



Year 2 Long term plan

Subject	Term 1 (Sept-Oct)	Term 2 (Nov/Dec)	Term 3 (Jan/Feb)	Term 4 (Mar/April)	Term 5 (May/June(Term 6 (July/Aug)
English Reading/ Writing Genre	Narratives - Retell Vlad and The Great Fire of London Poetry Patterns - List poem Information text (Non Chronological Report) on Dragons	Instructional writing - How to make a sandwich How to catch a Dragon Narratives (Stories by same author) Fantasy Stories	Recount Character description Postcards/letters Information/Non- chron Fantasy Stories	Different stories by the same author. (Katie Morag, Lighthouse Keeper) Stories with a familiar setting (Contemporary) Setting description Retell	Letters Science Fiction Extended stories – Adventure	Poetry- humour Poetry by significant authors/Alan Ahlberg - Please Mrs Butler Classic poetry and poems learnt by heart Key Texts
	Key Texts Tell Me a Dragon Vlad and the Great Fire of London	Key Texts The Disgusting Sandwich How to catch a Dragon The Dragon Machine The Tin Forest	Key Texts Dougal's Deep Sea Dairy (Recount Postcard/ letter) The Barnabus Project (Character description)	Key Texts Katie Morag delivers the mail Katie Morag and the Two Grandmothers The Lighthouse Keeper's Lunch	Key Texts Dear Miss Toys in Space Man on the Moon	Chocolate Cake - Michael Rosen Please Mrs Butler - Alan Ahlberg The Owl and the Pussycat





"Love one another as Jesus loved us" (John 13 v 34-35)

Grammar Correct choice and consistent use of present tense and past tense throughout writing. Embellish simple sentences using adjectives e.g The boys peeped inside the dark cave. Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] Co-ordination (using or, and, but,so)	Grammar Co-ordination (using or, and, but,so) Embellish simple sentences using adverbs e.g Tom ran quickly down the hill. Types of sentence-statement, question, exclamation or command. How the grammatical patterns in a sentence indicate its function as a statement or command	Grammar Sub-ordination (using because, if, that, when) Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] is/was/were How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Time openers.	Grammar Correct choice and consistent use of present tense and past tense throughout writing Time openers.	Grammar	Grammar Subordination (using when, if, that, because) and co- ordination (using or, and, but) Alliteration
Punctuation Use of capital letters, full stops to demarcate sentences. Capital letters for proper nouns.	Punctuation Commas to separate items in a list.	Punctuation Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences . Apostrophe to mark where letters are missing in spelling.	Punctuation	Punctuation Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	Punctuation Speech bubbles

Year 2 Overview



"Love one another as Jesus loved us" (John 13 v 34-35)

SPELLING/PHONICS The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y The /s/ sound spelt c before e, i and y The /n/ sound spelt kn and (less often) gn at the beginning of words The /r/ sound spelt wr at the beginning of words The /aɪ/ sound spelt - y at the end of words e.g fly, try Common exception words. told, hold, gold, cold, old, both, only, most, climb, wild, pupils, child, behind, mind, kind, find, because, poor, floor, door	SPELLING/PHONICS Adding –ing, –ed, –er, –est and – y to words of one syllable ending in a single consonant letter after a single vowel letter Adding –er, –est to the adjective to a root word where there is no change. (REVISION) Adding the endings – ing, –ed, – er, –est and –y to words ending in –e with a consonant before it The /ɔ:/ sound spelt a before I and II e.g all, walk, talk Common exception words. After, beautiful, pretty, steak, break, great, even, everybody, every, Christmas, many, any, whole, who	SPELLING/PHONICS Adding s, es to words (plural nouns and third person singular verbs) (REVISION) Adding —es to nouns and verbs ending in —y Adding —ed, —ing, —er and —est to a root word ending in —y with a consonant before it The suffixes —ment, — ness, — ful , —less and — ly The /i:/ sound spelt — ey e.g. monkey, valley Contractions Common exception words. Would, should, could, eye, bath, path, plant, pass, grass, class, father, past, last, fast	SPELLING/PHONICS Words ending in —tion The /I/ or /əl/ sound spelt —le at the end of words The /I/ or /əl/ sound spelt —el at the end of words The /I/ or /əl/ sound spelt —al at the end of words Words ending —il The sound spelt or after w /3:/ The sound spelt ar after w /ɔ:/ The /ʌ/ sound spelt o e.g. other, mother Common exception words. parents, Mr, Mrs, money, half, again, water, people, busy, clothes, sugar, sure, improve, prove, move, hour,	SPELLING/PHONICS The possessive apostrophe (singular nouns) The /b/ sound spelt a after w and qu e.g want, quantity	SPELLING/PHONICS Homophones and near-homophones The /ʒ/ sound spelt s e.g. treasure, television
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Year 2 Overview



Maths

Number and Place Value

Read and write numbers to at least 100 in numerals and in words. Recognise the place value of each digit in a two digit number (tens, ones) Identify, represent and estimate numbers using different representations including the number line. Compare and order numbers from 0 up to 100; use <, > and = signs. Use place value and number facts to solve problems. Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.

Number - Addition and Subtraction Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two twodigit numbers; adding three one-digit numbers. Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods. Recognise and use the inverse relationship between addition and subtraction and use this

Measurement: Money

Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

Multiplication and Division

Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Measurement: length and height

Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and

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. Ask and answer questions about totalling and comparing categorical data.

Number - fractions

Recognise, find, name and write fractions 13, 14, 24 and 34 of a length, shape, set of objects or quantity. Write simple fractions for example, 12 of 6 = 3 and recognise the equivalence of 24 and 12.

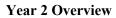
Position and Direction

Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). Order and arrange combinations of mathematical objects in patterns and sequences

Problem solving and Efficient methods.

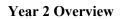
Measurement: Time

Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes





	Geometry properties of shape Ide properties of 2-D shape number of sides and lin vertical line. Identify an properties of 3-D shape number of edges, vertic 2-D shapes on the surfa example, a circle on a coon a pyramid.] Compare	cometry operties of shape Identify and describe the operties of 2-D shapes, including the amber of sides and line symmetry in a rtical line. Identify and describe the operties of 3-D shapes, including the amber of edges, vertices and faces. Identify D shapes on the surface of 3-D shapes, [for ample, a circle on a cylinder and a triangle a pyramid.] Compare and sort common 2-D d 3-D shapes and everyday objects.		measuring vessels Compare and order lengths, mass, volume/capacity and record the results using >, < and = Measurement: Mass, Capacity and Temperature Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using >, < and =		in an hour and the number of hours in a day. Compare and sequence intervals of time. Investigations	
Science	Everyday Materials - Strand Physics How magnificent are materials? identify and compare the suitability of a variety of everyday	Living Things and Their Habitats Strand Biology What lives in a habitat like this?		Animals Including Humans - Strand Biology What's amazing about animals?	Plants Strand Biology Who can grow the tallest plant?		





materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how notice that animals, including humans, have offspring which grow into adults notice that animals, including how seeds and bulbs grow into mature plants find out about and describe how plants need water, light and a suitable temperature to grow and stay healthy introduce the
used for matches, floors, and telegraph poles) or different materials are used for the basic needs of different kinds of animals and plants, and how they depend on each other of the mormally from glass). Properties of materials that make them suitable for particular purposes. Find out how the shapes of solid objects made from some materials can be changed by Iifferent habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other for humans of exercise, eating the right amounts of different types of food, and hygiene introduced to the processes of growth; setting up a comparative test to show that plants need light and water to stay healthy. Identify and name a variety of plants and animals in their habitats, including microhabitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name index of the processes of growth; setting up a comparative test to show that plants need light and water to stay healthy. In the provide for the basic needs of different kinds of animals and survival, as well as to the processes of reproduction and growth in plants. In the processes of growth; setting up a comparative test to show that plants need light and water to stay healthy. In the processes of growth; setting up a comparative test to show that plants need light and water to stay healthy. In the processes of growth; setting up a comparative test to show that plants need light and water to stay healthy.



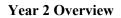


squashing, bending, twisting and stretching	different sources of food introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'microhabitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). how living things depend on each other, for example, plants serving as a source of food and shelter for animals. compare animals in familiar habitats with animals found in less		
	familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest. sorting and classifying things according to whether they are		





	 During years 1 and 2, p asking simple quest observing closely, u performing simple to identifying and clast using their observation 	upils should be taught to ions and recognising that sing simple equipment tests	to suggest answers to o use the following practice st t they can be answered in t answers to questions	questions; gather and recor al scientific methods, proce udy content:	uipment; perform simple tests d data sses and skills through the tea	
Religious Educatio n	Questful R.E Unit 2.1 - The Bible— Why is it such a special book?(6 hrs) Non Christian Faith— Do people of other faiths have holy books? (4 hrs) Quran/	Questful R.E Unit 2.2 – Christmas Why was the birth of Jesus such good news? (4hrs) UC- Unit 1.3- Why does Christmas matter to Christians?	Questful R.E Unit 2.5- Why is the Church a special place for Christians? (6hrs)	Questful R.E Unit 2.4 – Easter How do symbols help us to understand the story? (5hrs) UC- Unit 1.5- Why does Easter matter to Christians?	Non Christian Faith-Where do people of other faiths worship? (4hrs - Follows on from Unit 2.5) Questful R.E Unit 2.3 – Jesus, friend to everyone. (6hrs)	Questful R.E Unit 2.6 – What happened at the Ascension and Pentecost? (4hrs)





	Torah / Guru Granth Sahib/Vedas.	(Going Deeper p4/5) (Incarnation)	(Going Deeper p4/5) (Salvation)	UC- Unit 1.4- What is the good news Jesus brings? (Gospel)	
Computing	E Safety to include emails Check it's for real CEOP Lee and Kim Twinkl – E-safety – Year 2 – Lesson 3 – Be The Judge Send and receive class emails and understand email conduct Purple Mash- 2 Email Think before you share, protect yourself and be brave https://www.commonsense.org/education/lesson/follow-the-digital-trail-k-2 Can I identify kind and unkind behaviour online? Twinkl – E-safety – Year 2 – Lesson 5 – Being Kind Online	Data retrieving and organising Create graphs from data collected Purple Mash -2 Graph, 2 Count	Algorithms and programs Use floor turtles to explore ¼, ½ and full turn and sequencing of instructions Bee Bots Explore screen turtle to input sequences and draw shapes Purple Mash -2 Go(teacher options control 2 and 3) Understand the screen turtle can be directed through the use of text. Use repeat and timer commands. Debug a program. Purple Mash - 2.1 Coding	Data retrieving and organising Use a data base and use search tools Purple mash – 2 Investigate	Communicating and presentation Know digital content can be represented in many forms. Add clip art. Add photos. Structure information a table. Manipulate and present digital content and information. Purple Mash – 2.8 Presenting ideas





	E Safety will be revisited at the start of each half term Using technology – reinforce across the curriculum. 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.								
Geograp		Geography - Locational knowledge and Geographical skills	Place Knowledge and Geographical skills						
hy		Where in the World? Use world maps, atlases and globes to identify the 7 continents and the 5 oceans Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	Is Mexico Marvellous? Focus on a small contrasting non - European area: Tocuaro, Mexico and compare with where we live (Oldham) Use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation. • key human features, including: city, town, village, farm, house, office, and shop						
		Human and Physical Geography, Place Knowledge and Geographical skills What adventures can we have by the sea? Isle of Coll use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation. • key human features, including: city, town, village, farm, house, port, harbour and shop							





			Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key			
			Ongoing development o	of geographical skills and fie	eldwork	
History	Do they have the X factor? Events beyond living memory that are significant Nationally Gunpowder plot Remembrance Day Great Fire of London The lives of significant individuals in the past who have contributed to International achievements. Some to be used to compare aspects of life in different periods. Christopher Columbus Neil Armstrong					
		Ongoing d	evelopment of chronologi	ical understanding and his	torical enquiry skills	
Art	Drawing Experiment with tools and surfaces draw a	Printing Create prints by pressing, rubbing, stamping.	Textiles Basic weaving Sort match and name different materials		Painting Mix paint to create secondary colours	





Design Technolo gy	pictures as final piece.	Mechanisms Wheels and Axels Vehicles Henry Ford	styles of tartan using materials and photographs. Children to make weaving circles— wool, card, cloth, ribbon (focus on textures, as well as technique)	Textiles Templates and Joining Puppets	in middle and enlarge picture by painting around. Study of K. Hokusai –link to knowledge skills.	Food Origins of Food Link to Geography Topic or Knowledge of
	way of recording experiences and feelings. Discuss use of shadows, use of light and dark. Sketch to make quick records Great Fire of London	Awareness and discussion of patterns, repeating patterns, symmetry and tessellation	Group fabrics & threads by colour & texture Weave with different materials to create texture eg wool, card, cloth, ribbon? Isle of Coll topic Examine different		Mix colours and predict outcomes Show control of colour Understand / make tints and tones Stormy seas -adding texture to painting using sand, sawdust, pva Stormy sea -small picture	





Physical educatio n (PE)	Gymnastics - high and Low 'Cityscapes & Landscapes' Unit Twinkl Y2 Games — Net and Wall Basic bat & ball skills Year 2 Bat and Ball Unit Pack lessons Twinkl	Dance The Gunpowder Plot Unit Twinkl Move PE Gymnastics — spinning, turning, twisting	Dance At the seaside LCP KS1 dance: (6 lessons) Gymnastics linking movement. Twinkl Year 2 Move Under the Sea (builds on balance and movement / sequencing from previous unit)	Games Invasion Handball -passing & receiving (lead sport focus) Moving into space (Used as intro to effective use of movement / space) Incorporates Twinkl Move PE Unit – Invasion Games Striking and Fielding Catching and throwing skills Twinkl Move PE Y2 Throwing & Catching Unit	Games- Football skills Twinkl Move PE KS1 Football Skills Pack (6 lessons skills) Dance copying movement, using pattern, change & culture over time. T MOVE PE Plants Unit Pack	Athletics Running, jumping focus- Year 2 Animal Olympics T MOVE Unit Pack Athletics Multi-Skills Build on Olympics Theme and Sports Day Prep
		Ado	ditional sessions to promot	te exercise for good health	ie Daily Mile	
RSHE (inc British Values and RSE)	Family and people who care for us (R1.2) Being Safe	Caring friendships (R2.2) Respectful relationships	Online Relationships (R4.2) Internet Safety and harms	Health and prevention (H11.2, H11.3)	Physical health and fitness (H8.1) Healthy eating	Family and people who care for us (R1.2) Being Safe





	(R5.2, R5.3)	(R3.2)	(H7.2, H7.3)		(H9.1)	(R5.2, R5.3)
			Mental wellbeing			
			(H6.3, H6.4)			
			Basic first aid			
			(H12.1)			
British Values	Democracy: Election of School Council Tolerance of Different Beliefs and Faiths: Different faiths have different holy books		Individual Liberty: Making the correct, healthy choices, making good choices about to stay safe on line, how to raise money for MacMillan Coffee morning		Mutual respect: Respect other people's privacy Tolerance of Different Faiths and beliefs: Where do people of other faiths worship?	
	Rule of Law: Bullying is wrong		Mutual Respect: Co-operation / Treat each other with respect, including those in authority			
Global Citizenship					One World: Families, The Environment and Caring for our Planet	
Music	Pitch Notation	Duration (Pulse and Rhythm) Tempo	Dynamics Texture Structure	Pitch	Texture Timbre	Duration (Pulse and Rhythm) Texture Structure
	Music Express: Water	Music Express:	Music Express : Storytime Spring 1			



