

Year 2 – Long Term Plan



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Creating Poetry Thinker: My Puppy Poet and Me Poetry unit</p> <p>Developing Humour and Rhyme: Green Eggs and Ham Poetry link</p> <p>Developing Punctuation: The Disgusting Sandwich</p>	<p>Personal Narratives: The Proudest Blue</p> <p>Connecting Ideas within Narratives: Lubna and Pebble</p> <p>Writing Letters: Paddington's Post</p>	<p>Developing Punctuation: Don't Let the Pigeon Drive the Bus!</p> <p>Creating Persuasive Texts : The King Who Banned the Dark</p> <p>Writing about Real Life: What Do Grown Ups Do All Day?</p>	<p>Developing Vocabulary: The Dragon Machine Poetry link</p> <p>Writing a Fact file: Monstrous Book of Monsters & Dragon World</p> <p>Writing Explanations: Until I Met Dudley</p>	<p>Developing Punctuation & Description: The Tunnel Poetry link</p> <p>Writing Recounts: Hide and Seek</p> <p>Inventing Narratives: Gorilla</p>	<p>Writing Instructions: 10 Things I Can Do to Help My World/ The Great Big Green Book</p> <p>Developing Persuasive Language: The Promise/ Wangari's Trees of Peace</p> <p>Expanding Vocabulary to Describe and Inform: Africa, Amazing Africa</p>
Guided Reading	RWI Story Book Sessions	RWI Story Book Sessions	RWI Story Book Sessions	RWI Story Book Sessions	RWI Story Book Sessions	RWI Story Book Sessions
Spelling	<p>The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words</p> <p>The sounds /r/ spelt 'wr' at the beginning of words</p> <p>The sound /s/ spelt 'c' before e, i and y</p> <p>The sound /j/ spelt with '-dge' and '-ge' at the end of words</p> <p>The sound /j/ often spelt with g before e, i and y. The sound /j/ always spelt with 'j' before a, o and u</p>	<p>The sound /l/ spelt with '-le' at the end of words</p> <p>The sound /l/ spelt with '-el' at the end of words</p> <p>The sound /l/spelt with '-il' and '-al' at the end of words</p> <p>The sound /igh/ spelt with '-y' at the end of words</p> <p>Adding -ies to nouns and verbs ending in -y</p> <p>Common Exception Words</p>	<p>Adding -ed, -er and -est to a word ending in -y with a consonant before it</p> <p>Adding -ing to a word ending in -y with a consonant before it</p> <p>Adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it</p> <p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel</p> <p>The sound /or/ spelt 'a' before l or ll</p>	<p>The sound /u/ spelt with 'o'</p> <p>The sound /ee/ spelt with '-ey'</p> <p>The /o/ sound spelt with 'a' after w and qu</p> <p>The stressed/er/ spelt with 'or' after w and the sound / or/ spelt 'ar' after w</p> <p>The sound /zh/ spelt 's'</p> <p>Common Exception Words</p>	<p>The suffixes -ment, -ness and -ful</p> <p>The suffixes -less and -ly</p> <p>Words ending in -tion</p> <p>Contractions</p> <p>The possessive apostrophe</p> <p>Common Exception Words</p>	<p>Homophones and near homophones</p> <p>Months of the year/ time</p> <p>Question Words</p> <p>SPaG terms</p>



	Common Exception Words		Common Exception Words			
Punctuation and Grammar	Ready to write: Capital letters Full stops Exclamation marks Question marks Joining clauses Commas Word classes- expanded noun phrases	Conjunctions Subordinating and co-ordinating Sentence types	Word Classes Use of -ly in Standard English to turn adjectives into adverbs Apostrophes Sentence types	Tenses Learn how to use the present and past tenses correctly and consistently including the progressive form Suffixes	Suffixes SATS ASSESSMENT	Consolidation KS1 GPS
Maths White Rose Hub – V3	Place Value Addition and Subtraction	Addition and Subtraction Shape	Money Multiplication and Division	Length and Height Mass, capacity, and temperature	Fractions Time	Statistics Position and direction Consolidation
Science	Biology- Plant Growth	Biology- Needs of Animals	Chemistry- Use of everyday materials	Biology- Plant Growth	Chemistry- Solids, Liquids and Gases	Biology- Living things and their habitats
History	Local history: community & family Exploring how our community has changed over time through one lens like food or music Black History Month			Great Fire of London: Life in London 1660s, and the causes and effects of the Great Fire of London		Comparison of explorers: The similarities and differences between the lives of Sacagawea and Michael Collins
Geography		Mini Mappers: Studying the human and physical geography of the local area with an introduction to scale and fieldwork	Hot and cold deserts: Locating hot and cold deserts, and identifying common physical and human features		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	



<p>Music Charanga - EMMC</p>	<p>How Does Music Help Us to Make Friends?</p>	<p>How Does Music Teach Us about the Past?</p>	<p>How Does Music Make the World a Better Place?</p>	<p>How Does Music Teach Us About Our Neighbourhood?</p>	<p>How Does Music Make Us Happy?</p>	<p>How Does Music Teach Us About Looking After Our Planet?</p>
<p>Art and Design</p>	<p>Our School Looking at architecture and urban landscapes through photography and recording surface textures. Producing a collaborative outcome with printmaking. Zaha Hadid The Boyle Family (Links to History, Geography, RW)</p>			<p>Colour and Tone Looking at tints, tones and shades in <i>The King Who Banned the Dark</i> and Picasso's paintings from his Blue Period. Emily Haworth-Booth Pablo Picasso (Links to English; option of History)</p>		<p>Water Using wax resist and watercolour to create water textures. Exploring collage to create an outcome using suspended fish paintings. Katsushika Hokusai David Hockney Claude Monet [Links to Geography]</p>
<p>Design and Technology</p>		<p>Textiles-marking out and joining fabric</p>	<p>Mechanisms- Wheels, axels, pulleys and levers</p>		<p>Textiles- using a paper pattern and joining fabric</p>	
<p>Computing Purple Mash</p>	<p>Unit 2.2 Online Safety Number of lessons – 3 Programs – Various Unit 2.5 Effective Searching Number of lessons – 3 Programs – Browser</p>	<p>Unit 2.1 Coding Number of lessons – 6 Programs – 2Code</p>	<p>Unit 2.4 Questioning Number of lessons – 5 Programs – 2Question, 2Investigate</p>	<p>Unit 2.3 Spreadsheets Number of lessons – 4 Programs – 2Calculate Unit 2.6 Creating Pictures Number of lessons – 2 (out of 5) Programs – 2PaintAPicture</p>	<p>Unit 2.6 Creating Pictures Number of lessons – 3 (out of 5) Programs – 2PaintAPicture Unit 2.7 Making Music Number of lessons – 3 Programs –</p>	<p>Unit 2.8 Presenting Ideas Number of lessons – 4 Programs – Various [Consolidation]</p>
<p>Religious Education</p>	<p>SOCIAL SCIENCES Where is religion in our local community? (link Geography & History)</p>	<p>PHILOSOPHY Judaism What does it mean to be free? The significance of freedom in diverse</p>	<p>THEOLOGY Christianity What do stories from the Bible reveal about what God is like? Interpreting meaning in stories about Jesus</p>	<p>THEOLOGY Christianity Why does Easter matter to Christians? Beliefs about Jesus' life, death & resurrection. Salvation.</p>	<p>PHILOSOPHY Hindu Dharma What do our senses tell us about Hindu worship?</p>	<p>SOCIAL SCIENCES Hindu Dharma How do celebrations give Hindus a sense of belonging?</p>



	Looking for evidence of lived Religion in local community.	Jewish practices at Passover (seder).	and stories told by him (parables).		Senses in Hindu worship at home and in the Mandir.	Celebrations. Jatakarma, Raksha Bandhan & Diwali
PSHCE	<p>Being Me in my world</p> <p>I can identify fears and hopes for this year I know when I am worried and who I can ask for help I know how to make myself and others feel like we belong I understand the rights and responsibilities of being a member of my class and school I can listen to others and contribute my own ideas I can help make my class a safe and fair place I can work cooperatively I recognise the choices I make and the consequences that follow</p>	<p>Celebrating Differences</p> <p>I understand that sometimes people make assumptions about boys and girls (stereotypes) I understand some ways in which boys and girls are similar / different I can recognise what is right and wrong I understand that it is OK to be different to others and still be friends I understand that we shouldn't judge people if they are different from us I know how it feels to be a friend and have a friend</p>	<p>Dreams and goals</p> <p>I can set myself a goal and explain how to achieve it I can talk about things I have achieved and how that makes me feel I can persevere even when I find tasks difficult I can talk about my strengths as a learner I understand how working with others helps me learn I can work with others to solve problems I can share success with others</p>	<p>Healthy Me</p> <p>I can make some healthy snacks and explain why they are good for my body. I can express how it feels to share healthy food with my friends. I know what I need to keep my body healthy I can identify things that make me feel stressed and things that make me relaxed I understand how medicines work in our body and how to use them safely I know how to care for my body I can explain which foods I like the most I can sort foods into groups</p>	<p>Relationships</p> <p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. I understand that everyone's family is different and that most people value their family. I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. I know which types of physical contact I like and don't like and can talk about this. I can use positive problem-solving techniques to resolve conflicts with my friends I understand that sometimes it is good to keep a secret and sometimes it is not. I know how it feels to keep a secret that I do</p>	<p>1 Decision - SRE</p>



					not want to keep and know who to talk to about this	
Thrive (Emotional Health and Wellbeing)	Group body sculptures (Doing) Word investigators (Doing) Feeling happy (Thinking)	Follow the leader obstacle course (Thinking) What happens next? (Thinking) Emotion ladder/ shades of meaning (Thinking)	Chain story (Thinking) Our community relationships (Power and identity) Feather Football (Power and Identity)	Disagreeing with friends (Power and Identity) After the Fall (Power and Identity) Helping Heroes (Power and Identity)	The Colour Monster (Power and Identity) Colourful emotions (Power and Identity) Worries go away! (Power and Identity)	Mini Me! (Power and Identity) We Have Talent (Power and Identity) Wishing Balloons (Power and Identity)
Physical Education	Ugly Bug Ball Dance	Multi-skills	Groovy Gymnastics	Brilliant Ball Skills	Active Athletics	Throwing and Catching