

Year 2 Long Term Plan 2020/21

Personal development of our pupils is weaved throughout our curriculum. We aim to develop our pupils as responsible, rounded members of society who are prepared for, and contribute to, life in modern Britain and have a clear understanding of fundamental British values. We look for opportunities to do so within and beyond the curriculum subjects taught. Where personal development opportunities are planned for, this is highlighted in yellow.

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Half Termly Value | Respect | Generosity | Honesty | Forgiveness | Compassion | Patience |
| English Reading | <p>Class Reader: Here We Are: Notes for Living on Planet Earth (Oliver Jeffers)</p> <p>Non-Fiction: Goodnight stories for Rebel Girls</p> <p>Fiction: Silly Billy, Gorilla, Willy the wimp, The night Shimmy (Anthony Browne) -</p> | <p>Class Reader: The Hodgeheg (Dick King-Smith)</p> | <p>Class Reader: The Owl who was afraid of the dark</p> <p>The Secrets of Black Rock Not Now, Bernard!</p> <p>Non-Fiction: Local History of St Helens</p> | <p>Class Reader: The Blue Whale (Jenni Desmond) The Whales Song (Dylan Sheldon)</p> | <p>Class Reader: Charlie and The Chocolate Factory (Roald Dahl)</p> | <p>Class Reader: The colour of home (Mary Hoffman)</p> |
| English Writing | <p>Non-Fiction: Writing fact files about important women throughout history.</p> <p>Fiction: Writing from the perspective of a character. Demonstrate</p> | <p>Pirate Themed Week Wanted poster. Instructions to make a shelter. Persuasive job advert. Informal letter</p> | <p>Fiction: Not Now Bernard Perform the story and video performances. Write a book review of Not Now, Bernard.</p> | <p>Narrative: Different Stories from the same author</p> <p>Write a complete story using a shared story plan, making use of features from reading to make it 'sound</p> | <p>Willy Wonka: Instruction Writing Persuasive Writing Stories from a fantasy setting</p> | <p>Fiction: The Owl who was Afraid of the Dark</p> <p>Traditional Poems: The Owl and the Pussycat by Edward Lear and Limericks</p> |

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| | <p>understanding of characterisation by talking about what a character looks like, how the character behaves and suggesting reasons for the character's feelings or actions.</p> | | | <p>like a story'. Present a logical sequence of events and make use of connectives to show links between events.</p> | | |
| <p>VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve, Summarise) reading skills taught throughout the year, with an emphasis on vocabulary and inference.</p> | | | | | | |
| SPaG | <ul style="list-style-type: none"> Use of co-ordination (and, but, or) to write compound sentences. Write sentences including capital letters and full stops. Identifying nouns, adjectives and verbs Use of commas to separate items in a list. <p>Use of noun phrases</p> | | <p>Demarcate some sentences with capital letters and full stops Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses Time connectives Verbs (bossy verbs)</p> | | <ul style="list-style-type: none"> Use past and present tense mostly correct throughout writing Some use of verbs to mark in progress e.g. She is drumming. <p>Apostrophes for contractions.</p> | |
| Maths | <p>White Rose Number and Place Value Addition and Subtraction Fluency: Counting in 1s from any number to 100, forwards and backwards</p> <p>Count in 10s from any number forwards and backwards, start with multiples</p> | <p>White Rose Addition and Subtraction Money Multiplication Fluency: Number bonds to 10, 20 and 100</p> <p>Double 2p, double 5p, double 15p etc</p> <p>Give a 2 digit number, count on 23 eg. 56, 66, 76, 77,78, 79</p> | <p>White Rose Division Shape Fractions Fluency: 2D/3d Shapes I Know video - YouTube</p> <p>Halve numbers to 20 2x table</p> <p>4x table (double the 2x table)</p> | <p>White Rose Fractions Statistics Time Fluency: Counting in 2s, 5s, 10s and 3s - forwards and backwards</p> <p>Number bonds to 10, 20 and 100</p> <p>Count around a clock 5 (5 past) 10 (10 Past) 15 (quarter past)</p> | <p>White Rose Position/Direction Reading Scales Arithmetic/Reasoning KSI SATs Fluency: Say a 2-digit number and add a variety of multiples of 10 23 + 4 tens 56 + 2 tens 71 - 3 tens</p> <p>2 times table division facts and halving</p> | <p>White Rose Length/Height Mass, Capacity and Temperature Translation Consolidation Fluency: Estimate</p> <p>Measurement maths powerpoint quiz</p> <p>Negative numbers</p> |

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| | Count in 10s from any two-digit number Count in 2s forwards and backwards Count in 5s forwards and backwards | repeat counting backwards. Repeat with other two-digit numbers Mathletics TTRock Stars Moon Maths Primary Resources website | | 20 (20 past) etc. | | Left turn/right turn Forwards/backwards instructions | | | |
| R.E. | Domestic church family Beginnings Celebrating God's Creations by welcoming our parents into our new classroom | Baptism and confirmation belonging: Signs & Symbols Sharing photographs of our Baptism with people in our class | Advent/Christmas loving: Preparations KSI Nativity for the community/school | Local Community Church: Books Reading scriptures to people in the community | The Eucharist relating: Thanksgiving Saying Saying Thank to people in our community | Lent/Easter giving: Opportunities Making sacrifices, giving to charity | Pentecost - Serving: Spread the word | Reconciliation Inter-relating: Rules With a set of rules to do at home. | Universal Church world: Treasures |
| Science | Living Things and their Habitats Making a bug hotel parents/community | Animals including Humans Parent/Families with babies talk | Materials Matter Melting, moulding, absorbency & waterproof | Uses of everyday materials Testing rigidity & material properties | Plants Growing & Spreading seeds. Bring a flower to school day. parents/community | Plants Garden and Allotments; Making a playground allotment; Eco School/Community | | | |
| Computing E-Safety | Online Buddies: My On-Line Life Children improve their knowledge of the risks of their online lives. | Code a Story: Write a story with illustrations, then turn into an animated story. | Story Land: Take the role of authors to write the sequel to popular children's stories. Safer Internet Week | Heads Up!: Children play a computing focused game of charades and then create their own version. | Maths Madness: Children take part in a maths scavenger hunt and then create their own version. | End of year presentation: Each pupil reflecting on their school year. Invite families. | | | |
| Curriculum History / Geography | Great Women Who Changed the World. | Continents & Oceans of the World | Local History Our Town: Then and Now | Comparing St | History Significant event from the past - | Comparing Hot & Cold Places in the World | | | |

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| | | | Invite parents/community into school to share their knowledge of St Helens. | Helens to (a town in) the Philippians | Titanic | |
| Art/DT | <p>Formal Elements of Art Pattern, texture and tone</p> <p>Exploring the formal elements of art: pattern, texture and tone; children will create printed patterns using everyday objects; take rubbings using different media and learn how to make their drawings three dimensional.</p> | <p>Food: A Balanced Diet</p> <p>Developing their sculpting and modelling skills, children experiment with using different objects.</p> <p>Invite families/community to make a healthy meal.</p> | <p>Art & Design Skills Design, drawing, craft, painting and art appreciation</p> <p>In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation; replicating the recognisable crockery of Clarice Cliff, exploring tone through shading, developing their skills in weaving and the manipulation of clay, experimenting with brush strokes</p> | <p>Mechanisms: Fairground Wheel</p> <p>Developing their sculpting and modelling skills, children experiment with using different objects.</p> <p>Invite parents into school to see the children's work.</p> | <p>Human Form Collage, portraits and sculpture</p> <p>Exploring how bodies and faces are portrayed in art: looking at the work of a number of artists, using their bodies to form shapes, creating collages, drawing portraits and creating a peg figure</p> <p>Invite parents/community into school to make a class collage.</p> | <p>Textiles: Pouches</p> <p>Developing their sculpting and modelling skills, children experiment with using different objects.</p> <p>Invite parents/community into school to do a needlework class with the children</p> |
| PE | <p>Games</p> <p>Dance - animals</p> | <p>Games</p> <p>Gymnastics</p> | <p>Net/Wall - Dodgeball</p> <p>Gymnastics</p> | <p>Dance- at the seaside</p> <p>Rugby</p> | <p>Athletics (sports day)</p> <p>Handball</p> | <p>Dance - life cycles</p> <p>Striking/fielding Rounders</p> <p>Invite parents/families to join the children in a rounders match.</p> |

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| Spanish | Basic greetings Days/Months Colours Numbers | Basic greetings Days/Months Colours Numbers | Basic greetings Days/Months Colours Numbers | Basic greetings Days/Months Colours Numbers | Basic greetings Days/Months Colours Numbers | Basic greetings Days/ Months Colours Numbers |
| Music | <p>Unit: Hands, Feet, Heart</p> <p>Style: South African styles</p> <p>Topic and cross-curricular links: South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.</p> | <p>Unit: Ho Ho Ho</p> <p>Style: Christmas, Big Band, Motown, Elvis, Freedom Songs</p> <p>Topic and cross-curricular links: Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.</p> | <p>Unit: I Wanna Play In A Band</p> <p>Style: Rock</p> <p>Topic and cross-curricular links: Teamwork, working together. The Beatles. Historical context of musical styles.</p> | <p>Unit: Zootime</p> <p>Style: Reggae</p> <p>Topic and cross-curricular links: Animals, poetry and the historical context of musical styles.</p> | <p>Unit: Friendship Song</p> <p>Perform the song and present to parents/families.</p> <p>Style: Western Classical Music and your choice from Year 2</p> <p>Topic and cross-curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p> | |
| Jigsaw | <p>Being Me in My World</p> <p>Help others to feel Welcome.</p> <p>Try to make our school community a better place.</p> <p>Think about everyone's right to learn.</p> | <p>Celebrating Difference</p> <p>Accept and celebrate that everyone is different.</p> <p>Include others when working and playing.</p> <p>Try to solve</p> | <p>Dreams and Goals</p> <p>Stay motivated when doing something challenging.</p> <p>Keep trying even when it is difficult.</p> <p>Work well with a partner or in a group.</p> | <p>Healthy Me</p> <p>Have made a healthy choice.</p> <p>Have eaten a healthy, balanced diet.</p> <p>Have been physically active.</p> | <p>Relationships</p> <p>Know how to make Friends.</p> <p>Try to solve friendship problems when they occur.</p> <p>Help others to feel part of a group.</p> | <p>Changing Me</p> <p>Understand that everyone is unique and special.</p> <p>Can express how they feel when change happens.</p> <p>Understand</p> |

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| | <p>Care about other people's feelings.</p> <p>Work well with Others.</p> <p>Choose to follow the Learning Charter.</p> | <p>Problems.</p> <p>Try to use kind Words.</p> <p>Know how to give and receive compliments.</p> | <p>Have a positive Attitude.</p> <p>Help others to achieve their goals.</p> <p>Are working hard to achieve their own dreams and goals.</p> | <p>Have tried to keep themselves and others safe.</p> <p>Know how to be a good friend and enjoy healthy friendships.</p> <p>Know how to keep calm and deal with difficult situations.</p> <p>Invite parents/community into school for a relaxation class</p> | <p>Show respect in how they treat others.</p> <p>Know how to help themselves and others when they feel upset or hurt.</p> <p>Know and show what makes a good relationship.</p> | <p>and respect the changes that they see in themselves.</p> <p>Understand and respect the changes that they see in other people.</p> <p>Understand and respect the changes that they see in other people.</p> <p>Are looking forward to change in my new class.</p> |
| Themed Weeks | <p>Eco School Waste and Recycling Week</p> <p>Encourage children to recycle at home and bring photographs into school.</p> | <p>Road Safety Week</p> <p>Invite parents/community to do the course with the children</p> | <p>Safer Internet Day (February)</p> | <p>World Book Day (March) & Science Week</p> <p>Invite parents/community to do experiments</p> | <p>Spanish Week</p> <p>Perform songs and cook tapas with parents.</p> | <p>Refugee Week (June)</p> <p>Art/DT Week</p> <p>Linked to topic with parents/community.</p> |