

Year group: 2

Long term Plan 2021-2022

	Autumn 1 – 7 weeks	Autumn 2 – 7 weeks	Spring 1 – 7 weeks	Spring 2 – 6 weeks	Summer 1 – 5 weeks	Summer 2 – 6 weeks
Maths	<p>Number- Place value Number- Addition and Subtraction Measurement- Money</p>		<p>Number- Multiplication and Division Statistics Geometry- Properties of shape Number- Fractions</p>		<p>Number- Fractions Measurement- Length and Height Geometry- Position and Direction Measurement- Time Measurement- Mass, Temperature and Capacity</p>	
English (Text type, text, teaching sequences etc. Big picture)	<p>Bob, Man on the Moon POR – Contemporary Fiction – 6 weeks <i>Writing outcomes: non-fiction information texts, recount & letter writing, story writing</i> Narrative/Story writing Non-chronological report (moderated)</p> <p>?Visitor into school linked to History unit-1 week <i>Recount from personal experience</i></p> <p>SPaG: Punctuation, conjunctions, plurals, homophones (Revisit Year 1)</p> <p>Phonics: Revise Phase 5</p>	<p>Anna Hibiscus POR Building reading stamina- 4 weeks. <i>Writing outcomes:</i> Stories from other cultures</p> <p>Poems to Perform POR – Poetry – 1 weeks <i>Writing outcomes: Poetry</i> Poetry to perform</p> <p>?Trip to supermarket/food producer linked to Science/Geog- 1 week <i>Recount from personal experience</i></p> <p>(Instructions – Non-Fiction- 1/2 weeks - linked to Christmas)</p> <p>SpaG: Word classes (nouns, adjectives, verbs, adverbs), Conjunctions, suffixes (no change root word spelling) Phonics: Revise Phase 5, including alternative pronunciations</p>	<p>Where the wild things are POR – Classic texts and modern classics – 4 weeks <i>Writing outcomes: descriptive setting writing, letter writing, poetry, story writing</i> Character descriptions Narrative/Story writing</p> <p>Ten Things I can do to Help My World POR – Non-fiction – 4 weeks <i>Writing outcomes: Information poster & book writing, instructions, poetry writing</i> Poetry on a theme Poetry to perform</p> <p>SPaG: Homophones, Word classes, contractions, Suffixes (drop e/ double consonant spell rule) Phonics: Revise Phase 5, including alternative pronunciations and spellings</p>	<p>Pattan’s Pumpkin POR – Traditional tales & twists- 5 weeks <i>Writing outcomes: non-fiction posters, poetry, letter writing, song writing, writing in role, narrative writing</i> Stories from other cultures Diary writing</p> <p>SPaG: Punctuation, sentence types, Word classes, conjunctions, suffixes (y for I spell rule), homophones, Tenses Phonics: Revise Phase 5, including alternative spellings.</p>	<p>The diary of a killer cat POR Building reading stamina- 2 weeks <i>Writing outcomes – writing narratives from others point of view, diary writing, writing in role</i> Diary writing</p> <p>Foxburrow farm trip- 2 weeks Recount from personal experience (moderated)</p> <p>Shorter unit due to KS1 SATs</p> <p>SPaG: Word classes, punctuation, apostrophes (possession & contraction), revise all suffix spell rules, Progressive tense Phonics: Revise Phase 5, including alternative spellings.</p>	<p>The three little pigs – Traditional stories- character descriptions & settings/ story writing – 2 weeks <i>Writing outcomes – setting descriptions, character descriptions, letter writing, story writing</i> - (shorter unit – lots of writing opportunities for end of KS1 judgements) Character descriptions</p> <p>The Emperors Egg POR – Non-fiction- 4 weeks <i>Writing outcomes: setting descriptions, poetry, information text writing</i> Poetry on a theme Poetry to perform Non-chronological report</p> <p>SPaG: Revise all.</p> <p>Phonics: Revise Phase 5, including alternative spellings.</p>
Art Kapow	<p>Kapow- Formal elements of Art (5 lessons, including 3D colour drawings on Planets- link POR/History)</p> <p><i>Computing link- Unit 2.6 creating pictures (Focus on Impressionism/ Pointillism/ Mondrian/ William Morris/ Surrealism)</i></p>	<p>Kapow Art & Design skills Weaving- (Link to RE: making Christmas cards using weaving to create tree)</p>		<p>Kapow Art and Design skills (Clay, Shading, Painting (lines), Design- Clarice Cliff, Drawing for fun (Linked to RE- Making Easter cards using Clarice Cliff design & painting skills, with drawn cross)</p>	<p>Kapow- Human form (Lessons 1, 3, 4, 5. No skulls) cont in Summer 2, linked to sculpture & mixed media unit</p>	<p>-Observational drawing – linked to Science- of plants, seeds and bulbs</p> <p>Kapow- (cont Human form unit) Sculpture and mixed media. Blocked Art day on large scale multimedia work</p>

							based on Roy Lichtenstein.
Design Technology) Kapow			Kapow Food: Balanced diet- linked to Science/Geog	Kapow Structures: Baby Bear's chair – linked to Science materials work Kapow Mechanisms : Making a moving monster – linked to English Where the wild things are			Kapow Textiles: Pouches
Computing Purple Mash	<p><i>Unit 1.1: Online safety & Exploring Purple Mash</i></p> <p><i>Unit 1.9 Technology outside school (2weeks) Recap- as not taught in Y1</i></p> <p>Unit 2.6: Creating pictures (5 weeks)</p>	<p>Unit 2.2: Online safety (3 weeks)</p> <p>Unit 2.3: Spreadsheets (4 weeks) (crash course)</p>	<p>Unit 2.7: Making music (3 weeks)</p> <p>Unit 2.5: Effective searching (3 weeks)</p> <p><i>Safer Internet Day- 8th Feb 2022</i></p>	<p>Unit 2.4: Questioning (5 weeks) (Link to WR Statistics)</p>	<p>Unit 2.1: Coding (crash course) (and Introduction to algorithms with Bee Bots. Link to WR Position and direction) (5 weeks)</p>	<p>Unit 2.1: Coding (crash course) (cont- 5 weeks, including bee bot work</p> <p>Unit 2.8: presenting ideas (4 weeks)</p> <p>(additional focus on Online Safety from Education in a Connected World)</p>	
Geography Collins		Why does it matter where my food comes from? (linked loosely to Science Animals unit on healthy eating)		How does the geography of Kampong Ayer compare with the geography of where I live? (linked to Pattan's pumpkin PoR)		Why don't penguins need to fly? (linked to The Emperors egg PoR text)	
History Collins	Great explorers – Collins History unit (looks at a range of explorers but does include Neil Armstrong so linked to PoR Man on the Moon)		Sappho – Collins History unit		Charles – Collins History unit		
PSHE/ RSE	<p>Health and wellbeing</p> <p>Online safety link to Computing- Purple Mash</p>	<p>Health and wellbeing</p> <p>Online safety link to Computing- Purple Mash</p>	<p>Relationships</p> <p>Online safety link to Computing- Purple Mash</p>	Relationships	Living in the wider world	Living in the wider world	
RE	WTL 2.1 Chosen People	-Judaism (Shabbat) -WTL 2.2 Mysteries	WTL 2.3 The Good News	CS Opportunities - Lent	WTL 2.5 Eastertide WTL 2.6 The Church is Born	Hinduism (Puja) WTL 2.4 The Mass	

PE (dance, netball etc)		Endurance Run Ball Skills – Throwing and catching Dance – Traditional Dance Margate Hoy	Endurance Run Ball Skills - dribbling/passing/receiving using feet Gymnastics	Endurance Run Small sided football games 1v1, 2v2 Dance – Sea and Shore	Endurance Run Small sided throwing and catching games 3v1, 4v1 Gymnastics	Endurance Run Develop striking skills using bat and mini games Athletics - throwing/obstacle course/jumping/sprinting	Endurance Run Ball skills - Tennis Throwing and catching a ball over a net Athletics - throwing/obstacle course/jumping/sprinting
Music (from Charanga)		Hands, Feet, Heart South African music- Afropop	Ho, Ho, Ho Festivals & Christmas- rap and improvisation Nativity rehearsals	I wanna play in a band Rock	Zootime Reggae	Friendship song Pop song	Reflect, rewind and replay Classical
Science		Animals including humans -have offspring that grow into adults -find out & describe basic needs of animals to survive -importance for humans of exercise, eating right amounts of food & hygiene Living things & their habitats - identify and name a variety of plants and animals in their habitats, including microhabitats (mini project 2 to 4 mini-lessons) – link in seasonal change	Animals including humans -have offspring that grow into adults -find out & describe basic needs of animals to survive -importance for humans of exercise, eating right amounts of food & hygiene Plants -observe and describe how bulbs grow into mature plants (mini project 2 to 4 mini-lessons)	Use of everyday materials -identify & compare suitability of different materials for particular uses -find out how shapes of some materials can be changed by squashing, bending, twisting, stretching Living things & their habitats - identify and name a variety of plants and animals in their habitats, including microhabitats (mini project 2 to 4 mini-lessons) - link in seasonal change	Use of everyday materials -identify & compare suitability of different materials for particular uses -find out how shapes of some materials can be changed by squashing, bending, twisting, stretching Plants -observe and describe how bulbs grow into mature plants (mini project 2 to 4 mini-lessons)	Living things and their habitats -explore & compare differences between things that are living, dead, and never alive -habitats that are suitable & describe how habitats provide for basic needs of different animals & how they depend on each other -identify & name plants and animals in their habitats and microhabitats -food chains	Plants – incl Y1 missed objectives -observe & describe how seeds and bulbs grow -find out and describe what plants need to be healthy Seasonal Change – - missed content from Y1