Year 2 Long Term Plan

	Autumn Term	Spring Term	Summer Term
English Reading/Writing Genre	**Stories in familiar settings** (e.g. A lion in the Meadow by Margaret Mahy) **Instructions** (e.g The Elephant Dance) **Postcards and Letters** (e.g. Dear Teacher by Amy Husband) **Songs and Repetitive Poems e.g If I had Wings** (Taken from The Works by Paul Cookson)	**Stories based on real life in a contrasting locality (Coll)** (Katie Morag stories Mairi Hedderwick) *For reading purposes only to enhance our Geography topic on the Isle of Coll* **Stories involving Fantasy-dragons** (e.g. George and the Dragon by Chris Wormell) **Instructions and Recipes** Including flapjacks from Katie Morag Day **Information Texts Dinosaurs** (various non-fiction texts) **Dinosaur Poetry** (various collections)	**Stories by the same author** (e.g. Willy the Wimp by Anthony Browne) **Recounts from History** The Coronation of Queen Elizabeth II **Information Texts** Minibeasts including snails **Extended story by a significant author-** James and the Giant Peach by Roald Dahl **Poetry about the senses** (taken from The Works by Paul Cookson)
English Punctuation/Grammar	**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 sentences with different forms: statement	Develop use of use of and, or, but, so Use 'when', 'because', 'if', 'that' to create subordinate clauses. Use and understand grammar terminology including singular and plural	Using and distinguishing between past and present tense and using them consistently in writing. The use of commas in lists Apostrophes for contractions e.g. didn't, won't, I'll, it's

	question command The use of time openers in instructional writing. Begin to use co-ordination: using conjunctions (and, or, but, so) to join simple sentences. Begin to use expanded noun phrases to describe and specify, e.g adjectives to describe nouns. Use and understand grammar terminology e.g. noun, proper noun, noun phrase, verb, adjective	Use sentences with different forms: exclamation Revision of a command Revision of alphabetical order for using indexes and glossaries in dinosaur research. Examine the difference between an exclamation and an exclamation sentence. Reinforcing the appropriate use of question marks and exclamation marks. Recognise and use adverbs	Apostrophes for possession (singular noun-Megan's, the man's) Revision of all Year 2 punctuation and grammar content.
English Phonics/Spelling	**Assessment and Revision of Twinkl Phonics Level 5 from Year 1 (First half term)** **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'	**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/	**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-

	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	Instrokes and outstrokes Introduction to the initial joins	Practising the initial joins
Maths.	**Number and Place Value** Revision from Year 1 of reading and writing numbers to 50 Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward Begin to compare and order numbers from 0 to 100 using <, > and = signs (and work systematically to find all possible inequalities) Begin to recognise the place value of each 2 digit number and find and record all possible amounts using a given number of 10p and 1p coins. **Addition and Subtraction** Revision of recall and use number facts within 10 from Year 1 Solve problems with addition and subtraction applying increasing knowledge of mental and written methods.	**Number and Place Value** Estimate a quantity, less than 100, within a given range Recognise the place value of each digit in a 2-digit number **Addition and Subtraction** Add 1 and 2 digit numbers using concrete objects and pictorial representations Add mentally two 2-digit numbers by counting on in 10s and 1s **Multiplication and Division** Recognise odd and even numbers Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equal symbols	**Number and Place Value** Compare and order numbers from 0 to 100; use < , and > = signs. Use place value and number facts to solve problems Count in steps of 3 from 0, forward and backward Read and write numbers to at least 100 in numerals and words. **Addition and Subtraction** Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

	Show that addition of two numbers can be done in any order (commutative)

Recall and use addition and subtraction facts to 20 fluently

Add and subtract mentally a 2- digit number and tens, and from any number up to 100.

Solve problems with addition and subtraction using concrete objects and pictorial representations.

Multiplication and Division
Count in 2s, 5s and 10s

Measurement

Combine amounts to make a particular value up to £1

Find different combinations of coins that equal the same amounts of money

Geometry-properties of 2D shapes
Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line

Compare and sort common 2D shapes and everyday objects | Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables

Fractions

Recognise, find, name ½ and 2/3 of a shape

Recognise, find, name and write fractions ¼ and 2/4 of a shape

Recognise, find, name and write fractions 2/4 of a set of objects or quantity

Measurement

Tell and write the time quarter past/to the hour on an analogue clock and draw the hands on a clock face to show these times

Know the number of minutes in an hour and the number of hours in a day

Recognise and use symbols for (£) and pence (p)

Geometry

Identify and describe the properties of 3D shapes including the number of edges, and vertices and faces

Identify 2D shapes on the surface of 3D shapes; for example, a circle on a cylinder and a triangle on a pyramid | Subtract mentally two 2-digit numbers

Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving quantities and measures.

Subtract numbers using concrete objects and pictorial representations

Add mentally a 2 -digit number and ones

Subtract mentally a 2-digit number and ones

Add mentally two 2-digit numbers

Subtract mentally two 2-digit numbers

Add mentally three 1-digit numbers

Derive and use related facts up to 100.

Multiplication and Division

Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equal symbols |

	Use mathematical vocabulary to describe position, direction and movement including movement in a straight line Distinguish between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anticlockwise) **Statistics** Sort objects using Venn diagrams and two-way Carroll diagrams and understand the overlap in a Venn diagram.	Compare and sort common 3D shapes and everyday objects Order and arrange combinations of mathematical objects in patterns and sequences **Statistics** Interpret and construct simple pictograms, tally charts, block diagrams and simple tables Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity, and ask and answer questions about totalling and comparing categorical data.	Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context **Fractions** Recognise, find, name and write fractions ¼ and 2/4 Write simple fractions **Measurement** Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature; capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

				Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value Compare and order lengths, mass and capacities and record the results using > < and = Tell and write the time to 5 minutes past the hour on analogue clock and draw the hands on a clock face to show these analogue times Compare and sequence intervals of time	
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.**				
		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.				
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** **What was life like for a Victorian Child in Shaw?** **What are we remembering on Remembrance Day?** (An event beyond living memory which is significant nationally)			**Queen Victoria and Queen Elizabeth II** (lives of significant individuals who have contributed to national achievements)	
Art	**Painting** Mix paint to create secondary colours Understand / make tints and tones		**Collage** Basic weaving **Isle of Coll topic**		**Drawing/Sculpture**	

	Study of local artist: **Helen Bradley** Examine and discuss her industrial landscapes.	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)		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
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 (Twinkl) **Dance** Val Sabin Unit 1	**Athletics** Running Jumping (Twinkl) **Dance** Val Sabin Unit 2	**Dance** Val Sabin Unit 3 **Gymnastics** (Twinkl)	**Dance** Val Sabin Unit 4 **Gymnastics** (Twinkl)	**Games** Catch Racket Skills Feeding and fielding (Twinkl) **Athletics** Throwing (Twinkl)
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**	**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		**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

	Aspirations, work and career (Reach for the Stars!) **British Values** **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:** What it means to belong to the Christian religion. **Tolerance of Different Beliefs and Faiths:** Religious celebrations.		**British Values** **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.		**British Values** **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 / 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 Our Land Our bodies	Beat Rhythm Patterns Body Percussion Changing Pitch Animals Number	Sound Effects Simple notations Storytime Pattern	Pitch Shapes Composition Listening and improvisation Water Travel