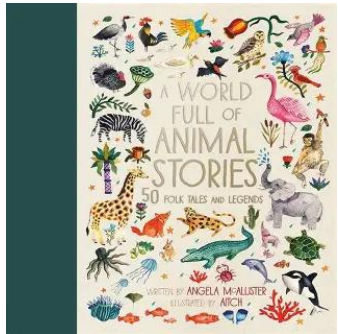
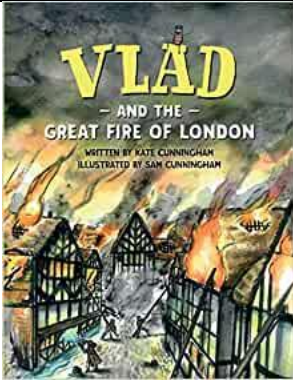
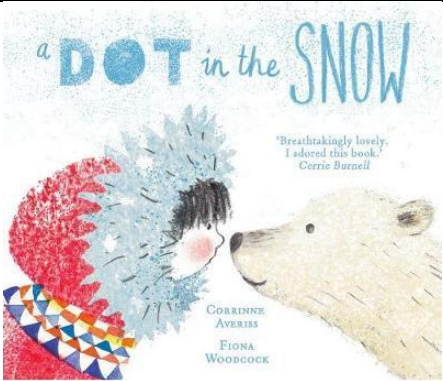
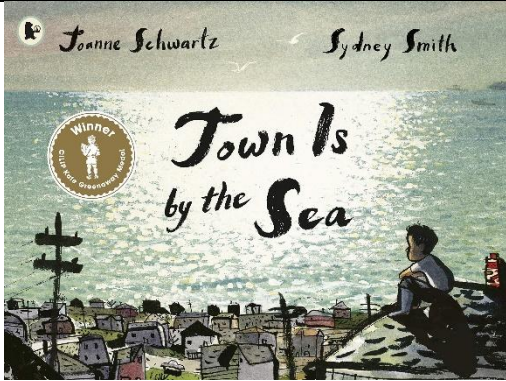


# RICHARDSON ENDOWED PRIMARY SCHOOL YEAR TWO LONG TERM PLAN

| 2026 - 2027                                                                                                                                                                                                                                                    |                                                                                   |                              |                                                                                    |                           |                                                                                     |                                             |                                                                                                                                                                |                              |                                                                                                    |                                   |                                           |                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------|------------------------------------------------------------------------------------|---------------------------|-------------------------------------------------------------------------------------|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|----------------------------------------------------------------------------------------------------|-----------------------------------|-------------------------------------------|------------------------------|
| Half Term                                                                                                                                                                                                                                                      | Autumn 1                                                                          |                              | Autumn 2                                                                           |                           | Spring 1                                                                            |                                             | Spring 2                                                                                                                                                       |                              | Summer 1                                                                                           |                                   | Summer 2                                  |                              |
| Topic Enquiry Question                                                                                                                                                                                                                                         | Where on Earth are the world's continents?                                        |                              | What impact did the Great Fire of London have on towns and cities in our country?  |                           | What is it like to live in Ilulissat?                                               |                                             | Why do the Richardson brothers deserve to be remembered?                                                                                                       |                              | How different is Pointe-À- Pierre to London?                                                       |                                   |                                           |                              |
| Core Text                                                                                                                                                                                                                                                      |  |                              |  |                           |  |                                             |                                                                             |                              |                 |                                   |                                           |                              |
| Global Theme                                                                                                                                                                                                                                                   | Identify & Diversity                                                              |                              | Peace and Conflict                                                                 |                           | Saving our Environment                                                              |                                             | Social Justice                                                                                                                                                 |                              | Our Heritage                                                                                       |                                   | Our World & Beyond                        |                              |
| Interconnected Curriculum Units                                                                                                                                                                                                                                |                                                                                   |                              |                                                                                    |                           |                                                                                     |                                             |                                                                                                                                                                |                              |                                                                                                    |                                   |                                           |                              |
|                                                                                                                                                                              | Fiction                                                                           | Non-Fiction                  | Fiction                                                                            | Non-Fiction               | Fiction                                                                             | Non-Fiction                                 | Fiction                                                                                                                                                        | Non-Fiction                  | Fiction                                                                                            | Poetry                            | Fiction                                   | Non-Fiction                  |
|                                                                                                                                                                                                                                                                | Sentence structures                                                               | Writing to inform: fact-file | Writing to entertain: describing characters                                        | Writing to recount: diary | Writing to entertain: describing settings                                           | Writing to inform: non-chronological report | Writing to entertain: part of a short story e.g., opening                                                                                                      | Writing to persuade: leaflet | Writing to entertain: short story                                                                  | Writing to instruct: instructions | Writing to entertain: setting description | Writing to entertain: poetry |
|                                                                                                                                                                             | The World's Continents                                                            |                              |                                                                                    |                           | Study of a Small Area In a Contrasting Non-European Country: Ilulissat, Greenland   |                                             |                                                                                                                                                                |                              | Study of a Small Area In A Contrasting Non-European Country: Pointe-À- Pierre, Trinidad And Tobago |                                   |                                           |                              |
|                                                                                                                                                                             |                                                                                   |                              | Events Beyond Living Memory: The Great Fire of London                              |                           |                                                                                     |                                             | Local History: Significant Historical Events, People and Places in our Locality: The Richardson Brothers, The Coalmining Community & Richardson Endowed School |                              |                                                                                                    |                                   |                                           |                              |
|                                                                                                                                                                             | Plants                                                                            |                              | Uses of Everyday Materials                                                         |                           | Animals, Including Humans                                                           |                                             | Living Things & their Habitats                                                                                                                                 |                              | Living Things & their Habitats                                                                     |                                   |                                           |                              |
|                                                                                                                                                                                                                                                                | Scientific Enquiry                                                                |                              |                                                                                    |                           |                                                                                     |                                             |                                                                                                                                                                |                              |                                                                                                    |                                   |                                           |                              |
| ‘Seasons Days’ timetabled days: Autumn Equinox: 23 <sup>rd</sup> September; Winter Solstice: 21 <sup>st</sup> December; Spring Equinox: 20 <sup>th</sup> March; Summer Solstice: 21 <sup>st</sup> June to provide meaningful links for observing plant growth. |                                                                                   |                              |                                                                                    |                           |                                                                                     |                                             |                                                                                                                                                                |                              |                                                                                                    |                                   |                                           |                              |

|                                                                                   |                               |                                   |                                                                        |                                    |                                          |
|-----------------------------------------------------------------------------------|-------------------------------|-----------------------------------|------------------------------------------------------------------------|------------------------------------|------------------------------------------|
|  |                               | Drawing: The Great Fire of London |                                                                        | Sculpture: school landmarks (clay) | Painting: Hugh Casson (London landmarks) |
|  | Structures: Baby Bear's chair |                                   | Textiles, templates & joining techniques:<br>Dot's lost mitten (kapow) |                                    | Food technology: sandwich making         |

| Discrete Curriculum Units                                                           |                                                                      |                                                                                      |                                                                                   |                                                                               |                                                             |                                                                                                                                |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Half Term                                                                           | Autumn 1                                                             | Autumn 2                                                                             | Spring 1                                                                          | Spring 2                                                                      | Summer 1                                                    | Summer 2                                                                                                                       |
|    | Numbers 10 to 100<br>Calculations within 20                          | Fluently add and subtract within 10<br>Addition and subtraction of two-digit numbers | Introduction to multiplication<br>Introduction to division structures             | Shape<br>Addition and subtraction of two-digit numbers                        | Money<br>Fractions<br>Time<br>Position and direction        | Multiplication and division – doubling, halving, quotative and partitive division<br>Sense of measure – capacity, volume, mass |
|   | Athletics<br>Ball skills                                             | Fundamentals<br>Gymnastics                                                           | Dance<br>Sending and Receiving                                                    | Team Building<br>Invasion Games                                               | Net/Wall Games<br>Fitness                                   | Striking & Fielding<br>Target Games                                                                                            |
|  | Relationships                                                        | Relationships                                                                        | Living in the Wider World                                                         | Living in the Wider World                                                     | Health & Well-Being                                         | Health & Well-Being                                                                                                            |
|  | Who is a Muslim and what do they believe?                            | Who is a Christian and what do they believe?                                         | Who is Jewish and what do they believe?                                           | How and why do we celebrate special and sacred times?                         | How can we learn from sacred books?                         | What makes some places sacred?                                                                                                 |
|  | Exploring simple patterns<br>How does music help us to make friends? | Focus on dynamics and tempo<br>How does music teach us about the past?               | Exploring feelings through music<br>How does music make the world a better place? | Inventing a musical story<br>How does music teach us about our neighbourhood? | Music that makes you dance<br>How does music make us happy? | Exploring improvisation<br>How does music teach us about looking after our planet?                                             |
|  | Information Technology Around us<br>(Networks & Computing Systems)   | Digital Photography<br>(Effective Use of Tools and Creating Media)                   | Robot Algorithms<br>(Algorithms & Programming)                                    | Pictograms<br>(Data and Information and Effective Use of Tools)               | Making Music<br>(Creating Media and Design and Development) | Programming Quizzes<br>(Programming and Design Development)                                                                    |