

Year 2 Long-term Plan 2016-17

	Autumn	Spring	Summer
Literacy	Traditional Tales - Fairy tales Roald Dahl (4 weeks) Instructions (2 weeks) Recounts (2 weeks) Poetry - calligrams (1 week) VCOP weeks - vocabulary building (2 weeks) Take One Book (2 weeks)	Stories with recurring literary language (4 weeks) Report (4 weeks) Explanations (2 weeks) VCOP- vocabulary building (2 weeks) Take One Book (2 weeks)	Traditional Tales - myths (4 weeks) Instructions (2 weeks) Poetry - vocabulary building (2 weeks) Take One Poet - poetry appreciation
Speaking and listening	Listen to and respond appropriately to their peers and adults. Ask relevant questions to extend their knowledge and understanding. Use relevant strategies to build their vocabulary. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understating through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of standard English Participate	Articulate and justify their answers, arguments and opinions. Give well - structured descriptions, explanations and narratives for different purposes including for expressing feelings. participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) Use spoken language to develop understating through speculating, hypothesising, imagining and exploring ideas.	Select appropriate registers for effective communication. consider and evaluate different viewpoints, attending to and building on the contributions of others Use spoken language to develop understating through speculating, hypothesising, imagining and exploring ideas.
SPAG	Develop understanding of nouns, adjectives, adverbs, verbs and noun phrases. Understating that sentences have different forms including commands statements learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists <ul style="list-style-type: none"> ▪ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ▪ some features of written Standard English ▪ use and understand the grammatical terminology in English Appendix 2 in discussing their writing. 	learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <ul style="list-style-type: none"> ▪ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ▪ some features of written Standard English ▪ use and understand the grammatical terminology in English Appendix 2 in discussing their writing. ▪ the present and past tenses correctly and consistently including the progressive form 	learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <ul style="list-style-type: none"> ▪ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ▪ some features of written Standard English ▪ use and understand the grammatical terminology in English Appendix 2 in discussing their writing. ▪ the present and past tenses correctly and consistently including the progressive form

spelling	<p>The 'j' 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</p> <p>The 'n' sound spelt kn and (less often) gn at the beginning of Words</p> <p>The 'l' sound spelt -le at the end of words</p> <p>The 'l' sound spelt -el at the end of words</p> <p>The 'l' sound spelt -al at the end of words</p> <p>Words ending -il</p> <p>The 'r' sound spelt wr at the beginning of words. Adding -es to nouns and verbs ending in -y</p> <p>The 'or' sound spelt a before l and ll</p> <p>The 'u' sound spelt o. Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p>	<p>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it</p> <p>Adding the endings - ing, -ed, -er, -est and -y to words ending in -e with a consonant before it</p> <p>The 'ee' sound spelt -ey</p> <p>The 'o' sound spelt a after w and qu</p> <p>The 'ur' sound spelt or after w</p> <p>The 'or' sound spelt ar after w</p> <p>The 'sh' sound spelt s</p> <p>Contractions The suffixes -ment, -ness, -ful, -less and -ly The possessive apostrophe (singular nouns)</p> <p>The 'i' sound spelt y elsewhere than at the end of words</p>	<p>Homophones and near-homophones Common exception and high frequency words.</p> <p>Review of the year spelling rules.</p>
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IPC Unit	Marvellous science	Autumn celebrations. Time detectives History significant people and events of the past	Green fingers- farm to fork	Water- under the sea	Our world /Animals	Other worlds
Science	<p>Everyday materials</p> <p>Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, rock, brick, paper and cardboard for particular uses? Can they find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching? <i>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting</i></p>		<p>Animals Including Humans Do they notice that animals, including humans, have offspring, which grow into adults? Can they find out about and describe the basic needs of animals, including humans for survival (water, food and air)? Can they describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene? <i>Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including</i></p>	<p>Living things and their habitats- Can they explore and compare differences between things that are living, dead and things that have never been alive? Can they identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend of each other? Can they identify and name a variety of plants and animals in their habitats, including micro-habitats?</p>		

	<i>and stretching (NC)</i>		<p><i>humans, for survival (water, food and air)</i> <i>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.(NC)</i></p> <p>Plants-Can they observe and describe how seeds and bulbs grow into mature plants? Can they find out and describe how plants need water, light and suitable temperature to grow and stay healthy. <i>Identify and name a variety of plants and animals in their habitats, including microhabitats</i> <i>Observe and describe how seeds and bulbs grow into mature plants</i> <i>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy (NC)</i></p>	<p>Can they describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food? <i>Explore and compare the differences between things that are living, dead, and things that have never been alive</i> <i>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic 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 identify and name different sources of food (NC)</i></p>		
Working Scientifically	<p><i>Ask simple questions and recognise that they can be answered in different ways</i> <i>Observe closely, using simple equipment</i> <i>Perform simple tests</i> <i>Identify and classify, using their observations and ideas to suggest answers to questions</i> <i>Gather and record data to help in answering questions.</i></p>					
R.E.	<p>Unit 2c Celebrations <i>that religions usually involve celebration that festivals are occasions for remembering particular events in religions</i> <i>that religious festivals reflect cultural differences and beliefs that festivals have a</i></p>	<p>Unit 2d Visiting a place of worship (Christianity) <i>The key features of the building they will be visiting</i> <i>How the building is used for worship and other uses</i> <i>That religious communities have expectations about how people will act,</i></p>	<p>Unit 2d Visiting a place of worship (Sikhism) <i>The key features of the building they will be visiting</i> <i>How the building is used for worship and other uses</i> <i>That religious communities have expectations about how people will act,</i></p>			

	<p><i>religious significance and that this is their prime function</i></p> <p><i>to identify the key features of the festival</i></p>	<p><i>dress and behave in their place of worship, and that these expectations are linked to their beliefs</i></p> <p><i>To reflect on their feelings and experiences</i></p> <p><i>To meet and talk with members of faith communities about what their place of worship means to them</i></p> <p><i>About how the building is used for worship and other activities</i></p> <p><i>To use all their senses to explore the place of worship to reflect on the experience of the visit and use information to help them to build up a picture of some of the beliefs and practices in the religion they are studying</i></p>	<p><i>dress and behave in their place of worship, and that these expectations are linked to their beliefs</i></p> <p><i>To reflect on their feelings and experiences</i></p> <p><i>To meet and talk with members of faith communities about what their place of worship means to them</i></p> <p><i>About how the building is used for worship and other activities</i></p> <p><i>To use all their senses to explore the place of worship to reflect on the experience of the visit and use information to help them to build up a picture of some of the beliefs and practices in the religion they are studying</i></p>			
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<p>Computing</p>	<p><i>Understands the importance of communicating safely and respectfully online, and the need for keeping personal information private. (EV)</i></p> <p><i>Knows what to do when concerned about content or being contacted. (AL)</i></p>	<p><i>Uses software to create, store and edit digital content using appropriate file and folder names. (AB) (GE) (DE)</i></p> <p><i>Talks about their work and makes changes to improve it. (EV)</i></p>	<p>Internet research</p> <p><i>Appreciates that programs can work with different types of data. (GE)</i></p> <p><i>Recognises that data can be structured in tables to make it useful. (AB) (DE)</i></p> <p><i>Obtains content from the world wide web using a web browser. (AL)</i></p> <p><i>Knows the main components of a school network (AB)</i></p> <p><i>Recognises that all software executed on digital devices is programmed. (AL) (AB) (GE)</i></p>	<p>Coding</p> <p><i>Understands that programs run by following a precise sequence of instructions (AL)</i></p> <p><i>Executes, checks and changes programs. (AL)</i></p> <p><i>Understands that programs run by following a precise sequence of instructions. (AL)</i></p> <p><i>Executes, checks and changes programs. (AL)</i></p>	<p>Multimedia Presentation</p> <p><i>Uses software to create, store and edit digital content using appropriate file and folder names. (AB) (GE) (DE)</i></p> <p><i>Talks about their work and makes changes to improve it. (EV)</i></p>	<p>Graphics</p> <p><i>Knows the main components of a school network (AB)</i></p> <p><i>Recognises that all software executed on digital devices is programmed. (AL) (AB) (GE)</i></p>
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<p>History</p>	<p>Can they find out something about the past by talking to an older person? Can they give examples of things that are different in their life from that of their grandparents when they were young? Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?</p>	<p>Great fire of London Samuel pepys / Bonfire night guy Fawkes /Victorian s- Queen Victoria.Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? Can they answer questions by using a specific source such as an informative book? Can they research the life of a famous person from the past using different resources to help them? Can they sequence a set of events in chronological order and give reasons for their order? Can they explain how their local area was different in the past? Can they sequence events about the life of a famous person? <i>Events beyond living memory that are significant nationally or globally (NC)</i></p> <p><i>The lives of significant individuals in the past who have contributed to national and international achievements (NC)</i></p> <p><i>Significant historical events, people and places in their own locality (NC)</i></p>	<p>farming in the past.</p> <p>*About the food that our parents and grandparents ate when they were young</p> <p>*How and why the choice of food in our shops has changed</p> <p>*What our ancient ancestors ate</p> <p>Can they research the life of someone who used to live in the area using internet and other sources to find out about them? Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?</p> <p><i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (NC)</i></p>			
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Geography

Can they explain what facilities a town or village might need? Can they say what they like and don't like about their locality and another locality like the seaside? Can they describe a place outside Europe using geographical words? Can they describe some of the features associated with an island? Can they describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley? Can they locate some of the world's major rivers and mountain ranges? Do they think that people ever spoil the area or make it better? How?

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Use basic geographical vocabulary (NC)

Can they make inferences by looking at the weather chart? Can they name the continents of the world and find them in an atlas? Can they name the world's oceans and find them in an atlas? Can they name the main cities of England, Wales, Scotland and Ireland? Can they point out the North, South, East and West associated with maps and compass? Can they find where they live on a map of the UK? *Name and locate the world's seven continents and five oceans*

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
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
Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage (NC)
Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (NC)

D&T			<p><i>Design purposeful, functional, appealing products for themselves and other users based on design criteria</i></p> <p><i>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology (NC)</i></p>	<p><i>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</i></p> <p><i>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i></p> <p><i>Explore and evaluate a range of existing products</i></p> <p><i>Evaluate their ideas and products against design criteria (NC)</i></p>	<p><i>Build structures, exploring how they can be made stronger, stiffer and more stable</i></p> <p><i>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products (NC)</i></p>	<p><i>Use the basic principles of a healthy and varied diet to prepare dishes</i></p> <p><i>Understand where food comes from (NC)</i></p>
Art	<p><i>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (NC)</i></p>	<p><i>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work (NC)*George Seurat-pointillism (finger painting)</i></p> <p>Looking at different brush strokes. Can they mix paint to create all the secondary colours? Can they make tones by adding black? Can they mix their own brown? Can they make tints by adding white?</p>	<p>Starry night pictures van Gogh. - water and pastel colours</p> <p>Can they make a clay pot? Can they create a piece of work in response to another artists work? Can they show an example of their own work explaining how the work of an artist has influenced it? Can they create a print using pressing, rolling, rubbing and stamping? Can they say how other artists have used colour, pattern and shape.</p> <p><i>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between</i></p>		<p><i>Use a range of materials creatively to design and make products (NC)</i></p> <p><i>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (NC)</i></p>	

			<i>different practices and disciplines, and making links to their own work (NC)</i>			
P.E.	Activity skills	Dance	Gym	Invasion games	Striking/fielding	Athletics Team building
Spanish	Colours Numbers 1-15		Classroom instructions Jungle animals Fruits		Likes and dislikes Sizes Farm animals	
Music	Singing games, raps and chants.	Singing & rhythm, longer songs Christmas performance	Singing rounds, Body Percussion	Singing, rounds, longer songs & Body Percussion	*How to tell a story using music *How to represent a character using music *How to create sound effects for a film *How musicians communicate using music Singing & Instrumental percussion	Singing & Instrumental percussion Summer Performance
P.S.H.E & Cit.	New beginnings Appreciate and celebrate differences, be supportive in a group. Learn how to create a welcoming environment. Know how it feels to belong to a group. Develop empathy for others. Explore ways of calming down.	Getting On and Falling Out Know what makes a good friend. Learn to listen, and to give and receive complements. Know why people fall out. Explore feelings of anger, and ways to calm down. Learn basic conflict resolution. Know how to express basic feelings.	Going for Goals Learn how to set a goal and work toward it. Explore effective learning, reflect on preferred ways of learning. Learn how to think through a problem. Know that a goal can be broken down into small steps.	Good to be Me Explore feelings of worry, think about strategies for dealing with worries. Consider what makes us proud, recognise own strengths. Recognise impulsive and reflective behaviour, begin to explore assertiveness.	Relationships Explore feelings of jealousy. Think how to manage feelings when we are hurt. Consider people who are important to us. Explore uncomfortable feelings of loss and being left.	Changes Explore changes in our lives. Distinguish between different types of changes in our lives. Learn strategies for dealing with changes. Be involved in making changes in the classroom.