Year 2 Long Term Plan 2019/20

Subject	Autumn 1 (2 days 7 weeks) INSET Wed 4th September Coffee Morning Friday 27th September Maths workshop Thursday 3rd October 2.30 pm Harvest Service Friday 4th October Tuesday 22nd and Thursday 24th October Parents Evening	Autumn 2 (4 days 6 weeks) INSET Monday 4th November Tuesday 10th Nativity rehearsal 11th/ 12th December Nativity Marvellous Music afternoon Friday 20th December Break up 1.30	Spring 1(4 days 5 weeks) INSET Monday 6th January Friday 24th January Ruby Class Assembly	Spring 2(6 weeks) Monday 2nd March DT/Science week Thursday5th March International Day Friday 13th March Red Nose Day Friday 20th March Posy Making Tuesday 31st March and Thursday 3rd April Parents Evening Begin SATs Pr	Summer 1(5 weeks) Friday 8th May Bank Holiday SATS w/c Monday 11th May	Summer 2(7 weeks 2 days) W/C Monday 8th June Phonic Screening Monday 22nd June INSET Thursday 9th June Celebration Evening
Topic	Marvellous Me!	'Remember Remember'	'Once upon a time'	Amazing Animals The Rainforest		It's time for an adventure! (Space and Africa)

English						
• writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes	**FOCUS – Capital letters and full stops** **Handwriting Heroes (Handwriting lesson every Friday)** **Use sounds in writing** Spellings – year 1 assessment **Non-fiction (2 days)** Recount of holiday as independent writing **Fiction (3 weeks)** Stories with recurring literary language Week 1 – Monkey See, Monkey Do Imitation Week 2 – Monkey See, Monkey Do Innovation (Parrot See, Parrot Do) Week 3 – Monkey See, Monkey Do Independent (Their choice of animal) **Non-fiction (3 weeks)** Explanation texts Week 4 – Butterfly Lifecycle TfW Imitation Week 5 –Life Cycle Innovation Week 6 – Independent Week 7-Recount of Harvest Festival	**FOCUS – Capital letters and full stops** **Subordinating conjunctions – when, that, if, because** **Week 1** – writing narratives about personal experiences **- Recount of half term (1 day)** **Poetry (3 days) NW POEM** Calligrams (single words) and vocabulary building Fireworks I can see ___ I can see ___ I can hear ___ Etc. **Fiction (3 weeks)** Narrative based on a real event Week 2 - Toby and the Great Fire of London - imitation Week 3– Toby and the Great Fire of London – innovation (Vicky and the Great Fire of London) Week 4 – Great Fire of London story (subordinating conjunctions, exclamation and questions) **Non-fiction (3 weeks)** Recount – writing about real events Week 5 - Samuel Pepys letter - imitation Week 6– Great Fire of London recount – innovation Week 6 – Great Fire of London-Independent	**FOCUS – Capital letters and full stops** **Because** **Commas in a list** **Year 2 common exception words** **Verbs/ ly words** **Question marks** **Poetry (2 days)** Your imagination (Link to charanga scheme)` Comprehension and write own imagination poem **Narrative (4 days 2 weeks)** Week 1 (4 days) – Cinderella imitation Week 2 - Prince Cinders innovation Week 3 - Robot Dance Party – independent (Co-ordinating conjunctions) **Non-fiction (3 weeks)** Instructions Week 4 - How to trap a dragon imitation Week 5 - How to trap the big bad wolf innovation Week 6 – How to.. Independent – (How to find… something that's in the maze)	**FOCUS – Capital letters and full stops** **Conjunctions** **Commas in a list** **Question marks** **Poetry – riddles (3 weeks)** Week 1 – Animal riddle imitation Week 2 – Thorpe Frost Dragon riddle innovation Week 3 – own dragon riddle independent (riddle for animal of choice) **Non-fiction (3 weeks)** Reports (information text) – questions Animals and imaginary animal Week 4 – Spidermoth Imitation Week 5 – Rainforest Animal (Scarlet macaw) Week 6 – Imaginary animal Spidermoth Scarlet macaw Their own imaginary animal	**FOCUS – Capital letters and full stops** **Conjunctions** **Commas in a list** **Question marks** **Week 1 Poetry** Your imagination (Link to charanga scheme)` Comprehension and write own imagination poem **Week 2** **Week 2 SATs practice – comprehension** **Comprehension and past papers.** **Fiction (3 weeks)** Week 3 - Imitation - The Tunnel Week 4 - Innovation - The Tunnel- end up somewhere else other than the waste ground/meet someone they have to save in the tunnel Week 5 - Independent Application – different world – The Tunnel	**FOCUS – Capital letters and full stops** **Conjunctions** **Commas in a list** **Question marks** **Narrative (3 weeks)** Week 1 - The Adventure of Mr Benn imitation Week 2 – Mr Benn's adventure 2 innovation Week 3 – new adventure of Mr Benn **Non-fiction (3 weeks)** Persuasive text (leaflet – worked very well) Week 4 - Africa is Alive! Imitation Giraffes Can't Dance Week 5 – Africa is Alive imitation (leaflet) Link to computing where children edit a text. Week 6 – Persuasive text independent **Letter Writing** – Letter to the new Year 2's **Wanted poster with character description.** (GD evidence using suffixes, year 2 words and conjunctions)

		Nativity Story recount				

Texts I can make inferences	Monkey See Monkey Do Butterfly Life Cycle	Toby and the Great Fire of London The Christmas Story	Cinderella Prince Cinders (Traditional story alternatives)	Tell me a dragon Mixed up animals	Use your imagination poem/song from Chranga The Tunnel	Mr Benn Adventures Africa books
Some of the reading comprehensions	Twinkl Reading comprehensions/60 second reads	Cracking Comprehension	Cracking Comprehension			Africa is Alive Giraffes Can't Dance
GD activities I can make predictions I can make links with books			Predict what would happen next in Prince Cinders Compare Cinderella to Prince Cinders		(Week 2) Predict what happens next in The Tunnel Compare Little Red Hen with Little Red Hen makes a pizza Compare A Squash and a Squeeze and The Rabbit's Tale (Very similar) Compared The Three Little Pigs with The Three Little Wolves and the Big Bad Pig	
Maths	<u>Number and Arithemtic (Aut 1)</u> Count in steps of 2, 3, and 5 from 0 and in tens from any number, forward and backward Recognise the place value of each digit in a two-digit number (tens, ones) Identify, represent and estimate numbers to 100 using different representations including the number line Compare and order numbers from 0 up to 100; use <, > and = signs Read and write numbers to at least 100 in numbers and words Use place value and number facts <u>Number – addition and subtraction (Aut 2)</u> Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100 Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot 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 two digit numbers; adding three one digit numbers Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including these involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods					

	Number-multiplication and division (Spr 1) Recall and use multiplication and division facts for the 2, 5 and 10 multiplication 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 Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 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 contexts Number-fractions(Spr 2) Recognise, find, name and write fractions $\frac{1}{3}, \frac{1}{4}, \frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity Write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ Revision of all Arithmetic Summer term					
Maths	Autumn 1 Maths about me Number: 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.	Autumn 2 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 two digit numbers; adding three one digit numbers. Show that the addition of two numbers can be done in any order (com	Spring 1 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.	Spring 2 Geometry properties of shape Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Identify 2D shapes on the surface of 3D shapes, [for example, a circle on a cylinder	Summer 1 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 Measurement: Time	Summer 2 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 in an hour and the number of hours in a day. Compare and sequence intervals of time. Measurement: Mass, Capacity and Temperature Choose and use appropriate standard units to estimate and

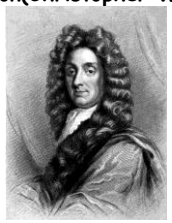
	Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward Number: Addition and Subtraction Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two digit number and ones; a two digit number and tens; two two digit numbers; adding three one digit numbers. Show that the addition of two numbers can be done in any order (com mutative) 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	mutative) 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 to check calculations and solve missing number problems 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	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 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 totaling and comparing categorical data. Geometry properties of shape	and a triangle on a pyramid.] Compare and sort common 2D and 3D shapes and everyday objects Fractions Recognise, find, name and write fractions 1/3,1/4,2/4 and 3/ of a length, shape, set of objects or quantity. Write simple fractions for example, ½ of 6 and recognise the equivalence of 2/4 and ½ 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 measuring	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 in an hour and the number of hours in a day. Compare and sequence intervals of time. <u>SAT's Preparation</u> Practise past SAT's paper questions Place value revision Addition and Subtraction revision Multiplication and Division revision	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 = Maths investigations

	their increasing knowledge of mental and written methods. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	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 (x), division(÷) and equals (=) sign. 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.	Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3D shapes, including the number of edges, 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.] Compare and sort common 2D and 3D shapes and everyday objects	vessels Compare and order lengths, mass, volume/capacity and record the results using >, < and = .		
Science	**Animals, including humans** notice that animals, including humans, have offspring which grow into adults		**Uses of everyday materials** identify and compare the suitability of a variety of everyday materials, including wood, metal,	**Living things and their habitats (The Rainforest)** 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		**Plants** observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light

	find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene **Working Scientifically** – - identifying and classifying performing simple tests using their observations and ideas to suggest answers to questions ask simple questions and recognise that they can be answered in different ways I can gather and record data to help in answering questions		plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. **Working Scientifically** - identifying and classifying performing simple tests gathering and recording data to help in answering questions. observing closely, using simple equipment asking simple questions and recognising that they can be answered in different ways	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 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 different sources of food. Visit to Kew Gardens? **Working Scientifically** - - identifying and classifying observing closely, using simple equipment	and a suitable temperature to grow and stay healthy. - **Working Scientifically** - using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. observing closely, using simple equipment

Geography	**Around our school and local area** 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 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 simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Compare human features of Thorpe to London. Began with making a map of the classroom (key and labelling) **4 Countries of the UK** name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas use world maps, atlases				**The Rainforest** location of hot and cold areas of the world in relation to the Equator and the North and South Poles	**Africa/ Ghana** name and locate the world's 7 continents and 5 oceans 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 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 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

	and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage					

History		**Great Fire of London** events beyond living memory that are significant nationally or globally **List a time line in chronological order (time vocabulary before, next, after)** **Generate and answer questions about how the fire started and spread.** **Samuel Pepys and Christopher Wren** the lives of significant individuals in the past who have contributed to national and international achievements. **Identify and write a diary entry as a way of recording historical events (Samuel Pepys)** **Design a poster/letter advising how to rebuild London(Christopher Wren)** 				**First Space Landing, Neil Armstrong,** the lives of significant individuals in the past who have contributed to national and international achievements **Neil Armstrong Twinkl lesson pack-order a time line and comprehension questions** **Watch BBC 'Why China is shooting for the moon' and investigate how Neil Armstrong's achievements are influencing Science today –link with Computing and using Websites to research.** **David Livingstone** the lives of significant individuals in the past who have contributed to national and international achievements – did do this **David Livingstone Activity pack Twinkl.** **Sequencing cards** **Identify and consider the main purpose of a text (link to English)**

Art	**Drawing and Printing** Printing - Use printing as a means of drawing **Animal Hand Shapes**  Drawing - Continue to draw in a way of recording experiences and feelings – **our school grounds** Drawing - observe patterns in the natural and man-made world - **Symmetrical butterfly symmetry sketching** Printing - Create order, symmetry, irregularity – **butterfly printing** Printing - Talk simply about own work and that of other artists Extends repeating patterns – overlapping, using two contrasting colours (opposite colours) etc. **Hand Art in the style of Andy Warhol**	**Colour and Drawing** Colour - Experiences using colour on a large scale = A3/ A2, playground **Jackson Pollock firework big art** Drawing - Begin to discuss use of shadows, use of light and dark - **sketching an apple** Drawing – Look at drawings and comment thoughtfully. Begin to discuss use of shadows, use of light and dark - **Christopher Wren's drawing of St Paul's Cathedral** **Marbling Great Fire of London scene** Form - Construct from found junk materials (**Great Fire of London Houses homework for half term)**	**Printing** Printing - Still prints with a growing range of objects, including manmade and natural printing tools Identify the different forms printing takes – books, pictures, wallpaper, fabrics etc. **Link to materials – not sure we did** Form - Begin to make simple thoughts about own work and that of other sculptors – Moore, Giamocetti – **Wire sculptures** Model of dragon to then describe in English after half term	**Texture, patterns and drawing** Texture – Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with Simple applique work attaching material shapes to fabric with running stitches Start to explore other simple stitches – backstitch, cross stitch - **Animal Sock puppets – Link to D&T** Patterns - Look at natural and manmade patterns and discuss Replicate patterns and textures in a 3-D form Discuss regular and irregular. What does it mean? **Animal skin patterns** Drawing - **Spiders web**	**Colour and Texture** Colour – begin to describe colours by objects 'raspberry pink, sunshine yellow' Make as many tones of one colour as possible using primary colours and white Darken colours without using black Mix colours to match those of the natural world – colours that might have a less defined name **Colours of the Rainforest** Texture –Develop skills of overlapping and overlaying to create effects Use various collage materials to make a specific picture – **Henri Rousseau Tiger Collage**	**Form** Form - Awareness of natural and manmade forms and environments Expression of personal experiences and ideas in work Also able to share and form from direct observation Use a range of decorative techniques, applied, impressed, painted etc Use a range of tools for shaping, mark making etc Replicate patterns and textures in a 3-D form Begin to make simple thoughts about own work and that of other sculptors **Andy Goldsworthy sculptures** **Clay leaf prints** **African clay pots** **African masks** Form - Construct from recyclable materials – **Summer holiday vehicles (D&T)**

						
D&T Food Textiles Construction materials		**Food** – Healthy Eating Snack **Plan, make and evaluate a healthy fruit snack (fruit salad, fruit kebab, fruit pizza)**  select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] **Making Bread (Great Fire of London Week)**		**Textiles** **Sock puppets – animals/ dragons to help retell story of Tiger Child. (for Rumble in the jungle)** Design purposeful, functional, appealing products for themselves and other users based on design criteria Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics 		**Construction materials** **Design, make and evaluate a product- Safari Vehicle** Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 
Music – songs	Use their voices expressively and creatively by singing songs and speaking chants and rhymes					
	Harvest Songs Animal songs	London's Burning London in 1666 Nativity Songs	Your imagination (Charanga Year 1) for writing stimulus	Carnival of the animals Rumble in the	Indian music linked to The Tiger Child - listen with concentration and	African songs Continent Song – Asia, Africa, North and South

			Dragon music	jungle Music from England, Scotland, Wales and Northern Ireland	understanding to a range of high-quality live and recorded music	America…etc)
Music Charanga Scheme	Zoo Time	Nativity Songs	Friendship Song	Rainforest Music Compose a rainforest piece of music – animal sounds, rain, etc. experiment with, create, select and combine sounds using the inter-related dimensions of music	I wanna play in a band play tuned and untuned instruments musically	Hands, Feet, Heart – South African Music listen with concentration and understanding to a range of high-quality live and recorded music African drumming
Computing			I program Algorithm			Isearch
P.E	Personal	Social	Cognitive	Creative	Physical	Health and Fitness Swimming
R.E	Why is the Bible an important book? Harvest Festival	Who is Jesus? Why did angels announce the birth of Jesus?	Why did Jesus tell parables? What is a Christian?	What is Easter really about?	How do Christians worship God?	Why do Christians go to Church? (Visit to Church) What is important for Muslim children?
PSHE JIGSAW	**Being me in my world** -Hopes and fears for the year -Rights and responsibilities -Rewards and consequences -Our learning charter -Owning our learning charter	**Celebrating difference** Identify some ways in which a friend is different from them -Boys and girls -Why does bullying happen? -Standing up for myself and others -Making a new friend	**Dreams and goals** Explain some of the ways they worked cooperatively in a group to create the end product -Goals to success -My learning strengths -Learning with others -A group challenge	**Healthy Me** Make some healthy snacks and explain why they are good for their body -Being healthy -Being relaxed -Medicine safety -Healthy eating	**Relationships** Identify some of the things that cause conflict between me and my friends -Families -Keeping safe/exploring physical contact -Friends and conflict -Secrets -Trust and appreciation -Celebrating my special relationships	**Changing Me** Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of their body are private

		-Celebrating difference and still being friends	-Celebrating achievements			-Lifecycles in nature -Growing from young to old -The changing me -Boys and girls bodies -Assertiveness -Looking ahead