

Year 2 Long Term Plan

| | 1st. Autumn Sep/Oct | 2nd. Autumn Nov/Dec | 1st. Spring Jan/Feb | 2nd. Spring Mar/Apr | 1st. Summer Apr/May | 2nd. Summer June/Jul |
|--|--|--|---|---|--|---|
| English Reading/Writing Genre | <p>Stories in familiar settings (e.g. A lion in the Meadow by Margaret Mahy)</p> <p>Postcards and Letters (e.g. Dear Teacher by Amy Husband)</p> | <p>Instructions (The Animal Dance)</p> <p>Songs and Repetitive Poems e.g If I had Wings (taken from The Works by Paul Cookson)</p> | <p>Stories based on real life in a contrasting locality (Coll) (Katie Morag Mairi Hedderwick)</p> <p>Poetry about the senses (taken from The Works by Paul Cookson)</p> | <p>Stories involving Fantasy-dragons (e.g. George and the Dragon by Chris Wormell)</p> <p>Information Texts Dinosaurs (various non-fiction texts)</p> <p>Dinosaur Poetry (various collections)</p> | <p>Recounts from History The Coronation of Queen Elizabeth II</p> <p>Extended story by a significant author- James and the Giant Peach by Roald Dahl</p> | <p>Stories by the same author (e.g. Willy the Wimp by Anthony Browne)</p> <p>Instructions and Recipes (Celebration tea)</p> |
| English Punctuation/Grammar | <p>Learning how to use punctuation correctly, including capital letter, full stops, question or exclamation marks.</p> <p>Use sentences with different forms:</p> | <p>Learning how to use punctuation correctly, including capital letter, full stops, question or exclamation marks.</p> | <p>Using conjunctions, 'and', 'or', 'but' to join sentences; using 'when', 'because', 'if', 'where' etc. to create subordinate clauses; demarcating</p> | <p>Using conjunctions, 'and', 'or', 'but' to join sentences; using 'when', 'because', 'if', 'where' etc. to create subordinate clauses; demarcating</p> | <p>Using and distinguishing past and present tense;</p> <p>Learning how to use familiar and new punctuation</p> | <p>Using past tense consistently; using co-ordination and subordination writing sentences with two main clauses</p> |

| | | | | | | |
|-------------------------|---|---|---|---|--|--|
| | <p>statement, question, exclamation, command.</p> <p>Co-ordination: using conjunctions (and, or, but) to join simple sentences.</p> <p>Use sentences with different forms: statement, question, exclamation, command.</p> | <p>Use sentences with different forms: statement, question, exclamation, command.</p> <p>Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns.</p> <p>Use and understand grammar terminology e.g. noun, proper noun, noun phrase, verb, adjective</p> | <p>sentences using stops.</p> <p>Learning to use question marks and exclamation marks. capital letters and full stops</p> <p>Use and understand grammar terminology including singular and plural</p> | <p>sentences using stops.</p> <p>Learning to use question marks and exclamation marks. capital letters and full stops</p> | <p>including commas in lists and apostrophes for contractions e.g. didn't, won't, I'll, it's and the possessive apostrophe (singular noun- Megan's, the man's)</p> | <p>or with subordinate clauses; using expanded noun phrases</p> <p>Using expanded noun phrases in writing descriptions</p> |
| English Phonics | Letters and Sounds Phase 5a/5b | | Letters and Sounds Phase 5b/5c | | Letters and Sounds Phase 5c/5d Phase 6 | |
| | <p>Phonics KS 1</p> <p>Phonics is taught throughout Key Stage 1 following the structure of Letters and Sounds which is supplemented by Phonics Play in KS1.</p> | | | | | |
| English Spelling | <p>The /j/ sound spelt as -ge (change) and -dge (badge)</p> <p>The /s/ sound spelt c before e, i and y</p> <p>The /n/ sound spelt as kn (know) and gn (gnat)</p> | | | | | |

| | | | |
|----------------------------|--|---|---|
| | <p>The /r/ sound spelt as wr (wrong) The /l/ sound spelt-le at the end of words (table) The /l/ sound spelt –el at the end of words (camel) The /l/ sound spelt –al at the end of words (pedal) Words ending in –il (pencil) Words ending with ‘y’ (fly) Adding –es to nouns and verbs ending in –y (flies ,babies) Adding –ed, -ing, -er, -est to a root word ending in –y with a consonant before it (copied,copier,copying) Adding the endings –ing, -ed, -er, -est and –y to words ending in –e with a consonant before it (hiking, hiked, hiker) Adding –ing, -ed, -er, -est and –y to words of one syllable ending in a single consonant letter after a single vowel letter (patting,patted,sadder,saddest) The /or/ sound spelt as ‘a’ before l and ll (all,ball,always) The /u/ sound spelt ‘o’ (other, brother) The /i/ sound spelt –ey (donkey) The /o/ sound spelt ‘a’ after w and qu (want, watch) The/ur/ sound spelt ‘or’ (word, worth) The /or/ sound spelt ‘ar’ after w (war, towards) The /zh/ sound spelt ‘s’ (television, treasure) The suffixes –ment, -ness, -ful, -less and –ly Plus coverage of the Year 2 Common Exception words</p> | | |
| English Handwriting | Individual letter formation | Instrokes and outstrokes Introduction to the initial joins | Practising the initial joins |
| Maths. | <p><u>Number and Place Value</u> Order numbers to 100 Make sensible estimates to 100 Partition 2 digit numbers into multiples of ten and one Recognise odd and even numbers Find halves and quarters of shapes and amounts.</p> | <p><u>Number and Place Value</u> Mark 2 digit numbers on a landmarked line Compare numbers using greater than less than symbols. Use ordinal numbers in context e. g first, second Use knowledge of order of numbers and properties of number to describe and sort</p> | <p><u>Number and Place Value</u> Revise multiples of 2, 5, 10 and 3. Find $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, and $\frac{3}{4}$ of amounts in the context of word problems. Halve or double a 2 digit number mentally. <u>Addition and Subtraction</u> Subtract a 2 digit number from</p> |

| | | | |
|--|--|---|--|
| | <p><u>Addition and Subtraction</u></p> <p>Number facts to 20 Counting on and back in tens from any number Recognise all coins Find totals of coins up to a £1 Use pairs to 10 to find the complement to the next multiple of ten Find change from 20p Add and subtract 10, 11, 20,21 Find doubles to 20 and corresponding halves Know pairs with a total of 20 and derive related subtraction facts Recognise the use of a symbol to represent an unknown number Add/subtract a single digit to/from a 2 digit number using number facts and pattern Add/subtract 20, 30, 40 to/from two digit numbers Add two digit numbers by counting on in 10's and 1's Add near multiples of 10 by adding 10's and adjusting.</p> <p><u>Multiplication and Division</u></p> <p>Recognise multiples of 10 Learn 10 times table Count in twos Begin to learn 2 times table</p> <p><u>Measurement</u></p> <p>Read the time to the quarter of an hour on analogue and digital clocks Know days of the week and months of the</p> | <p>numbers.</p> <p>Round 2 digit numbers to the nearest ten. Find numbers in between 2 given numbers on an unmarked number line. Find $\frac{2}{4}$, $\frac{3}{4}$ and $\frac{1}{3}$ of shapes and amounts</p> <p><u>Addition and Subtraction</u></p> <p>Add/subtract a single digit to/from a 2 digit number using knowledge of pairs of ten and place value. Add/subtract two 2 digit numbers using a 100 square. Add 2 digit numbers by partitioning. Double and halve using partitioning. Begin to use column addition. Use facts to add 4 or 5 small numbers by spotting pairs to ten, doubles etc. Understand 'the difference' as one model of subtraction.</p> <p><u>Multiplication and Division</u></p> <p>Recognise multiples of 2, 5 and 10 Begin to learn 5 times table. Investigate a general statement about familiar numbers by finding examples. Understand multiplication as repeated addition. Use multiplication sentences to describe an array and make links to division. Begin to understand that division can leave some left over. Solve word problems involving multiplication and division. Understand how to read an array. Know that multiplication can be done in</p> | <p>another by counting back/up on a number line Choose which the most appropriate method of subtraction is. Solve money problems using addition and subtraction. Use addition and subtraction to solve 2 step word problems. Adding coins over £1.00 and using correct decimal notation.</p> <p><u>Multiplication and Division</u></p> <p>Quick recall of 2, 5 and 10 times tables</p> <p><u>Measurement</u></p> <p>Begin to tell time to the nearest 5 minutes. Estimate, measure and compare <i>weights</i> choosing and using suitable standard units and measurements kg/g</p> <p><u>Geometry-properties of shapes</u></p> <p>Identify 3D shapes including cone, cylinder, sphere, cube, cuboids and square-based pyramid Identify properties of 3D shapes including edges, faces, and vertices. Use Carroll diagrams as a method of classifying shapes</p> <p><u>Statistics</u></p> <p>Answer a question by collecting and recording data and representing it as block graphs and pictograms to show results.</p> |
|--|--|---|--|

| | | | | | | |
|------------------|--|--|---|--|---|---|
| | <p>year. Measure the length of objects using cm, m</p> <p><u>Geometry-properties of shapes</u> Recognise common 2D shapes including square, rectangle, different triangles, circle, pentagon, hexagon and octagon Draw, sort and describe 2D shapes referring to properties including sides, symmetry and right angles Use Venn diagrams as a method of classifying shapes.</p> | <p>any order. Use grouping then hops on a number line to work out division problems. Create own word problems involving division and multiplication. Know that division is the inverse of multiplication. <u>Measurement</u> Use units of time-seconds, hours, mins, days, weeks and know the relationship between them. Measure activities using seconds and minutes. Estimate, measure and compare <i>capacities</i>. Choose and use suitable non-standard and standard units and suitable measuring instruments.</p> | | | | |
| Science | Animals, including humans | Uses of everyday materials | Living things and their habitats | Plants | | |
| R.E. | <p>What would Jesus do? What do stories of Jesus tell Christians about how to live?</p> | <p>Who is an inspiring person? What stories inspire Christians and Muslims?</p> | <p>Who celebrates what? How and where? Celebrations that matter, Christian + Muslim</p> | <p>Why does Easter matter to Christians? [Salvation]</p> | <p>How should we care about others and the world? Islam</p> | <p>What makes some places sacred? Mosques and Makkah in Islam</p> |
| Computing | E Safety to include emails | Data retrieving and organising | Algorithms and programs | Data retrieving and organising | Communicating and presentation | |
| | Search Engine | | Debug | | | |

| | | | | | |
|------------------|--|---|--|---|---|
| | Links Password | | | | |
| | E Safety – revisit and reinforce at the start of each term. | | | | |
| | 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. | | | | |
| | Event Devices Physical network Wireless Network Mobile Network | | | | |
| 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) | |
| History | | Local History-Shaw (significant events, people and places in their own locality) Remembrance Day (events beyond living memory which is significant nationally) | | | Queen Elizabeth I and Queen Elizabeth II (life of a significant individual – contributed national achievements) |

| | | | | | |
|------------------|---|-----------------------------------|--|-----------------------------------|---|
| | | | | | |
| Art | Painting <i>Mix paint to create secondary colours</i> <i>Understand / make tints and tones</i> Helen Bradley | | Collage <i>Basic weaving</i> 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) | | Drawing <i>Experiment with tools and surfaces</i> <i>draw a way of recording experiences and feelings.</i> <i>Discuss use of shadows, use of light and dark.</i> <i>Sketch to make quick records</i> Queen Elizabeth I and II |
| D. and T. | Textiles <i>Templates and Joining</i> Puppets | | Mechanisms <i>Wheels and Axles</i> Katie Morag winding mechanisms | | Food <i>Origins of Food</i> Celebratory Tea |
| P.E. | Games Attacking and defending Football Skills Athletics Running Jumping | Dance Gymnastics | Dance Gymnastics | Dance Gymnastics | Games Catch Racket Skills Feeding and fielding Athletics Throwing |
| PSHE | Respecting One Another Bullying/Mental Well-Being | | Staying Safe | | Our Healthy Bodies |
| | Democracy: Election of School Council Tolerance of Different Beliefs and Faiths: <i>What it means to belong to the Christian religion.</i> Rule of Law: Bullying is wrong | | Individual Liberty: Making the correct choices while online and how to stay safe. Tolerance of Different Beliefs and Faiths: <i>Religious celebrations.</i> Mutual Respect: Co-operation / <i>Treat each other with respect, including those in authority</i> | | Mutual respect: Respect other people's privacy Tolerance of Different Faiths and beliefs: <i>Where do people of other faiths worship - visiting a mosque?</i> |
| | | | | | One World - Families, the Environment and Caring for our Planet |
| Music | Pitch | Duration (Pulse | Dynamics | Pitch | Texture Duration (Pulse |

| | | | | | | |
|--|------------------------------|---|---|----------------|-------------------------------|--|
| | <p>Notation</p> <p>Water</p> | <p>and Rhythm) Tempo</p> <p>Toys Music and songs for the nativity</p> | <p>Texture Structure</p> <p>Storytime</p> | <p>Seasons</p> | <p>Timbre</p> <p>Our Land</p> | <p>and Rhythm) Texture Structure</p> <p>Our Bodies Ourselves</p> |
| | Technology | | | | | |