

## Year 2 Long Term Planning

| Subject                                      | Autumn                                                                                                                                                                      |                                                                                                                                                                             | Spring                                                                                                                                                                      |                                                                                                                                                                             | Summer                                                                                                                                                                      |                                                                                                                                                                             |
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|                                              | <u>Autumn 1</u>                                                                                                                                                             | <u>Autumn 2</u>                                                                                                                                                             | <u>Spring 1</u>                                                                                                                                                             | <u>Spring 2</u>                                                                                                                                                             | <u>Summer 1</u>                                                                                                                                                             | <u>Summer 2</u>                                                                                                                                                             |
|                                              | Blackberries<br><br>Pirates                                                                                                                                                 | Great Fire of London                                                                                                                                                        | Polar Regions                                                                                                                                                               | Australia                                                                                                                                                                   | Fenella                                                                                                                                                                     | Princess and the White Bear King<br><br>Castles                                                                                                                             |
| <a href="#"><u>READING OPPORTUNITIES</u></a> | Little Wandle Reading books – matched to individual reading ability.<br><br>Share and discuss a wide range of books to develop a love of reading and to broaden vocabulary. | Little Wandle Reading books – matched to individual reading ability.<br><br>Share and discuss a wide range of books to develop a love of reading and to broaden vocabulary. | Little Wandle Reading books – matched to individual reading ability.<br><br>Share and discuss a wide range of books to develop a love of reading and to broaden vocabulary. | Little Wandle Reading books – matched to individual reading ability.<br><br>Share and discuss a wide range of books to develop a love of reading and to broaden vocabulary. | Little Wandle Reading books – matched to individual reading ability.<br><br>Share and discuss a wide range of books to develop a love of reading and to broaden vocabulary. | Little Wandle Reading books – matched to individual reading ability.<br><br>Share and discuss a wide range of books to develop a love of reading and to broaden vocabulary. |
| <a href="#"><u>WRITING OPPORTUNITIES</u></a> | Recount<br>Instructions<br>Story                                                                                                                                            | Diary writing<br>Report writing<br>Non-Chronological Report<br>Chronological Report                                                                                         | Reports<br>Team research poster<br>Information booklet                                                                                                                      | Story writing<br>Report writing<br>Poetry                                                                                                                                   | Note taking and planning<br>Persuasive writing<br>Letter Writing<br>Poetry                                                                                                  | Story Writing<br>Non-Chronological Report writing                                                                                                                           |

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| <u>KEY SKILLS</u> | <p>To write sentences that are accurately punctuated with capital letters and full stops (ongoing).</p> <p>To include fingers spaces in my writing.</p> <p>To know that all names of people need to be written with a capital letter as well as the pronoun I.</p> <p>To write sentences after orally rehearsing them.</p> <p>To recognise, learn and spell common exception words (ongoing).</p> <p>To form letters correctly by starting and finishing at the correct points.</p> | <p>To write sentences that are accurately punctuated with capital letters and full stops (ongoing).</p> <p>To include fingers spaces in my writing.</p> <p>To know that all names of people need to be written with a capital letter as well as the pronoun I.</p> <p>To write sentences after orally rehearsing them.</p> <p>To recognise, learn and spell common exception words (ongoing).</p> <p>To form letters correctly by starting and finishing at the correct points.</p> | <p>To write sentences that are accurately punctuated with capital letters and full stops (ongoing).</p> <p>To include fingers spaces in my writing.</p> <p>To recognise, learn and spell common exception words (ongoing).</p> <p>To use conjunctions.</p> <p>To use adjectives</p> <p>To write in past, present and future tense.</p> <p>To use appropriate punctuation for questions and exclamatory sentences.</p> | <p>To write sentences that are accurately punctuated with capital letters and full stops (ongoing).</p> <p>To include fingers spaces in my writing.</p> <p>To recognise, learn and spell common exception words (ongoing).</p> <p>To use conjunctions.</p> <p>To use adjectives</p> <p>To write in past, present and future tense.</p> <p>To use commas in a list.</p> | <p>To write sentences that are accurately punctuated with capital letters and full stops (ongoing).</p> <p>To include fingers spaces in my writing.</p> <p>To recognise, learn and spell common exception words (ongoing).</p> <p>To use conjunctions.</p> <p>To use adjectives and adverbs.</p> <p>To write in past, present and future tense.</p> <p>To use commas in a list.</p> <p>To use the prefix un.</p> | <p>To write sentences that are accurately punctuated with capital letters and full stops (ongoing).</p> <p>To include fingers spaces in my writing.</p> <p>To recognise, learn and spell common exception words (ongoing).</p> <p>To use conjunctions.</p> <p>To use adjectives and adverbs.</p> <p>To write in past, present and future tense.</p> <p>To use commas in a list.</p> <p>To use the prefix un..</p> |
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|                                                    | <p>To use conjunctions.</p> <p>To use adjectives.</p>                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>To use conjunctions.</p> <p>To use adjectives</p> <p>To accurately changes root words by adding singular and plurals (s/es).</p>                                                                              |                                                                                                                                                                                                              |                                                                                                                                                                                                                            |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                        |
| <a href="#">PUNCTUATION &amp; GRAMMAR</a>          | <ul style="list-style-type: none"> <li>• Vowels and Consonants</li> <li>• Noun, verb, proper noun</li> <li>• Capital, letters, finger spaces and full stops</li> <li>• Suffixes ed and ing</li> </ul>                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Compound words</li> <li>• Suffixes er and est</li> <li>• Suffixes ness and ment</li> <li>• Coordinating and subordinating conjunctions</li> </ul> | <ul style="list-style-type: none"> <li>• Statements</li> <li>• Questions</li> <li>• Exclamatory sentences</li> <li>• Expanded noun phrases</li> <li>• Suffixes ful and less</li> <li>• Homophones</li> </ul> | <ul style="list-style-type: none"> <li>• Adverb</li> <li>• Command</li> <li>• Singular and plural s / es</li> <li>• Commas in a list</li> <li>• Changing adjectives to adverbs</li> <li>• Expanded noun phrases</li> </ul> | <ul style="list-style-type: none"> <li>• Nouns, verbs and adjectives</li> <li>• Coordinating conjunctions</li> <li>• Apostrophes for possession</li> <li>• Past tense</li> <li>• Present tense</li> </ul> | <ul style="list-style-type: none"> <li>• Pronoun</li> <li>• Apostrophes for contractions</li> <li>• Suffixes ed, ing, er, est, ment, less, ness, ful, ly</li> <li>• Statement, question, exclamatory and command</li> <li>• Inverted commas</li> </ul> |
| <a href="#">HANDWRITING (Nelson's Handwriting)</a> | <p>To form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>To form lower-case letters of the correct size relative to one another in some of their writing.</p> <p>To form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>To use the diagonal and horizontal strokes needed to join some letters in most of their writing (Summer Term).</p> |                                                                                                                                                                                                                  |                                                                                                                                                                                                              |                                                                                                                                                                                                                            |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                        |

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| <a href="#">SPELLING</a>                | To spell all Year 1 Common Exception Words.                                                                      | To spell all Year 1 and some Year 2 Common Exception Words.                                                                                | To spell some Year 2 Common Exception Words.                                                                           | To spell many Year 2 Common Exception Words.                                               | To spell most Year 2 Common Exception Words.                                                                                                                    | To spell most Year 2 Common Exception Words.                                                                                       |
| <a href="#">PHONICS (Little Wandle)</a> | Little Wandle Phase 5 Review                                                                                     | Little Wandle Bridge to Spell                                                                                                              | Little Wandle Bridge to Spell                                                                                          | Little Wandle Bridge to Spell                                                              | Spelling rules                                                                                                                                                  | Spelling rules                                                                                                                     |
| <a href="#">MATHS</a>                   | Place Value to 100<br><br>Addition and Subtraction to 100                                                        | Addition and Subtraction to 100<br><br>Shape                                                                                               | Money<br><br>Multiplication and Division                                                                               | Multiplication and Division<br><br>Length and Height<br><br>Mass, Capacity and Temperature | Fractions<br><br>Time                                                                                                                                           | Statistics<br><br>Position and Direction<br><br>Formal written methods                                                             |
| <a href="#">SCIENCE</a>                 | <b>Uses of Everyday Materials</b><br><br>Investigation: Which material will make the best pirate's ship and why? | <b>The Contribution of Materials to the Severity of the Great Fire of London</b><br><br>Investigation: Reversible and irreversible changes | <b>Use of Everyday Materials</b><br><br><b>Animals, including Humans</b><br><br><b>Living things and their Habitat</b> | <b>Plants</b><br><br>Investigation: What do plants need to grow?                           | <b>Living Things and Their Habitats</b><br><br>Investigation: Woodland walk to explore local microhabitats. Bug collection, observation using simple equipment. | <b>Living Things and Their Habitats</b><br><br>Investigation: How do people's diets differ: an older person, a baby or an athlete? |

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|                           |                                                                                                                                                |                                                                          | Investigation: How do animals stay warm in the polar regions? |                                                      |                                                        |                                                                                                                                               |
| <a href="#">ART</a>       | <p>Colour Wheels</p> <p>Make and paint blackberries from clay</p> <p>Facial features line drawings</p> <p>Draw and paint a portrait pirate</p> | Christmas cards and calendars                                            | <p>Clay penguin</p> <p>Northern Lights – Arctic Artwork</p>   | Aboriginal Art                                       | Fenella 3D Sculpture                                   | <p>Claude Monet - Impressionism</p> <p>Georges Seurat – Pointillism</p> <p>Piet Mondrian – Neoplasticism</p> <p>William Morris - Patterns</p> |
| <a href="#">COMPUTING</a> | <p>Ilearn2 – Uses of IT</p> <p>Ilearn2 – Typing</p>                                                                                            | <p>E-Safety</p> <p>Ilearn2 – E-Book Creation</p>                         | Ilearn2 – Develop Programming                                 | Ilearn2 – Introduction to Animation                  | Ilearn2 – Digital Art                                  | <p>Ilearn2 – Programming with Scratch Jr</p> <p>Ilearn2 – Introduce Data Handling</p>                                                         |
| <a href="#">D&amp;T</a>   | <p>Making and evaluating apple and blackberry crumble</p> <p>Design a pirate ship</p>                                                          | Design, making and painting (and burning!) 1666 houses from Pudding Lane | Making igloos                                                 | Design, Make and Evaluate your Sydney Harbour Bridge | Design, Make and Evaluate a Motte and Bailey structure | Designing and making story book                                                                                                               |

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|                           | Making and evaluating pirate soup                                                  |                                                                         |                                                                                                                                                     |                                                                                   |                                                                                                     |                                                                              |
| <a href="#">GEOGRAPHY</a> | My Summer Holiday<br>– Names of continents of oceans<br><br>My Pirate Treasure Map | Great Fire of London<br><br>St. Andrew's Day                            | Arctic and Antarctica<br>- Continents and Five Oceans<br><br>Captain Robert Scott<br>Using Atlases and Maps<br><br>Compare Antarctica and Holmfirth | Sydney<br><br>London Vs Melbourne<br><br>St. Patrick's Day<br><br>St. David's Day | Fenella in Holmfirth and South Africa<br><br>Fenella's Journey to Holmfirth<br><br>St. George's Day |                                                                              |
| <a href="#">HISTORY</a>   |                                                                                    | Life in 1666<br><br>Real History Alive Visit<br><br>Samuel Pepys' Diary | Captain Robert Scott and Roald Amundsen                                                                                                             | Amy Johnson                                                                       | Fenella the Tiger                                                                                   | The Battle of Hastings<br><br>Motte and Bailey Castle<br><br>Castle Research |
| <a href="#">MUSIC</a>     | Sing Up - Tony Chestnut                                                            | Sing Up – Carnival of the Animals<br><br>Christmas Performance          | Sing Up – Grandma Rap                                                                                                                               | Sing Up - Minibeasts                                                              | Sing Up – Tanczyny Labada                                                                           | Sing Up – The Rockpool Rock                                                  |
| <a href="#">PE</a>        | <b>Agility</b><br><b>Balance</b><br><b>Coordination</b>                            | <b>Jump</b><br><b>Shape</b><br><b>Create</b>                            | <b>Acro</b><br>(Dance / Gymnastics)                                                                                                                 | <b>Duel</b><br><b>Win</b><br><b>Lose</b>                                          | <b>Send</b><br><b>Receive</b><br><b>Return</b>                                                      | <b>Target</b><br><b>Control</b><br><b>Combine</b>                            |

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|                      |                                              | (Dance / Gymnastics)                                          |                                                                  | (Invasion / Team games)                                                 | (Bats and balls / Net and wall)                                                            | (Target games)                                                                                                |
|                      | <b>Run<br/>Jump<br/>Throw</b><br>(Athletics) | <b>Inspire<br/>Create<br/>Perform</b><br>(Dance / Gymnastics) | <b>Fair<br/>Share<br/>Dare</b><br>(Team building / Orienteering) | <b>Hands<br/>Feet<br/>Equipment</b><br>(Agility, Balance, Coordination) | <b>Throw<br/>Prepare<br/>Catch</b><br>(Bats and balls / Net and wall)                      | <b>React<br/>Roll<br/>Retrieve</b><br>(Striking and fielding)                                                 |
| <a href="#">PSHE</a> | Austin's Butterfly VIPs                      | Digital Wellbeing                                             | Safety First                                                     | Money Matters                                                           | One World                                                                                  | Growing Up                                                                                                    |
| <a href="#">RE</a>   | How Can We Make Good Choices?                | How Can We Make Good Choices?                                 | How and Why Do People Pray?                                      | How and Why Do People Pray?                                             | How Are Symbols Used to Welcome New Life?<br><br>What did Jesus teach and how did he live? | What did Jesus teach and how did he live?<br><br>What do religions/world views say about our wonderful world? |