

Year 2 Long Term Plan 2019 - 2020

TERM	AUTUMN 1 8 weeks	AUTUMN 2 7 weeks	SPRING 1 6 weeks	SPRING 2 6 weeks	SUMMER 1 5 weeks	SUMMER 2 7 weeks
THEME	A mixed up fairy tale	Art Attack	Treacherous Titanic	Natural world (whole school topic)	All creatures great and small	Dungeons and Dragons
Home Learning	Summer challenge: To read a variety of Fairy Tales and answer questions linked to them.					
KEY TEXTS	Jim and the Beanstalk Three little wolves and the big bad pig	The Day the Crayons Quit & The Day the Crayons came home by Drew Daywalt	Various non fiction information	The King of Tiny Things	Various Beatrix Potter tales	King Arthur and the Knights of the round table
SPECIAL EVENTS	Welcome meeting National poetry week (week 5) Harvest Festival (year 2 lead)	Learning reviews Diwali Remembrance 100 years Friendship week/children in need Learning to learn evening Performance for parents Xmas party	Science week (maybe based on space) with a learning visit to the space centre. Moon landing anniversary Geography weather week Parents assessment meeting ESafety day and assemblies for parents	Learning reviews World Book Day Comic Relief Downs Syndrome Awareness day Mothers day Easter service (year 1 lead)	Walk to school week SATS	Phonics screening Reports Induction day Sports day New parents evening Summer fair Art gallery (2 weeks)
LEARNING VISITS	Church - Harvest Festival	Church - Christmas Carols Herbert Gallery	Space centre tbc	Easter service		Kenilworth Castle
BLP	Discreet lessons; <ul style="list-style-type: none"> Revision of the four Rs Getting stuck Comfort zones Learning detectives 		Embedded in all teaching and learning			
GUIDED READING	Traditional stories 1a) draw on knowledge of vocab to understand texts 1b) identify / explain key aspects of non- fiction texts, such as, titles and information 1d) make inferences from the text	Stories 1a draw on knowledge of vocab to understand texts 1b identify and explain key aspects such as characters and events 1c identify and explain the sequence of events 1d make inferences from the text 1e predict what might happen on the basis on what has been read so far	Written comprehension; 1a draw on knowledge of vocab to understand texts 1b identify and explain key aspects such as characters and events, titles and information 1c identify and explain the sequence of events 1d make inferences from the text 1e predict what might happen on the basis on what has been read so far			Preparation for KS2 guided reading; 1a draw on knowledge of vocab to understand texts 1b identify and explain key aspects such as characters and events, titles and information 1c identify and explain the sequence of events 1d make inferences from the text 1e predict what might happen on the basis on what has been read so far
ENGLISH	Sequencing Narrative Character and setting descriptions Poetry	Letter writing Poetry	Recount-Diary Poetry recital Science writing Non-chronological report??	Setting/character descriptions. Narrative Poetry	Narrative	Recount Non- chronological report Narrative
Spelling	Autumn 1 Phonics Play Phase 5	Start NNS Block 2 Autumn 2 ;Follow no nonsense spelling programme for spelling				
Grammar	Phonics families Suffixes from year 1 Expanded noun phrases Capital letters, full stops, question marks and exclamation marks Statements Vowels and Consonants Verbs and Nouns	Subordinating and coordinating connectives Using present and past tense Contractions Commands (Refer to NNS for guidance on SPAG planning).	Suffixes – ment, ness, ful, less, ly Exclamation sentences (Refer to NNS for guidance on SPAG planning).	Revise all SPAG (Refer to NNS for guidance on SPAG planning).	(Refer to NNS for guidance on SPAG planning).	(Refer to NNS for guidance on SPAG planning).
Handwriting	i, l, t, u, v, e, c, o, a, d, n, m,	h, j, y, g, q, b, p, k, v, s, r, f, x, z,	Continual practise of joins and proud presentation			
MATHS <i>Refer to “Fluency Progression in Year 1 and 2”</i>	Number and place value (2 weeks): - representations of 10s/1s - reading / writing numbers - comparing and ordering numbers Addition & subtraction (5 weeks): - bonds within 20 - adding a 1 digit to a 2-digit number using NB knowledge (not crossing 10) - bonds to 100 (tens) <i>[extend with money]</i> - adding / subtracting 10 <i>Possibly including: EEF reasoning lessons (12 week programme in total)</i>	<i>Start telling / noticing time every day</i> Wk1 - 2 Basic skills: odds/evens Addition & subtraction: - 1 digit to 2 digit addition (crossing 10 – efficient use of number bonds) - 1 digit from 2 digit subtraction (not crossing 10) - 2 digit addition and subtraction Wk 3: Measurement: money - Using addition and subtraction strategies Wk 4 - 5 Multiplication and division - counting in 2s, 3s, 5s and 10s - pictures → arrays - sharing and grouping Wk6 & 7 Shape - properties - symmetry - comparing - reasoning - data gathering?	Wk1 Number and place value - scale reading - partitioning 2 digit numbers in variety of ways Wk 2 - 3: Multiplication and division - times and division tables Wk 4: Position and direction Temperature (link with geography work on Titanic) Wk 5-6: Fractions - understanding whole / fraction - fractions of shapes - fractions of amounts	Wk 1- 2 Fractions: - fractions of amounts cont. Wk 3: Measurement: length and height Wk 4: Statistics: - link with growing plants in science Wk 5: Consolidation <i>Possibly including: EEF reasoning lessons (12 week programme in total)</i>	Gap-filling and practice papers (2 weeks) WAGD challenges Practical problems involving mass, capacity, height/length and time.	WAGD challenges Practical problems involving mass, capacity, height/length and time. Number fluency
Maths Blast	Number Bonds					
SCIENCE <i>National curriculum requirements shown in italics</i>	<i>SKILL – MEASURING PLANTS</i> <i>Observing describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</i> <i>Identify and name a variety of plants and animals and</i>	<i>SKILL – QUESTIONING CHANGING MATERIALS</i> <i>Find out how the shapes of solid objects made from some materials can be changed by squashing bending twisting stretching.</i> <i>Changing materials (melting crayons!)</i> <i>Identify and compare the suitability of a variety of</i>	<i>SKILL – HYPOTHEISING HUMAN HEALTH</i> <i>Describe the importance to humans of exercise, eating the right amounts of different types of food and hygiene.</i> <i>Floating and sinking Food and exercise provision on the Titanic.</i>	<i>SKILL – PREDICTING LIVING AND NON LIVING THINGS</i> <i>Explore and compare the differences between things that are living, dead, and things that never been alive</i>	<i>SKILL – COMMUNICATING ANIMALS (LIFE CYCLES)</i> <i>Notice that animals including humans have offspring, which grow into adults. Find out about and describe the basic needs of animals including humans for survival (water, food and air).</i> <i>Identify most living things live in habitats to which they are</i>	<i>SKILL – FAIR TESTS SUITABILITY OF MATERIALS</i> <i>Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</i> <i>Suitability of everyday materials.</i>

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	<i>their habitats, including micro habitats.</i> Plant sunflowers and vegetables.	<i>everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</i>			<i>suited and describe how different habitats provide for the basis needs of different kinds of animals and plants, and how they depend on each other.</i> <i>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identifying name different sources of food.</i>	
ART & DESIGN	USING COLOUR TO CREATE AN EFFECT. Painting/Ink/pastels	USE DIFFERENT EFFECTS WITHIN AN IT PAINT PACKAGE Visit to Herbert Art Gallery and Museum. CREATE A PIECE OF PRINTED ART BY PRESSING, ROLLING, RUBBING, STAMPING Christmas art activities	BEGIN TO WORK IN RESPONSE TO, OR COPY THE STYLE OF DIFFERENT ARTISTS Artist study: Van Gough	USING A PENCIL TO SKETCH AND SHADE DRAWINGS USING DIFFERENT GRADES OF PENCIL Sketching woodlands/ woodland creatures.	USING A PENCIL TO SKETCH AND SHADE DRAWINGS USING DIFFERENT GRADES OF PENCIL MAKE A CLAY POT JOIN TWO FINGER CLAY POTS TOGETHER Artist study: Beatrix Potter Sculpture	USING TINT AND TONE TO CHANGE COLOURS OF PAINT TO ACHIEVE EFFECT Painting winding mechanism
COMPUTING	ESAFETY <u>Digital literacy and online technologies</u> COMMUNICATE - e-mail 2 paint picture (linked to art)	ESAFETY <u>Data Handling and Multimedia</u> ANIMATE– create an animation (puppet pals)	ESAFETY <u>Programing:</u> Lego WeDo (boat)	ESAFETY <u>Data Handling and Multimedia</u> Results in science from growing plants.	ESAFETY	ESAFETY <u>Programming:</u> Scratch Jnr control an on screen object
DESIGN & TECHNOLOGY	Cooking linked to maths	<i>Build structures, exploring how they can be made stronger, stiffer and more stable.</i> Make a structure (crayon box)	<i>Building the Titanic</i>	Cooking linked to maths		<i>D&T 2 days with a variety of workshops and activities including cooking, design and construction, sewing.</i> <i>Explore and use mechanisms.</i> Design, make & evaluate winding mechanism for a drawbridge
GEOGRAPHY <i>National curriculum requirements shown in italics</i>		DESCRIBE A PLACE OUTSIDE EUROPE USE KEY GEOGRAPHICAL WORDS <u>Locational Knowledge</u> <i>Name and locate the worlds seven continents and five oceans.</i> <i>Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding areas.</i> <u>Geographical skills and fieldwork</u> <i>Use world maps, atlases and globes.</i> Link to postcards from crayons.	OCEANS AND CONTINENTS <u>Locational Knowledge</u> <i>Name and locate the worlds seven continents and five oceans.</i> <u>Geographical skills and fieldwork</u> <i>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</i> Link to Titanic's voyage	FACILITIES OF A TOWN, CITY OR VILLAGE. COMPARE WHERE I LIVE. LIKES AND DISLIKES. <u>Human and physical geography</u> <i>Use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</i> Link to plants in science and where different plants grow.	USING A MAP TO FIND SIMPLE GEOGRAPHICAL FEATURES – BEACH, MOUNTAIN VALLEY <u>Geographical skills and fieldwork</u> <i>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.</i> Mr McGregor's Garden	ISLANDS - KEY FEATURES OF AN ISLAND <u>Place Knowledge</u> <i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country.</i> Compare Warwick and Bo
HISTORY		100 years end of WW1 Y2 all week	USE WORDS AND PHRASES LIKE BEFORE, AFTER, PAST, PRESENT, THEN AND NOW Significant event beyond living memory Compare aspects of life in different periods <i>Comparison of Titanic and modern cruise ship</i> <i>Use maths to count back decades and centuries</i>	GRANDPARENTS LIVES COMPARE AND CONTRAST WITH TODAY Home learning project	RESEARCH AND ANSWER QUESTIONS ABOUT THE LIFE OF A FAMOUS PERSON FROM THE PAST USING DIFFERENT SOURCES Significant individual <i>Beatrix Potter</i>	USE HISTORICAL VOCABULARY RESEARCH AND ANSWER QUESTIONS ABOUT KING ARTHUR USE DIFFERENT SOURCES Chronological order – time line <i>Timeline of different types of castles</i> <i>Use maths to count back decades and centuries</i>
MUSIC CHARANGA	Hands, feet, heart	Ho Ho Ho	I want to play in a band	Zootime	Friendship song	Reflect, rewind and replay
Drums	Sapphire		Turquoise		Indigo	
PE	Games 09/09 Running	Dance Gymnastics (25/10 Gym championships)	Gymnastics Dance (09/01 Handball Championships)	Gymnastics Dance (11/04 Golf Masters)	Games	Games Including sports day Dance
RE New curriculum	How and why do we celebrate special and sacred times? Harvest festival and Carols in church		Who is a Muslim and what do they believe?		What can we learn from sacred books?	
PSHE	New beginnings Rules Matter	Protective Behaviours	Medicine and Drugs	Good to be me	Changes	Setting Goals