steve Jenkins) **Writing outcomes:** **** **Supplementary Texts:** The trouble with my brother (Brian Patten)	**Developing persuasive language:** **Text:** The promise/ Wangari's Trees of Peace (Janette Winter) **Hook:** Walk around Gorton **Publishing:** Send letters to councilors **Writing to inform:** **Text:** Africa, Amazing Africa (Atinuke) **Hook:** Walk around Gorton **Writing outcomes:** publish and pin up in local shops. **Writing narratives:** **Text:** The Midnight Fair (Gideon Sterer) **Hook:** **Writing outcomes:** class book to take to new classroom. **Supplementary Texts:**

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Maths 	**Number:** - Place value - Addition and subtraction **Virtue**: Curiosity	**Number:** - Addition and subtraction **Geometry:** - Shape **Virtue**: Curiosity	**Measurement:** - Money **Number:** - Multiplication and division **Virtue**: Curiosity	**Measurement:** - Length and height - Mass, capacity, and temperature **Virtue**: Curiosity	**Number:** - Fractions **Measurement:** - Time **Statistics** **Virtue**: Curiosity	**Statistics** **Geometry**: - Position and direction **Virtue**: Curiosity
Science 	**Plant Growth- Biology** Plants grow from seeds, and require water, light and a suitable temperature. **3. charter** caring for the environment **Virtue**: Curiosity **Sustainability:** Pupils learn about seasonal fruits and vegetables, and how we can eat foods that are 'in season' to reduce waste of these foods. They will learn the terms temperature and environment. Local Plant Walk	**Needs of animals - Biology** Animals need water, food and air to survive and to have offspring. **Virtue:** Curiosity **Sustainability:** Children are taught about biodiversity, food chains, habitats and how animals have needs that must be met. Children will be introduced to the terms Reduce, Reuse, Recycle. Pupils will be introduced to the term natural resources. They will learn the terms climate and natural resources.	**Uses of materials - Chemistry** Comparisons of an object's material with its use; impact of bending, twisting on solid objects **Virtue:** Curiosity **Sustainability:** Children will be introduced to the terms Reduce, Reuse, Recycle and sustainability. .	**Living things and their habitats - biology** Introduction to habitats, micro-habitats, and simple food chains **Virtue:** Curiosity Local Habitats Walk	**Solids, liquids and gases – chemistry** How the same substances can exist as solids, liquids, and gases. **Virtue**: Curiosity **Sustainability:** They will learn the term global warming.	*Consolidation and review* **Solids, liquids and gases – chemistry** How the same substances can exist as solids, liquids, and gases. **Virtue:** Curiosity **Sustainability:** They will learn the term global warming.
Geography	**Mini Mappers** Studying the human and physical geography of the local area with an		**Hot and cold deserts** Locating hot and cold deserts, and identifying		**Rivers, seas and oceans** Locating the seas around the UK and	

	introduction to scale and fieldwork **Geographical Scale** Identify locations at different scales: local map of the area, map of England, maps of UK, Europe and the world. **Virtue**: Curiosity and Civility Walk to the local area to identify human and physical features (Debdale Park)		common physical and human features **Geographical Scale** Hot and cold deserts examples used are at the continental scale. **Making Connections** Can humans live, eat and work here? Look at human impact on hot and cold deserts. Introduce the term 'Climate Change'. **Sustainability:** Children are taught about biodiversity, organisms, species, flora and fauna. Pupils are introduced to some of the key vocabulary that will later be used to describe and explain climate change as well as the idea that the ice caps are melting, and this is impacting polar bears. They will learn the term climate. Virtual fieldwork of deserts overseas.		oceans of the world. Identifying physical and human features around rivers and coastal areas **Geographical Scale** Rivers occur at all scales, from local to global. **Making Connections** Rivers are useful. How do humans use rivers – for transport, leisure and boundaries. **Virtue**: Curiosity **Sustainability:** Children are taught about bodies of water and living things that can be found there. They will also learn about agriculture and the impact of overfishing. They will learn the term agriculture. Visit a local river to identify the features of a river.	
History 		**Local History: Community and Family** Using primary and secondary sources to learn how our local community has changed over time.		**The Great Fire of London** Life in London 1660s, and the causes and effects of the Great Fire of London. Links to Gorton – The effects of the fire.		**Explorers** The similarities and differences between the lives of Sacagawea and Michael Collins.

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		Links to Gorton History – Gorton Monastery				Links to Gorton – Manchester explores past and present.
Art 	**Our School** **Artist Focus:** Zaha Hadid The Boyle Family Looking at architecture and urban landscapes through photography and recording surface textures. Producing a collaborative outcome with printmaking. Look at and compare to L.S.Lowry's work on architecture urban landscapes.		**Colour and Tone** **Artist Focus:** Emily Haworth-Booth Pablo Picasso Looking at tints, tones, and shades in *The King Who Banned the Dark* and Picasso's paintings from his Blue Period. Look and compare how Ian Morris the illustrator or the children's book Alfie's first fight uses tints, tones and shades.		**Water** **Artist Focus:** Katsushika Holusai David Hockney Clause Monet Using wax resist and watercolour to create water textures. Exploring collage to create an outcome using suspended fish paintings. Replace Claude Monet with Manchester artist Wynford Dewhurst.	
DT and Food  		**Salads** Preparing healthy, balanced salads that include proteins. Use fruits and vegetables from the local allotment.		**Mechanisms** **Moving vehicle (fire engine): Wheels, axels, pulleys and levers** Joining materials with moving joints Understand how wheels and axels work. Understand winding mechanisms. Visit/ask Gorton Fire Service to see a fire engine.		**Glove Puppets** Creating props to tell a story to children in EYFS. To create/perform a short narrative to Reception.
Music	**Finding your voice**	**Refining your voice**	**Finding the pitch**	**Finding your rhythm**	**Spot the difference**	

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Computing 	Computing systems and networks IT around us	Programming Robot algorithms	Creating media Making music Science – Living things and their habitats **Virtue:** Curiosity	Data and information Pictograms Science – Living things and their habitats. **Virtue**: Civility	Creating media Digital photography Art – Digital art	Programming Introduction to quizzes
Religion & Worldviews 	**Social Sciences** **Christianity, Islam, and Judaism** **Where is religion in our local community?** Looking for evidence of lived Religion in local community. Learn from an expert. **Virtue**: Respect	**Philosophy** **Judaism** **What does it mean to be free?** The significance of freedom in diverse Jewish practices at Passover (seder). **Virtue**: Respect Local visit to Gorton Monastery	**Theology** **Christianity** **What do stories from the Bible reveal about what God is like?** Interpreting meaning in stories about Jesus and stories told by him (parables). **Virtue: R**espect	**Theology** **Christianity** **Why does Easter matter to Christians?** Beliefs about Jesus' life, death & resurrection. Salvation. **Virtue: R**espect	Philosophy Hinduism **What do our senses tell us about Hindu worship?** Senses in Hindu worship at home and in the Mandir. **Virtue**: Respect	**Social Sciences** **Hinduism** **How do celebrations give Hindus a sense of belonging?** Celebrations. Jatakarma, Raksha Bandhan & Diwali **Virtue: R**espect
PE 	**Net and wall**	**Gymnastics**	**Dance**	**Athletics**	**Striking and fielding**	**Invasion games: Football**

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PSHE and Growth Mindset	My Connections	My Safety and Choices	Health and Wellbeing	Online Wellbeing and Awareness	Growing Up and Staying Well	My Future, Our World
	Why are families important for helping us feel loved, safe, and secure? What makes a caring and happy family? Why are friendships important? How can we help others feel included? Why do friendships sometimes have problems, and how can we solve them? How can we tell if a family or friendship situation feels unsafe or upsetting?	How can I share and be safe with others? What is personal space and how can we keep safe? Is it ok to keep secrets? Who can we talk to if something makes us feel unsafe or unsure? How can we recognise dangers around us and how can we keep safe? How can we stay safe near roads, railways and water, including following simple safety rules?	How can we recognise different feelings and talk about them? What activities help us feel happy and well? What should we do if we feel lonely, sad, or worried, and who can help? How can we be kind to others and understand how bullying affects people? What does a healthy diet look like, and why is it important for our bodies? Why is being active good for our bodies and minds?	What is the internet and how do people use it? How can we be kind and respectful if I am online? How much time should we spend online? Why are some apps, videos and games not suitable for us? Who should I share information with? What should I do if I see something that makes me feel uncomfortable?	How can we keep our body clean and healthy? How can we look after our teeth? How can we stay safe in the sun? Why do we need good sleep, and how can we develop healthy bedtime routines? How can I understand me and my body? How can change or loss make us feel different emotions?	What are class rules? (British Values) What groups of communities am I part of? What is the environment? How can we look after the environment? Where does money come from? How do we make choices about spending money?