

## Year 2 Long Term Plan

	Autumn Term		Spring Term		Summer Term	
English Reading/Writing Genre	Baseline - all about me.	Recount- war memorial visit	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.	Stories involving Fantasy-dragons (e.g. George and the Dragon by Chris Wormell) The children will read a range of dragon stories. Children create their own dragon and write similes to describe it. Then they write their own fantasy story.	Recount - Science Day	Recount - A visit to the Mosque
	<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><b>Instructions</b></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 why they are late for school.</p>	<p>Recount - 'dinosaur day'.</p> <p><b>Information Texts</b> <b>Dinosaurs</b> (various non-fiction texts)</p>	<p><b>Instructions</b> Dare to care for a pet dragon? (various texts) Explore features of instructions, and children decide whether they dare to care</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 short story inspired by Anthony Browne.</p>	<p>Postcards and Letters (e.g. The Day the Crayons Quit and Meerkat Mail) The children will read and enjoy letters that are used to tell a story. They will learn how each crayon uses humour to complain. Children will write their own letter of complaint using a humorous tone.</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><b>Songs and Repetitive Poems</b> e.g <b>If I had Wings</b> (Taken from <b>The Works</b> by Paul Cookson)</p> <p>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>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 their favourite dinosaur.</p>	<p>for a pet dragon. Children write a set of instructions on how to care for a pet dragon.</p>	<p><b>Recount of a significant event</b> <b>The Coronation of Queen Elizabeth II</b></p> <p>Children will write a recount of Queen Elizabeth's coronation using old video clips of the day's events, images and extracts from newspaper articles.</p> <p><b>Information Texts (various non-fiction minibeasts texts)</b></p> <p>Children will explore the features of a non-fiction text. They will find out fascinating facts about worms, snails</p>	<p><b>Non-fiction - Nature</b> (Can we really help the planet? By Katie Daynes)</p> <p>Children will follow the adventures of a group of children as they discover why the planet needs our help. The children will help to think of planet protecting solutions and write a report to inspire and fill children with hope for the future.</p>
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					and moths and write a report.	
English Punctuation/Grammar	<p><b>Revision from Year 1:</b> <b>How to use punctuation correctly, including capital letters at the start of a sentence, and full stops, question marks and exclamation marks at the end of a sentence. Capital letters for proper nouns.</b></p> <p>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</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>			

	co-ordination: using conjunctions (and, or, but, so) to join simple sentences.		
English Phonics/Spelling	<p><b>Assessment and Revision of Twinkl Phonics Level 5 from Year 1 (First half term)</b></p> <p><b>Reading and spelling at Twinkl Level 6</b></p> <p>'y' saying /igh/ 'dge' saying /j/ adding -es to words ending in 'y' changing the y to an i and adding es 'gn' saying /n/ 'kn' saying /n/ 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><b>Reading and Spelling at Twinkl Level 6</b></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><b>Reading and Spelling at Twinkl Level 6</b></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>

English Handwriting	Individual letter formation		Instrokes and outstrokes Introduction to the initial joins		Practising the initial joins	
Maths.	<p><b>NPV PRA Place value</b> Focuses on place value in numbers 0-100 and different ways of representing, comparing and ordering these.</p> <p><b>MAS PRA Addition and subtraction</b> Focus on learning and using addition and subtraction number facts, including bonds to 10, in simple and harder calculations.</p> <p><b>GPS STA 2D shapes</b> Focuses on identifying and classifying 2D shapes, using a variety of sorting devices.</p> <p><b>NPV PRA MAS Place value; ordinal numbers</b> Focus on</p>	<p><b>NPV PRA MAS Place value; ordinal numbers</b> Focus on developing a good understanding of place value, comparing and ordering numbers to 100, including ordinal numbers.</p> <p><b>MAS PRA Addition and subtraction</b> Focuses on adding and subtracting smaller 2-digit numbers to and from larger ones.</p> <p><b>GPS MEA Position and direction; length</b> Focuses on understanding the vocabulary associated with position and movement and then comparing and measuring lengths using cm and m.</p> <p><b>MAS PRA MMD Addition and</b></p>	<p><b>NPV MAS Place value</b> Focuses on understanding place value in numbers to 100 and beginning to use this to add and subtract 2-digit numbers.</p> <p><b>MAS PRA; MEA Number facts; addition and subtraction</b> 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><b>MAS PRA Number facts; addition and subtraction</b> Focus on revising, then using, bonds to 10 in addition (counting on, bridging 10), and subtraction (finding</p>	<p><b>MMD FRP Fractions</b> 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><b>MMD PRA Multiplication and division</b> Focuses on 'clever counting' on the number line, and introduces the <math>\times</math> sign for multiplication.</p> <p><b>MEA STA Time; data</b> 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</p>	<p><b>NPV MAS Place value</b> Focus on place value, including adding and subtracting 2-digit numbers by counting on/back in 10s and 1s.</p> <p><b>MAS PRA Addition and subtraction</b> 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><b>MAS Addition and subtraction</b> Focus on using number facts to</p>	<p><b>MAS NPV MEA PRA Addition and subtraction; money</b> Focuses on mental addition and subtraction strategies, using number facts and place value; and on using £.p notation and solving money problems.</p> <p><b>MMD PRA Multiplication and division</b> 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><b>MEA Length; time</b> Focuses on estimating and measuring lengths in cm; and on telling the time to 5 minutes.</p>

	<p>developing a good understanding of place value, comparing and ordering numbers to 100, including ordinal numbers.</p>	<p><b>subtraction</b> Focuses on adding, subtracting, doubling and halving 2-digit numbers, using an understanding of place value.</p> <p><b>MMD; MEA PRA Using money in calculations</b> Focuses on counting in uniform steps, using coins to help us create sequences and find totals.</p>	<p>a difference, extending to calculating change).</p> <p><b>GPS GGPd; MEA 3D shapes; time</b> Focuses on identifying 3D shapes and their properties, including naming 2D faces; and then on rehearsing telling the time on analogue and digital clocks.</p> <p><b>NPV Place value</b> Focuses on extending understanding of place value to include landmarked lines and estimation</p>	<p>pictograms and block graphs.</p> <p><b>MMD PRA Multiplication and division</b> Focuses on 'clever counting' using arrays as well as number lines; division is introduced as the inverse of multiplication.</p> <p><b>MEA NPV PRA MAS Money and money calculations</b> 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>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><b>MEA STA Measures; statistics and data</b> 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><b>MMD FRP Multiplication, division and fractions</b> Focuses on doubling and halving as inverse operations, and relates division to fractions, including finding halves, quarters</p>	<p><b>MAS MMD PRA Addition and subtraction; multiplication and division</b> Focuses on adding by partitioning; finding differences; and on multiplying and dividing by counting in steps.</p> <p><b>NPV MAS Place value</b> 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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					and thirds of amounts.	
<b>Science</b>	<b>Animals, including humans</b>		<b>Uses of everyday materials</b>		<b>Living things and their habitats</b>	<b>Plants</b>
<b>R.E.</b>	What do stories of Jesus tell Christians about how to live- parables? 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
<b>Computing</b>	How do we communicate safely online, including sending emails? Purple Mash Unit 2.2  <b>Algorithms and Programs</b> Espresso Coding <b>Start Level 2</b>		<b>Control and Input</b> Purple Mash 2 Go Challenges (1-8) Use of the Probot to travel across a floor grid  <b>Data Retrieving and Organising</b>		<b>Algorithms and Programs</b> Espresso Coding Continuation of Level 2 <b>Communicating and Presentation</b> Know digital content can be represented in many forms. Add clip art.	

	(including refresher lessons Level 1)		How can we use effective questioning to find out information? Purple Mash Unit 2.4 including binary trees		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?			Queen Victoria, Queen Elizabeth II and King Charles III (lives of significant individuals who have contributed to national achievements)	



		(An event beyond living memory which is significant nationally)				
Art	Painting/Drawing Mix paint to create secondary colours Understand / make tints and tones  Study of local artist: <b>Helen Bradley</b> Examine and discuss her industrial landscapes.		Collage Basic weaving <b>Isle of Coll topic</b> 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/Sculpture 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 <b>Minibeasts</b> Draw and construct 3D representations of minibeasts	
D. and T.	Textiles Templates and Joining <b>Puppets</b>		Mechanisms Wheels and Axles <b>Dinosaur winding mechanisms</b>		Food Origins of Food/Cooking <b>Afternoon Tea</b>	
P.E.	Fundamentals	Gymnastics	Dance	Yoga	Target Games	Athletics
	Team Building	Sending and receiving	Net and Wall Games	Striking and Fielding Games	Fitness	Ball Skills
PSHE	Digital Wellbeing Link to computing unit 'How do we communicate safely online, including sending emails?		Respecting One Another and Ourselves/It's My Body Respecting each other's privacy Keeping our bodies safe (medicine/drugs/household substances)		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	

	<p>Rules to keep us safe when communicating online/personal information</p> <p><b>Staying Healthy</b> Ourselves; Growing and Changing Healthy Lifestyles/ food/hygiene/exercise</p> <p><b>Economic Well-Being</b> Aspirations, work and career (Reach for the Stars!)</p> <p><u>British Values</u> <b>Individual Liberty:</b> Making the correct choices while online and how to stay safe when sending emails <b>Democracy:</b> Election of School Council <b>Tolerance of Different Beliefs and Faiths:</b> What it means to belong to the Christian religion. <b>Tolerance of Different Beliefs and Faiths:</b> Religious celebrations.</p>		<p><b>Mental Well-Being: Dealing with Change and Loss</b> Dealing with change and loss in our lives Coping with death and supporting each other</p> <p><u>British Values</u> <b>Tolerance of Different Beliefs and Faiths:</b> Religious stories and how they are reflected in the religion <b>Mutual respect:</b> Respect other people's feelings and reactions to change and loss.</p>		<p>Managing hurtful behaviour and bullying/Resolving conflicts</p> <p><u>British Values</u> <b>Tolerance of Different Faiths and beliefs:</b> Where do people of other faiths worship? Visiting a mosque. <b>Rule of Law:</b> Bullying is wrong <b>Mutual Respect:</b> Co-operation / Treat each other with respect, including those in authority (Mosque leaders)</p>	
					<p><b>One World - Families, the Environment and Caring for our Planet</b></p>	
<b>Music</b>	Exploring Sounds Vocal Sounds Word rhythms Pitch Duration	Beat Sequences of sounds Tempo Pitch shapes	Texture Timbre Descriptive Sounds Beat	Beat Rhythm Patterns Body Percussion Changing Pitch	Sound Effects Simple notations	Pitch Shapes Composition Listening and improvisation

	<div>Ourselves Weather</div>	<div>Listening Games  Toys Seasons</div>	<div>Rhythm Patterns Body Percussion  Our Land Our bodies</div>	<div>Animals Number</div>	<div>Storytime Pattern</div>	<div>Water Travel</div>
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