





Long Term Plan Year 2 2025-2026



Silverdale Primary Academy
The best in everyone™
Part of United Learning

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 	<p>Creating poetry Text: Thinker My puppy, poet and me (Eloise Greenfield) Hook: videos of poets reciting haikus Writing outcomes: poetry recital assembly</p> <p>Writing to inform Instructions: Text: The Disgusting sandwich (Gareth Edwards) Hook: make a disgusting sandwich Writing outcomes: you tube</p> <p>Writing to entertain: Lubna and Pebble (Wendy Meddour) Hook: Decorate pebbles Writing outcomes: narrative Virtue: respect</p> <p>Supplementary Texts: Please Mrs Butler (Alan Alhberg), Mr Grumpy's Outing (John Burningham) and First day of winter (Denise Fleming)</p>	<p>Personal Narratives: Text: The Proudest Blue (Ibtihaj Muhammad) Hook: share picture of something they love. Writing outcomes: Class anthology for reading corner.</p> <p>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</p> <p>Writing Letters: Text: Paddington Post (Michael Bond) Hook: Writing outcomes: write up in best books and send to Paddington charity who will write back.</p> <p>Supplementary Texts: My name is not refugee (Kate Milner) The lost homework (Richard O'Neill) Dragon post (Emma Yartlett) Meerkat Mail (Emily Gravett)</p>	<p>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.</p> <p>Writing to entertain: Text: The Dragon Machine (Helen Ward) Hook: Video of poetry recitals Writing outcomes: poetry recital</p> <p>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</p> <p>Supplementary Texts: Don't let pigeon stay up late (Mo Willems), What do grown-ups do all day? (Dawid Ryski)</p>	<p>Developing vocabulary: Text: How to baby sit a Grandma (Jean Reagan) Hook: follow instructions to make XXX Writing outcomes: instructions given to intended audience.</p> <p>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.</p> <p>Writing to entertain: Text: The Night Gardener (The Fan Brothers) Writing outcomes: Narrative – Create your own story based on an imaginary night-time adventure.</p> <p>Supplementary Texts: Tiger, tiger, burning bright (Fiona Waters), Weird but true! (National Geographic Kids)</p>	<p>Developing Description: Text: The Tunnel (Anthony Browne) Poetry link. Hook: Play guess what the description is of Writing outcomes: poetry recital assembly</p> <p>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</p> <p>Developing vocabulary: Text: Never Smile at a Monkey (Steve Jenkins) Writing outcomes: ****</p> <p>Supplementary Texts: The trouble with my brother (Brian Patten)</p>	<p>Developing persuasive language: Text: The promise/ Wangari's Trees of Peace (Janette Winter) Hook: Walk around Gorton Publishing: Send letters to councilors</p> <p>Writing to inform: Text: Africa, Amazing Africa (Atinuke) Hook: Walk around Gorton Writing outcomes: publish and pin up in local shops.</p> <p>Writing narratives: Text: The Midnight Fair (Gideon Sterer) Hook: Writing outcomes: class book to take to new classroom.</p> <p>Supplementary Texts:</p>

Long Term Plan Year 2 2025-2026

Maths 	Number: <ul style="list-style-type: none"> - Place value - Addition and subtraction 	Number: <ul style="list-style-type: none"> - Addition and subtraction Geometry: <ul style="list-style-type: none"> - Shape 	Measurement: <ul style="list-style-type: none"> - Money Number: <ul style="list-style-type: none"> - Multiplication and division 	Measurement: <ul style="list-style-type: none"> - Length and height - Mass, capacity, and temperature 	Number: <ul style="list-style-type: none"> - Fractions Measurement: <ul style="list-style-type: none"> - Time Statistics	Statistics Geometry: <ul style="list-style-type: none"> - Position and direction
Science 	Plant Growth- Biology Plants grow from seeds, and require water, light and a suitable temperature. 3. charter caring for the environment	Needs of animals - Biology Animals need water, food and air to survive and to have offspring.	Uses of materials - Chemistry Comparisons of an object's material with its use; impact of bending, twisting on solid objects .	Living things and their habitats - biology Introduction to habitats, micro-habitats, and simple food chains	Solids, liquids and gases – chemistry How the same substances can exist as solids, liquids, and gases.	<i>Consolidation and review</i> Solids, liquids and gases – chemistry How the same substances can exist as solids, liquids, and gases.
Geography 	Mini Mappers Studying the human and physical geography of the local area with an 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.		Hot and cold deserts Locating hot and cold deserts, and identifying 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'.		Rivers, seas and oceans Locating the seas around the UK and 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.	







Long Term Plan Year 2 2025-2026

History 		Local History: Community and Family <p>Using primary and secondary sources to learn how our local community has changed over time.</p>		The Great Fire of London <p>Life in London 1660s, and the causes and effects of the Great Fire of London.</p>		Explorers <p>The similarities and differences between the lives of Sacagawea and Michael Collins.</p>
Art 	Our School <p>Artist Focus: Zaha Hadid The Boyle Family</p> <p>Looking at architecture and urban landscapes through photography and recording surface textures. Producing a collaborative outcome with printmaking.</p>		Colour and Tone <p>Artist Focus: Emily Haworth-Booth Pablo Picasso</p> <p>Looking at tints, tones, and shades in <i>The King Who Banned the Dark</i> and Picasso's paintings from his Blue Period.</p>		Water <p>Artist Focus: Katsushika Holusai David Hockney Claude Monet</p> <p>Using wax resist and watercolour to create water textures. Exploring collage to create an outcome using suspended fish paintings.</p>	
DT and Food 		Salads <p>Preparing healthy, balanced salads that include proteins.</p>		Mechanisms <p>Moving vehicle (fire engine): Wheels, axels, pulleys and levers</p> <p>Joining materials with moving joints Understand how wheels and axels work. Understand winding mechanisms.</p>		Glove Puppets <p>Creating props to tell a story to children in EYFS.</p>
Music 	Hands, Feet, Heart <p>Style of Main Song: Afropop, South African</p>	Ho, Ho, Ho <p>Style of Main Song: A song with rapping and improvising for Christmas.</p>	I Wanna Play in a Band <p>Style of Main Song: Rock.</p> <p>Unit Theme: Playing</p>	Zootime <p>Style of Main Song: Reggae</p> <p>Unit Theme: Reggae</p>	Friendship Song <p>Style of Main Song: Pop</p> <p>Unit Theme: A song about being friends</p>	Reflect, Rewind & Replay <p>Style of Main Song: Classical</p>



Long Term Plan Year 2 2025-2026

	Unit Theme: South African music	Unit Theme: Festivals and Christmas	together in a band	and animals		Unit Theme: The history of music, look back and consolidate your learning, learn some of the language of music
Computing 	Computing systems and networks IT around us	Programming Robot algorithms	Creating media Making music Science – Living things and their habitats	Data and information Pictograms Science – Living things and their habitats.	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.	Philosophy Judaism What does it mean to be free? The significance of freedom in diverse Jewish practices at Passover (seder).	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).	Theology Christianity Why does Easter matter to Christians? Beliefs about Jesus' life, death & resurrection. Salvation.	Philosophy Hinduism What do our senses tell us about Hindu worship? Senses in Hindu worship at home and in the Mandir.	Social Sciences Hinduism How do celebrations give Hindus a sense of belonging? Celebrations. Jatakarma, Raksha Bandhan & Diwali
PE 	Fundamentals Team Building	Ball skills	Dance	Gymnastics	Striking and fielding Invasion game	Athletics
PSHE 	Me and my school. School rules School council role	Happy, Healthy me Body parts Staying healthy	Me and the World Taking care of animals and pets.	Me and my safety Safety in the home. Visit from the fire brigade.	Me and my relationships Being a good friend.	Me and other people. Bullying Relationships with other people.