

Year 2 Long Term Plan

	Autumn Term	Spring Term	Summer Term
English Reading/Writing Genre	<p>Stories in familiar settings (e.g. A lion in the Meadow by Margaret Mahy)</p> <p>Instructions (e.g The Elephant Dance)</p> <p>Postcards and Letters (e.g. Dear Teacher by Amy Husband)</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 stories Mairi Hedderwick) <i>For reading purposes only to enhance our Geography topic on the Isle of Coll</i></p> <p>Stories involving Fantasy-dragons (e.g. George and the Dragon by Chris Wormell)</p> <p>Instructions and Recipes Including flapjacks from Katie Morag Day</p> <p>Information Texts Dinosaurs (various non-fiction texts)</p> <p>Dinosaur Poetry (various collections)</p>	<p>Stories by the same author (e.g. Willy the Wimp by Anthony Browne)</p> <p>Recounts from History The Coronation of Queen Elizabeth II</p> <p>Information Texts Minibeasts including snails</p> <p>Extended story by a significant author- James and the Giant Peach by Roald Dahl</p> <p>Poetry about the senses (taken from The Works by Paul Cookson)</p>
English Punctuation/Grammar	<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</p> <p>Use sentences with different forms: statement</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>The use of commas in lists</p> <p>Apostrophes for contractions e.g. didn't, won't, I'll, it's</p>

	<p>question command</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>Begin to 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>Use sentences with different forms: exclamation Revision of a command</p> <p>Revision of alphabetical order for using indexes and glossaries in dinosaur research.</p> <p>Examine the difference between an exclamation and an exclamation sentence.</p> <p>Reinforcing the appropriate use of question marks and exclamation marks.</p> <p>Recognise and use adverbs</p>	<p>Apostrophes for possession (singular noun-Megan's, the man's)</p> <p>Revision of all Year 2 punctuation and grammar content.</p>
<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 'y' saying /igh/ 'dge' saying /j/ adding -es to words ending in 'y' 'gn' saying /n/ 'kn' saying /n/ adding -ing and -ed to words ending in 'y' 'le' saying /l/ Adding -er and -est to words ending in 'y'</p>	<p>Reading and Spelling at Twinkl Level 6 'el' saying /l/ 'al' and 'il' saying /l/ '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 'o' saying /u/ 'ey' saying /ee/</p>	<p>Reading and Spelling at Twinkl Level 6 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>

	Re-assessment of the reading and spelling of Year 1 common exception words	Assessment of the reading and spelling of Year 2 common exception words	Completion of the reading and spelling of Year 2 common exception words
English Handwriting	Individual letter formation	In strokes and outstrokes Introduction to the initial joins	Practising the initial joins
Maths.	<p><u>Number and Place Value</u> Revision from Year 1 of reading and writing numbers to 50 Order numbers to 100 Make sensible estimates to 100 Partition 2 digit numbers into multiples of ten and one Compare numbers using greater than less than symbols. Use knowledge of order of numbers and properties of number to describe and sort numbers. Problem Solving involving place value and number facts Show numbers in different representations e.g using a number line/part whole model</p> <p><u>Addition and Subtraction</u> Revision of recall and use number facts within 10 from Year 1 Recall and use number facts within 20 Know pairs with a total of 20 and derive related subtraction facts Apply number facts within 10 to numbers within 100 Use number facts within 10 to numbers within 100</p>	<p><u>Multiplication</u> Recognise multiples of 2, 5 and 10 To write repeated addition expressions for equal groups Understand multiplication as repeated addition. Use multiplication sentences to describe an array Start to recognise and use facts for the 10, 2 and 5 times tables Recognise odd and even numbers Use known double facts to solve problems Use 2 times tables facts to find half of a number</p> <p><u>Division</u> Understand division as sharing Understand division as grouping Divide by 2, 5 and 10 Solve word problems involving division and multiplication. Know that division is the inverse of multiplication.</p> <p><u>Measurement-Time</u> Revise the o'clock and half past from Year1 Read the time to the quarter of an hour on an analogue clock</p>	<p><u>Addition and Subtraction</u> Add a 2 digit number and a 1 digit number crossing ten Subtract a 1 digit number from a 2 digit number crossing ten Add and subtract a multiple of ten to and from any 2 digit number Add two 2 digit numbers not crossing ten and crossing ten Subtract two 2 digit numbers not crossing ten and crossing ten Solve addition and subtraction problems Find the difference between 2 numbers Add 3 single digit numbers</p> <p><u>Number and Place Value</u> Count in threes</p> <p><u>Multiplication</u> Quick recall of 2, 5 and 10 times tables</p> <p><u>Measurement-Time</u> Begin to tell time to the nearest 5 minutes.</p> <p><u>Measurement- Mass</u></p>

	<p>Explain why addition is commutative but subtraction is not</p> <p>Recognise the use of a symbol to represent an unknown number</p> <p>Add/subtract a single digit to/from a 2-digit number using number facts and patterns</p> <p>Explain inverse relationships</p> <p>Solve one step word problems</p> <p>Begin to solve two step word problems</p> <p><u>Money</u></p> <p>Recognise all coins</p> <p>Add coins and use p for pence</p> <p>Count in pounds and use £</p> <p>Count pounds and pence using £ and p</p> <p>Use different coins to make the same amount of money</p> <p><u>Multiplication and Division</u></p> <p>Revise counting in 2's, 5' and 10's from Year 1</p> <p><u>Geometry-properties of 2D shapes</u></p> <p>Recognise common 2D shapes including square, rectangle, different triangles, circle, pentagon, hexagon and octagon</p> <p>Draw, sort and describe 2D shapes referring to properties including sides and vertices, curved and straight.</p> <p>Draw 2D shapes with straight lines</p> <p>Use Venn diagrams as a method of classifying shapes.</p> <p>Investigate line symmetry</p>	<p>Know days of the week and months of the year.</p> <p>Use units of time-seconds, hours, mins, days, weeks and know the relationship between them.</p> <p>Measure activities using seconds and minutes.</p> <p><u>Measurement- Length and Height</u></p> <p>Measure length in cm</p> <p>Draw lines in cm</p> <p>Estimate length and height</p> <p>Measure larger objects in m</p> <p>Compare and order lengths</p> <p><u>Geometry-properties of shapes</u></p> <p>Identify 3D shapes including cone, cylinder, sphere, cube, cuboid and square-based pyramid, triangular prism</p> <p>Identify properties of 3D shapes including edges, faces, and vertices.</p> <p>Construct 3D shapes</p> <p><u>Position and Direction</u></p> <p>Follow instructions for position, direction and movement</p> <p>Recognise movements in a straight line</p> <p>Find quarter and half turns on a clock face</p> <p>Explore the turns of a right angle in clockwise and anti-clockwise directions</p> <p>Identify right angles in 2D shapes</p>	<p>Estimate, measure and compare <i>weights</i> choosing and using suitable standard units and measurements kg/g</p> <p><u>Measurement- capacity</u></p> <p>Estimate, measure and compare <i>capacities</i> choosing and using suitable standard units and measurements l/ml</p> <p><u>Measurement- temperature</u></p> <p>Read scales on thermometers</p> <p><u>Statistics</u></p> <p>Interpret and complete simple tables</p> <p>To interpret and draw simple tally charts.</p> <p>To use a one-to-one pictogram to answer questions.</p> <p>To draw simple pictograms</p> <p>Interpret pictograms including symbols representing two, five or ten objects.</p> <p>Draw simple pictograms with a scale of 2, 5 or 10</p> <p>Interpret a simple block diagram.</p> <p>Draw a simple block diagram.</p> <p><u>Fractions</u></p> <p>Find half, quarter and a third of a shape, set of objects or quantities</p> <p>Understand that a unit fraction is one equal part of the whole</p> <p>Understand that a non-unit fraction is more than one equal part of the whole</p> <p>Find the equivalence of one half and two quarters</p>
--	--	--	---

					Find three quarters of shapes and quantities Begin to count fractions of objects, pictures and shapes Money Add amounts of money Find change from a pound Solve one and two step problems involving money	
Science	Animals, including humans		Uses of everyday materials		Living things and their habitats Plants	
R.E.	What would Jesus do? What do stories of Jesus tell Christians about how to live?	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)		
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 and Queen Elizabeth II (lives of significant individuals who have contributed to national achievements)</p>	
Art	<p align="center">Painting</p> <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 align="center">Collage</p> <p>Basic weaving Isle of Coll topic</p> <p>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 align="center">Drawing/Sculpture</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</p>	

				Draw and construct 3D representations of minibeasts	
D. and T.	Textiles Templates and Joining Puppets		Mechanisms Wheels and Axles Katie Morag winding mechanisms		Food Origins of Food/Cooking Make scones for afternoon tea to celebrate the reign of Queen Elizabeth II
P.E.	Games Attacking and defending Football Skills	Athletics Running Jumping	Dance Gymnastics	Dance Gymnastics	Games Catch Racket Skills Feeding and fielding Athletics Throwing
PSHE	Staying Healthy Ourselves; Growing and Changing Healthy Lifestyles/ food/hygiene/exercise 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 Economic Wellbeing Aspirations, work and career (Reach for the Stars!) <u>British Values</u> Individual Liberty: Making the correct choices while online and how to stay safe when sending emails Democracy: Election of School Council Tolerance of Different Beliefs and Faiths:		Respecting One Another and Ourselves/It's My Body Respecting each other's privacy Keeping our bodies safe (medicine/drugs/household substances) Mental Well-Being: Dealing with Change and Loss Dealing with change and loss in our lives Coping with death and supporting each other <u>British Values</u> Tolerance of Different Beliefs and Faiths: Religious stories and how they are reflected in the religion Mutual respect: Respect other people's feelings and reactions to change and loss.		Staying Safe at Home Safety in the home/fire safety People who can help us/how to get help in an emergency Bullying/Mental Well-Being Managing hurtful behaviour and bullying/Resolving conflicts <u>British Values</u> Tolerance of Different Faiths and beliefs: Where do people of other faiths worship? Visiting a mosque. Rule of Law: Bullying is wrong Mutual Respect: Co-operation /

	What it means to belong to the Christian religion. Tolerance of Different Beliefs and Faiths: Religious celebrations.				Treat each other with respect, including those in authority (Mosque leaders)	
					One World – Families, the Environment and Caring for our Planet	
Music	Exploring Sounds Vocal Sounds Word rhythms Pitch Duration Ourselves Weather	Beat Sequences of sounds Tempo Pitch shapes Listening Games Toys Seasons	Texture Timbre Descriptive Sounds Beat Rhythm Patterns Body Percussion	Beat Rhythm Patterns Body Percussion Changing Pitch Animals Number	Sound Effects Simple notations Storytime Pattern	Pitch Shapes Composition Listening and improvisation Water Travel