

## Long Term Planning Year 2

Curriculum Areas	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<ul style="list-style-type: none"> <li>• Writing about real events from personal experience</li> <li>• Non-chronological reports e.g. on an animal</li> <li>• Non-fiction books on Antarctica and Fire of London</li> <li>• Letters from a hot/volcanic place</li> <li>• Samuel Peps diary entry</li> <li>• Samuel Pepys and comparing and contrasting then and now.</li> <li>• Reading -Individual, Shared, Guided on-going</li> <li>• Phonics on-going</li> <li>• Support for spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional Tales</li> <li>• Instructions</li> <li>• Poetry – fire poems and penguin poems.</li> <li>• Reading -Individual, Shared, Guided on-going</li> <li>• Phonics on-going</li> <li>• Support for spelling</li> <li>• Letters from Antarctica</li> <li>• Adventure story of a penguin/ animal lost or in danger</li> </ul>	<ul style="list-style-type: none"> <li>• Stories with Familiar settings</li> <li>• Different Stories by the Same Author (e.g. Oliver Jeffers, Anthony Brown, Julia Donaldson)</li> <li>• Patterns on the page</li> <li>• Comprehensions</li> <li>• Reading -Individual, Shared, Guided on-going</li> <li>• Phonics on-going</li> <li>• Support for spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Non chronological reports</li> <li>• Reading -Individual, Shared, Guided on-going</li> <li>• SATs practice</li> <li>• comprehension</li> <li>• Phonics on-going</li> <li>• Support for spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Extended stories/significant authors</li> <li>• Reading -Individual, Shared, Guided on-going</li> <li>• Phonics on-going</li> <li>• Support for spelling</li> <li>• SATS</li> </ul>	<ul style="list-style-type: none"> <li>• Information texts</li> <li>• Humorous poems</li> <li>• Reading -Individual, Shared, Guided on-going</li> <li>• Phonics on-going</li> <li>• Support for spelling</li> </ul>
<b>Mathematics</b>	<p><b>Number and place value</b></p> <ul style="list-style-type: none"> <li>• Count in steps of 2, 3 and 5 from 0, and count in tens from any number forward or backward.</li> <li>• Compare and order at least three numbers both increasing and decreasing from 0 up to 100; use &lt;, &gt; and = signs.</li> <li>• Read, write numbers to at least 100 in numerals and in words.</li> <li>• Use place value and number facts to solve missing number problems.</li> <li>• Know all odd and even numbers up to 100.</li> </ul> <p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>• Add and subtract numbers using concrete objects, pictorial representation, and mentally, including: two two-digit numbers, adding three one-digit numbers up to 100.</li> <li>• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.</li> <li>• Solve simple addition and subtraction word problems up to 100.</li> <li>• Add 2 2-digit numbers using column method with no carrying.</li> <li>• Subtract 2 2-digit using column method and no exchanging.</li> </ul> <p><b>Multiplication and division</b></p> <ul style="list-style-type: none"> <li>• Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication and division and equals signs.</li> <li>• Solve one-step problems involving multiplication and division up to 100, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• Recognise the equivalence of two quarters and one half.</li> <li>• Calculate third and quarter of numbers up to 100.</li> <li>• Count in quarters up to 10.</li> </ul>					

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	<p><b>Measures</b></p> <ul style="list-style-type: none"> <li>Choose and use appropriate standard units to estimate and measure length/height; mass; temperature; capacity to the nearest unit, using measuring equipment.</li> <li>Read relevant scales to the nearest numbered unit.</li> <li>Understand 0°C and 100°C and estimate the outside room temperature.</li> <li>Tell and write the time to five minutes, and draw the hands on a clock face to show these times.</li> <li>Compare and sequence intervals of time.</li> <li>Combine amounts to make a particular value up to £50 and match different combinations of coins to equal amounts of money, add and subtract money of the same unit, including giving change up to £5.</li> </ul> <p><b>Geometry: properties of shape</b></p> <ul style="list-style-type: none"> <li>Compare, identify describe and sort the properties of 2-D shapes, including the number of sides, right angles and symmetry in a vertical line.</li> <li>Compare, identify describe and sort the properties of 3-D shapes, including the number of edges, vertices, faces and right angles.</li> <li>Explore nets of cubes and cuboids.</li> <li>Make own symmetrical shapes by drawing lines using a ruler.</li> </ul> <p><b>Geometry: position, direction, motion</b></p> <ul style="list-style-type: none"> <li>Use appropriate mathematical vocabulary to describe position, direction and movement.</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Interpret and construct block diagrams and simple tables.</li> <li>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</li> <li>Ask and answer questions about totalling and compare categorical data.</li> </ul>					
<b>Science</b>	<p><b>Uses of Everyday Materials</b></p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>(cross curricular link, changing material, heating and melting)</p>	<p><b>Animals, including humans</b></p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p>	<p><b>Animals, including humans</b></p> <p><b>Master Chef/Hygiene</b></p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><b>Living Things and their Habitats</b></p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>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.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p>	<p><b>Living Things and their Habitats</b></p> <p>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.</p>	<p><b>Plants Young Gardeners</b></p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><b>Consolidation of Topics, addressing any areas that have been identified as needing further work. Addressing any misconceptions or further questions the children have about a topic.</b></p>

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<b>Computing</b>	<ul style="list-style-type: none"> <li>Perfect Posters – new scheme – unit 2.3</li> <li>Introduce 2go and basic algorithms</li> <li>Using a range of simulations</li> <li>Finding websites by following links</li> <li>Use book creator</li> <li>Purple Mash coding</li> <li>Creating Reading Record book covers</li> </ul>	<ul style="list-style-type: none"> <li>Let’s Blog – unit 2.5</li> <li>Super Slideshows – unit 2.1</li> <li>Using Pic Collage to combine simple text and graphic</li> <li>Graphing: Graphing data in bar graphs</li> <li>Time lapse an ice cube melting</li> <li>Make simple recording of the children explaining and describing things</li> <li>Hour of Code Week (December)</li> </ul>	<ul style="list-style-type: none"> <li>Brilliant Beebots – unit 2.2 (Coding)</li> <li>Coding: Daisy the dinosaur and hour of code</li> <li>BBC science clips Health and Growth</li> <li>Use iPads creatively</li> <li>Research on the internet</li> <li>Let’s Blog – unit 2.5 ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Super Slideshows – unit 2.1 continued</li> <li>Use of technology beyond school google earth</li> <li>Branching databases</li> <li>Use iPad app to create art images</li> <li>Let’s Blog – unit 2.5 ongoing inc use of Seesaw</li> </ul>	<ul style="list-style-type: none"> <li>Graphing and use of art packages – creating a picture for a T-Shirt.</li> <li>Coding: Hopscotch</li> <li>Creating their own animation. Puppet Pals famous people story</li> <li>Let’s Blog – unit 2.5 ongoing inc use of Seesaw</li> </ul>	<ul style="list-style-type: none"> <li>Let’s Animate – unit 2.4</li> <li>BBC science clips Health and Growth</li> <li>Use time-lapse a seed</li> <li>Create their own stop animation of a plant</li> <li>Let’s Blog – unit 2.5 ongoing</li> </ul>
<b>Art and Design</b>	<p>Art: Materials – pattern, texture, form Exploring pencils and observational drawing</p> <p>Cross curricular links to The Great Fire of London.</p> <p>Introduction to clay</p>	<p>Introduction to sewing – linked to History (Great Fire of London)</p> <p>Art: Drawing – line, shape and colour collage</p> <p>Cross curricular links to hot and cold climates</p> <p>Making Pots for Chanukah.</p>	<p>Art: Painting – colour, Colour wheels and tints and shades.</p>	<p>Art: Sculpting – texture and technique, form</p> <p>Art linked to History.</p>	<p>Sewing – Sewing using Binca linked to Siddur Ceremony. Creating a bookmark using a range of stitches.</p>	<p>Artists – differences and similarities. To know about great local and national artists e.g. Mondrian, Lowry, David Hockney)</p> <p>To understand the historical and cultural development of their art forms.</p> <p>Siddur ceremony: Magan David pottery</p>
	<p>DT: Sheet Materials product, creating simple hinges. Building and improving structures. Create their own igloo structure, link to topic work.</p>		<p>DT: Link to science - Animals including humans. Prepare dishes using principles of a healthy diet, understanding about how to work safely and hygienically.</p>		<p>Create a t-shirt, using Dazzle paint package linked to animals and their habitats for their Siddur T-Shirt</p>	

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<b>Music</b>	<b>Hands, Feet, Heart</b> Dynamics and tempo Start to use instruments	<b>Preparation for Chanukah performances</b>	<b>Wanna Play In A Band</b>  Different types of music to develop their personal tastes	<b>Zootime</b>  Different types of music to develop their personal tastes	<b>Friendship Song</b> Siddur ceremony preparation	<b>Reflect, Rewind and Replay &amp;</b> Siddur ceremony preparation
<b>Ivrit</b>	<ul style="list-style-type: none"> <li>Language, oracy and writing.</li> <li>Festivals during this term</li> <li>Days of the week.</li> <li>Counting</li> <li>New vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Language, oracy and writing.</li> <li>Festivals during this term</li> <li>Days of the week</li> <li>Counting</li> <li>New vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Language, oracy and writing.</li> <li>Festivals during this term</li> <li>Days of the week and weather</li> <li>Counting</li> <li>New vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Language, oracy and writing</li> <li>Festivals during this term</li> <li>Plural masculine</li> <li>New vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Language, oracy and writing.</li> <li>Festivals during this term</li> <li>Plural feminine</li> <li>New vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Language, oracy and writing</li> <li>Festivals during this term</li> <li>Adjectives</li> <li>New vocabulary</li> </ul>
<b>PE</b>	Val Sabin Unit 1 throwing and catching	Gymnastics Unit 2 making up games with partner	Val Sabin Dance  Progressive Sports Coaching	Team Sports – Hockey and balls skills Progressive Sports Coaching	Team Games Outdoor apparatus Sports Day Competitive Sports day practice, running races individual and in house colours, novelty race.	Team Games: Rounders and Cricket  Outdoor apparatus
<b>Humanities (Geography and History)</b>	<p><b>Fire and Ice</b> <b>Great Fire of London – Samuel Pepys</b> Now and then</p> <p>Map work: Name and locate 7 continents and 5 oceans Hot areas in the word (non-European) – people who live in very hot places. Places that are hot on the Equator. Compare and contrast to Britain.</p>	<p><b>Fire and Ice</b> Recognise features on aerial images of the school / places around the world.</p> <p>Cold areas in the world (non-European) - Antarctica and the North/South Pole Global warming link and the changing landscape/humans impact on environment. Compare and contrast to Britain.</p>	<p><b>Map work</b> Use basic geographical vocabulary to describe physical and human features Compass work - directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. (E.g. near and far; left and right]</p>	<p><b>Map work</b> Geography Make a fantasy island using human and physical map features. Link to coordinates work.</p> <p><b>Famous people:</b> Florence Nightingale</p>	<p><b>Famous people</b> – significant local people e.g. nurses / authors/ painters Link to art work on British artists Changes within living memory e.g. Olympic Games.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Comparing aspects of life in different periods</p> <p>e.g. Christopher Columbus and Neil Florence Nightingale and Mary Seacole.</p> <p>Famous Jewish people throughout history.</p>	

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<b>SEAL/ PSHE and Citizenship</b>	<p><b>BEING RESPONSIBLE</b> Helping Someone in Need Stealing</p> <p>In JS - New Beginnings link to Rosh Hashanah- Jewish New Year)</p> <p>School/class council elections</p>	<p><b>FEELINGS AND EMOTIONS</b> Anger Grief</p> <p>Say no to bullying link to Anti Bully week.</p> <p><b>HAZARD WATCH</b> Assessment - Baseline Is it safe to eat or drink? Is it safe to play with?</p>	<p><b>KEEPING/STAYING HEALTHY</b> Brushing Teeth Medicine</p> <p><b>COMPUTER SAFETY</b> Making Friends Online Computer Safety Documentary Link with Internet Safety day</p>	<p><b>KEEPING/STAYING SAFE</b> Staying Safe Leaning Out of Windows</p> <p><b>COMPUTER SAFETY</b> Making Friends Online Computer Safety Documentary Link with Internet Safety day</p>	<p><b>RELATIONSHIPS</b> Body Language Touch</p>	<p><b>MONEY MATTERS</b> Different Types of Money Money around the world Fundraising ideas</p>
<b>Trips / visitors</b>	Staircase House Great Fire of London – link to English and History	Chanukah Show (EYFS& KS1) Into Film Festival – Cinema Vist - Nov			Trip to Knowsley Safari Park – Link to science Living things and their habitats.	Siddur Ceremony
<b>British values/ significant events/ festivals in Britain</b>	Rosh Hashanah Yom Kippur Sukkot Bonfire Night 5 <sup>th</sup> Nov	Remembrance day Christmas Day Chanukah	Chinese New Year	Easter St Georges Day Passover		