

Year 2 Long Term Plan

	Autumn Term		Spring Term		Summer Term	
English Reading/Writing Genre	<p>Baseline - all about me.</p> <p>Stories in familiar settings (e.g. A lion in the Meadow by Margaret Mahy) Children discuss whether they think there is a real lion and dragon or is it the little boy's imagination? Children will write their own stories about an animal that could live in their home or a familiar setting.</p> <p>Instructions</p>	<p>Recount- war memorial visit</p> <p>Postcards and Letters (e.g. Dear Teacher by Amy Husband) Children will read stories featuring letters. Using 'Dear Teacher' they will look at the layout of a letter and discuss the creativity and humour of Michael's letter. Children will then write their own letter giving excuses as to</p>	<p>Recount - Dinosaur Day</p> <p>Information Texts Dinosaurs (various non-fiction texts) We start this sequence of writing with a visit from 'Dinostar'. Children learn about the different dinosaurs and explore features of information texts. Children will write a fact-file about</p>	<p>Recount - Science Day</p> <p>Stories involving Fantasy-dragons (e.g. George and the Dragon by Chris Wormell) The children will read a range of dragon stories. The books are wrapped and opened slowly to reveal the different types of dragons. Children create their own dragon and write similes to describe it. Then they write</p>	<p>Stories by the same author (e.g. Willy the Wimp by Anthony Browne) Children will read and discuss the wonderful books by Anthony Browne. Using their inference skills, they will interpret the stories created. They will write their own story based upon Willy the Wimp.</p>	<p>Recount - A visit to the Mosque</p> <p>Extended story by a significant author- James and the Giant Peach by Roald Dahl Read and discuss our first chapter book. Make links to other Roald Dahl stories where the adult characters are not very kind. Children will make a prediction and</p>

	<p>(Instructions by Neil Gaiman)</p> <p>Children will explore the use of bossy verbs and write a set of instructions to help new visitors to Fairy Land find their way round.</p>	<p>why they are late for school.</p> <p>Songs and Repetitive Poems e.g If I had Wings (Taken from The Works by Paul Cookson) Children will explore features of poetry by reading and performing poems from 'The Works'. Children will write their own poem inspired by 'If I had Wings' using expanded noun phrases to add more detail.</p>	<p>their favourite dinosaur.</p> <p>Dinosaur Poetry (various collections) Children will read a range of poems and write a poem about their favourite dinosaur. Their poem will include examples of the four different types of sentences.</p>	<p>their own fantasy story.</p> <p>Instructions Dare to care for a pet dragon? Explore features of instructions, and children decide whether they dare to care for a pet dragon. Children write a set of instructions on how to care for a pet dragon.</p>	<p>Recount of a significant event The Coronation of King Charles III Children will write a recount of King Charles III coronation using video clips of the day's events, images and extracts from newspaper articles.</p> <p>Information Texts Minibeasts including snails Children will find (hopefully) snails in our beautiful garden to observe. They will find out information on snails and write a report.</p>	<p>write what happens next when the peach starts to roll down the hill.</p> <p>Poetry about the senses (taken from The Works by Paul Cookson) Children will explore senses through various poems. Children will go on a nature walk in our beautiful playground to collect adjectives to use when writing their own poems.</p>
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<p>English Punctuation/Grammar</p>	<p>Revision from Year 1: How to use punctuation correctly, including capital letters at the start of a sentence, and full stops Full stops for proper nouns Use and understand grammar terminology e.g. noun, proper noun, noun phrase, verb, adjective</p> <p>Recognise and use adverbs</p> <p>Begin to use expanded noun phrases to describe and specify, e.g adjectives to describe nouns.</p> <p>Use sentences with different forms: statement question command exclamation</p> <p>The use of time openers in instructional writing.</p> <p>Begin to use co-ordination: using conjunctions (and, or, but, so) to join simple sentences.</p>	<p>Develop use of use of and, or, but, so</p> <p>Use 'when', 'because', 'if', 'that' to create subordinate clauses.</p> <p>Use and understand grammar terminology including singular and plural</p> <p>Using and distinguishing between past and present tense and using them consistently in writing.</p> <p>Use sentences with different forms: exclamation statement question command</p> <p>Revision of alphabetical order for using indexes and glossaries in dinosaur research.</p> <p>Reinforcing the appropriate use of question marks and exclamation marks.</p> <p>The use of commas in lists</p>	<p>Develop use of expanded noun phrases to describe, e.g adjectives to describe nouns.</p> <p>Apostrophes for contractions e.g. didn't, won't, I'll, it's</p> <p>Apostrophes for possession (singular noun-Megan's, the man's)</p> <p>Revision of all Year 2 punctuation and grammar content.</p>
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<p>English Phonics/Spelling</p>	<p>Assessment and Revision of Twinkl Phonics Level 5 from Year 1 (First half term)</p> <p>Reading and spelling at Twinkl Level 6</p> <p>'y' saying /igh/ 'dge' saying /j/ adding -es to words ending in 'y' 'gn' saying /n/ 'kn' saying /n/ changing the y to an i and adding es adding -ing and -ed to words ending in 'y'</p> <p>Re-assessment of the reading and spelling of Year 1 common exception words</p>	<p>Reading and Spelling at Twinkl Level 6</p> <p>'wr' saying /r/ 'le' saying /l/ 'el' saying /l/ Adding -er and -est to words ending in 'y' 'al' and 'il' saying /l/ Adding -ed and -er to words ending in e 'eer' saying /ear/ 'ture' saying /cher/ Adding -est and -y to words ending in e 'mb' saying /m/ 'al' saying /or/ Adding -ing and -ed to CVC and CCVC words</p> <p>Assessment of the reading and spelling of Year 2 common exception words</p>	<p>Reading and Spelling at Twinkl Level 6</p> <p>'o' saying /u/ 'ey' saying /ee/ Adding -er, -est and -y to CVCC and CVC words Contractions 'war' saying /wor/ and 'wor' saying /wur/ Adding suffixes -ment and -ness to words 's' saying /zh/ 'wa' saying /wo/, 'qua' saying /quo/ 'tion' saying /shun/ Adding the suffixes -ful, -less and -ly to words Homophones Adding the prefix dis-</p> <p>Completion of the reading and spelling of Year 2 common exception words</p>
<p>English Handwriting</p>	<p>Individual letter formation</p>	<p>Instrokes and outstrokes Introduction to the initial joins</p>	<p>Practising the initial joins</p>

<p>Maths.</p>	<p>NPV PRA Place value Focuses on place value in numbers 0-100 and different ways of representing, comparing and ordering these.</p> <p>MAS PRA Addition and subtraction Focus on learning and using addition and subtraction number facts, including bonds to 10, in simple and harder calculations.</p> <p>GPS STA 2D shapes Focuses on identifying and classifying 2D shapes, using a variety of sorting devices.</p> <p>NPV PRA MAS Place value; ordinal numbers Focus on developing a good understanding of place value, comparing and ordering numbers to 100, including ordinal numbers.</p>	<p>NPV PRA MAS Place value; ordinal numbers Focus on developing a good understanding of place value, comparing and ordering numbers to 100, including ordinal numbers.</p> <p>MAS PRA Addition and subtraction Focuses on adding and subtracting smaller 2-digit numbers to and from larger ones.</p> <p>GGPD MEA Position and direction; length Focuses on understanding the vocabulary associated with position and movement and then comparing and measuring lengths using cm and m.</p> <p>MAS PRA MMD Addition and subtraction Focuses on adding, subtracting, doubling and halving 2-digit numbers, using an understanding of place value.</p>	<p>NPV MAS Place value Focuses on understanding place value in numbers to 100 and beginning to use this to add and subtract 2-digit numbers.</p> <p>MAS PRA; MEA Number facts; addition and subtraction Focus on revising, then using, bonds to 10 in addition (counting on, bridging 10), and subtraction (finding a difference, extending to calculating change).</p> <p>MAS PRA Number facts; addition and subtraction Focus on revising, then using, bonds to 10 in addition (counting on, bridging 10), and subtraction (finding a difference, extending to calculating change).</p> <p>GPS GGPD; MEA 3D shapes; time Focuses on</p>	<p>MMD FRP Fractions Focuses on doubling and halving, including odd numbers, leading to counting in halves and mixed numbers; unit and non-unit fractions are then modelled using a variety of images.</p> <p>MMD PRA Multiplication and division Focuses on 'clever counting' on the number line, and introduces the \times sign for multiplication.</p> <p>MEA STA Time; data Focuses on telling the time and further develops children's understanding of the units of time; time is then used as the context for data to be represented on pictograms and block graphs.</p> <p>MMD PRA Multiplication and division Focuses on 'clever counting' using arrays as well as number lines; division</p>	<p>NPV MAS Place value Focus on place value, including adding and subtracting 2-digit numbers by counting on/back in 10s and 1s.</p> <p>MAS PRA Addition and subtraction Focus on using number facts to solve additions and subtractions, including adding several numbers and counting up using complements to the next multiple of 10 to find a difference.</p> <p>MAS Addition and subtraction Focus on using number facts to solve additions and subtractions, including adding several numbers and counting up using complements to the next multiple</p>	<p>MAS NPV MEA PRA Addition and subtraction; money Focuses on mental addition and subtraction strategies, using number facts and place value; and on using $\pounds.p$ notation and solving money problems.</p> <p>MMD PRA Multiplication and division Focuses on relating multiplication and division to 'clever counting' (steps of 2, 3, 5, 10), understanding multiplication as arrays, and solving divisions as missing number problems.</p> <p>MEA Length; time Focuses on estimating and measuring lengths in cm; and on telling the time to 5 minutes.</p> <p>MAS MMD PRA Addition and subtraction; multiplication and division Focuses on adding by partitioning;</p>
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		<p>MMD; MEA PRA Using money in calculations Focuses on counting in uniform steps, using coins to help us create sequences and find totals.</p>	<p>identifying 3D shapes and their properties, including naming 2D faces; and then on rehearsing telling the time on analogue and digital clocks.</p> <p>NPV Place value Focuses on extending understanding of place value to include landmarked lines and estimation</p>	<p>is introduced as the inverse of multiplication.</p> <p>MEA NPV PRA MAS Money and money calculations Focuses on rehearsing coin and note values, and on writing amounts of money; money is then used as the context for adding and finding totals</p> <p>Buckstones - Big Maths</p>	<p>of 10 to find a difference.</p> <p>MEA STA Measures; statistics and data Focuses on using non-standard and standard units to measure and compare weights and capacities; and on using this context to revise the use of block graphs.</p> <p>MMD FRP Multiplication, division and fractions Focuses on doubling and halving as inverse operations, and relates division to fractions, including finding halves, quarters and thirds of amounts.</p>	<p>finding differences; and on multiplying and dividing by counting in steps.</p> <p>NPV MAS Place value Focuses on revising place value in 2-digit numbers, and extending to place value in 3-digit numbers.</p> <p>Buckstones- Big Maths</p>
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Science	Animals, including humans		Uses of everyday materials		Living things and their habitats	Plants
R.E.	What do stories of Jesus tell Christians about how to live-parable? Christianity	Who celebrates what? How and where? Celebrations that matter, Christian and Muslim	Who is an inspiring person? What stories inspire Christians and Muslims?	Why does Easter matter to Christians? (Salvation)	How should we care about others and the world? Islam	What makes some places sacred? Mosques and Makkah in Islam
Computing	How do we communicate safely online, including sending emails? Purple Mash Unit 2.2 Algorithms and Programs Espresso Coding Start Level 2 (including refresher lessons Level 1)		Control and Input Purple Mash 2 Go Challenges (1-8) Use of the Probot to travel across a floor grid Data Retrieving and Organising How can we use effective questioning to find out information? Purple Mash Unit 2.4 including binary trees		Algorithms and Programs Espresso Coding Continuation of Level 2 Communicating and Presentation Know digital content can be represented in many forms. Add clip art. Add photos. Structure information in a table. Manipulate and present digital content and information. Purple Mash - 2.8 Presenting ideas	
	e - Safety - revisit and reinforce at the start of each term.					

	<p align="center">Using technology - reinforce across the curriculum. Save work to a folder and retrieve when needed. Understand how to edit and copy information. Capture a digital image, retrieve and manipulate. Explore technology in a range of jobs and look at the purposes of their uses and why they are needed for a variety of roles.</p>					
Geography	Geographical skills and fieldwork (Local Geography-Shaw)		Isle of Coll (Place knowledge-small area of the UK)	St Lucia (Place knowledge - Contrast with Non-European Country)		
	Human & Physical Geography (<i>physical and human features</i>)					
History		<p>Local History-Shaw What was life like for a Victorian Child in Shaw?</p> <p>What are we remembering on Remembrance Day? (An event beyond living memory which is significant nationally)</p>			<p>Queen Victoria, Queen Elizabeth II and King Charles III (lives of significant individuals who have contributed to national achievements)</p>	
Art	Painting/Drawing		Textiles/Collage		Drawing/Sculpture	

	<p>Mix paint to create secondary colours Understand / make tints and tones</p> <p>Study of local artist: Helen Bradley Examine and discuss her industrial landscapes.</p>	<p>Basic weaving Isle of Coll topic Examine different styles of tartan using materials and photographs. Children to make weaving circles-wool, card, cloth, ribbon (focus on textures, as well as technique)</p>	<p>Experiment with tools and surfaces draw a way of recording experiences and feelings. Discuss use of shadows, use of light and dark. Sketch to make quick records Minibeasts Draw and construct 3D representations of minibeasts</p>												
D. and T.	<p>Textiles Templates and Joining Puppets</p>	<p>Mechanisms Wheels and Axles Dinosaur winding mechanisms</p>	<p>Food Origins of Food/Cooking Afternoon Tea</p>												
P.E.	<table border="1"> <tr> <td>Fundamentals</td> <td>Gymnastics</td> </tr> <tr> <td>Team Building</td> <td>Sending and receiving</td> </tr> </table>	Fundamentals	Gymnastics	Team Building	Sending and receiving	<table border="1"> <tr> <td>Dance</td> <td>Yoga</td> </tr> <tr> <td>Net and Wall Games</td> <td>Striking and Fielding Games</td> </tr> </table>	Dance	Yoga	Net and Wall Games	Striking and Fielding Games	<table border="1"> <tr> <td>Target Games</td> <td>Athletics</td> </tr> <tr> <td>Fitness</td> <td>Ball Skills</td> </tr> </table>	Target Games	Athletics	Fitness	Ball Skills
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PSHE	<p>Digital Wellbeing Link to computing unit 'How do we communicate safely online, including sending emails? Rules to keep us safe when communicating online/personal information</p> <p>Staying Healthy Ourselves; Growing and Changing Healthy Lifestyles/ food/hygiene/exercise</p> <p>Economic Well-Being</p>	<p>Respecting One Another and Ourselves/It's My Body Respecting each other's privacy Keeping our bodies safe (medicine/drugs/household substances)</p> <p>Mental Well-Being: Dealing with Change and Loss Dealing with change and loss in our lives Coping with death and supporting each other</p>	<p>Staying Safe at Home Safety in the home/fire safety People who can help us/how to get help in an emergency</p> <p>Bullying/Mental Well-Being Managing hurtful behaviour and bullying/Resolving conflicts</p>												

	<p>Aspirations, work and career (Reach for the Stars!)</p> <p>British Values</p> <p>Individual Liberty: Making the correct choices while online and how to stay safe when sending emails</p> <p>Democracy: Election of School Council</p> <p>Tolerance of Different Beliefs and Faiths:</p> <p>What it means to belong to the Christian religion.</p> <p>Tolerance of Different Beliefs and Faiths: Religious celebrations.</p>		<p>British Values</p> <p>Tolerance of Different Beliefs and Faiths: Religious stories and how they are reflected in the religion</p> <p>Mutual respect: Respect other people's feelings and reactions to change and loss.</p>		<p>British Values</p> <p>Tolerance of Different Faiths and beliefs: Where do people of other faiths worship? Visiting a mosque.</p> <p>Rule of Law: Bullying is wrong</p> <p>Mutual Respect: Co-operation / Treat each other with respect, including those in authority (Mosque leaders)</p>	
					<p>One World - Families, the Environment and Caring for our Planet</p>	
Music	<p>Exploring Sounds</p> <p>Vocal Sounds</p> <p>Word rhythms</p> <p>Pitch</p> <p>Duration</p> <p> </p> <p>Ourselves</p> <p>Weather</p>	<p>Beat</p> <p>Sequences of sounds</p> <p>Tempo</p> <p>Pitch shapes</p> <p>Listening Games</p> <p> </p> <p>Toys</p> <p>Seasons</p>	<p>Texture</p> <p>Timbre</p> <p>Descriptive Sounds</p> <p>Beat</p> <p>Rhythm Patterns</p> <p>Body Percussion</p> <p> </p> <p>Our Land</p> <p>Our bodies</p>	<p>Beat</p> <p>Rhythm Patterns</p> <p>Body Percussion</p> <p>Changing Pitch</p> <p> </p> <p>Animals</p> <p>Number</p>	<p>Sound Effects</p> <p>Simple notations</p> <p> </p> <p>Storytime</p> <p>Pattern</p>	<p>Pitch Shapes</p> <p>Composition</p> <p>Listening and improvisation</p> <p> </p> <p>Water</p> <p>Travel</p>

