

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>SPaG: Punctuation, coordinating conjunctions, plurals (s/es), compound words, homophones (Revisit Year 1)</p> <p>Spelling Year 1 CEWs</p> <p>Phonics: Revise all Phase 5 Wk1: ai ay a_e a ey ea j as g Wk 2: ee ea e_e ey e y w as wh Wk 3: igh ie i_e i y f as ss ph Wk 4: oa ow oe o_e o ur er ir Wk 5: OO ue ew u_e o oo u oul Wk 6: ow ou oi oy e ea a Wk 7: or aw au al ore ar as a c as ch</p>	<p>Divergent Drama visit- linked to History unit-2 weeks <i>Writing outcomes: Recount from personal experience</i></p> <p>Anna Hibiscus POR Building reading stamina- 4 weeks. <i>Writing outcomes: Stories from other cultures</i></p> <p>Poems to Perform POR – Poetry – 1 weeks <i>Writing outcomes: Poetry Poetry to perform</i></p> <p>SpaG: Homophones, Tense (simple past/present), Time connectives, Word classes (nouns, adjectives, verbs, adverbs), Conjunctions, suffixes ing ed er (no change root word spelling)</p> <p>Spelling Year 1 CEWs</p> <p>Phonics: Revise Phase 5 Wk 1: air ear are ere ch as tch s as c Wk 2: Phonics screening Wk 3 – 7 Revise all Phase 5 and begin No Nonsense Spelling (j as ge dge, s as c, n as kn gn)</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 (ing, ed, er, est, y) (drop e/ double consonant spell rule)</p> <p>Spelling Year 1/2 CEWs</p> <p>Phonics/Spelling: Revise all Phase 5 No Nonsense Spelling (igh sound as y, l sound as le, ee sound as ey, r sound as wr)</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: Homophones, Punctuation, sentence types, Word classes, conjunctions, Suffixes (y for i spell rule, including when adding es), Suffixes ful, less, ly, Tenses, Possessive apostrophe</p> <p>Spelling Year 1/2 CEWs</p> <p>Phonics/Spelling: Revise all Phase 5 No Nonsense Spelling (o as a after w/qu, sh as s tion)</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 (drop e, double consonant, y for i), Suffixes ment ness, Simple/Progressive tense</p> <p>Spelling Year 1/2 CEWs</p> <p>Phonics/Spelling: Revise all Phase 5 No Nonsense Spelling (l as el, or as a before l/ll or as ar after w er as or after w l as al)</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> 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>Spelling Year 1/2 CEWs</p> <p>Phonics/Spelling: Revise all Phase 5 No Nonsense Spelling (u sound as o l as il)</p>

Art (painting, collage etc) Kapow	Kapow- Formal elements of Art (5 lessons, including 3D colour drawings on Planets- link POR/History) <i>Computing link- Unit 2.6 creating pictures (Focus on Impressionism/ Pointillism/ Mondrian/ William Morris/ Surrealism)</i>	Kapow Art & Design skills Weaving- (Link to RE: making Christmas cards using weaving to create tree)		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)	Kapow- Human form (Lessons 1, 3, 4, 5. No skulls) cont in Summer 2, linked to sculpture & mixed media unit	- <i>Observational drawing – linked to Science- of plants, seeds and bulbs</i> Kapow- (cont Human form unit) Sculpture and mixed media. Blocked Art day on large scale multimedia work based on Roy Lichtenstein.
Design Technology (food, textiles, etc) Kapow		Kapow Food: Balanced diet- linked to Science/Geography/RSE	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	<i>Unit 1.1: Online safety & Exploring Purple Mash</i> <i>Unit 1.9 Technology outside school (2weeks) Recap- as not taught in Y1</i> Unit 2.6: Creating pictures (5 weeks)	Unit 2.2: Online safety (3 weeks) Unit 2.3: Spreadsheets (4 weeks) (crash course)	Unit 2.7: Making music (3 weeks) Unit 2.5: Effective searching (3 weeks) <i>Safer Internet Day- 8th Feb 2022</i>	Unit 2.4: Questioning (5 weeks) (Link to WR Statistics)	Unit 2.1: Coding (crash course) (and Introduction to algorithms with Bee Bots. Link to WR Position and direction) (5 weeks)	Unit 2.1: Coding (crash course) (cont- 5 weeks, including bee bot work Unit 2.8: presenting ideas (4 weeks) (additional focus on Online Safety from Education in a Connected World)
Geography Collins		Why does it matter where my food comes from? Focusing on why geographical features determine where food is grown (linked to Science Animals unit on healthy eating/ DT Balanced Diet/ RSE health)		How does the geography of Kampong Ayer compare with the geography of where I live? Geographical comparisons between UK/Non-European country (linked to Pattan’s pumpkin PoR text)		Why don’t penguins need to fly? Geographical features of Antarctica (linked to The Emperors egg PoR text)
History Collins	Great explorers – Collins History unit (looks at a range of explorers, including Neil Armstrong- linked to PoR Man on the Moon)		Sappho – Collins History unit (Pompeii and the Roman Empire)		Charles – Collins History unit (First World War and the use of animals within the war)	
PSHE/ RSE	Health & wellbeing / Relationships RSE TenTen Module 1: Created and loved by God. Unit 1 (Let the children come & 1.1 assessments), Unit 2 Session 1 (I am Unique & 1.2 baseline assessment) Unit 3 session 1 (feelings, likes and dislikes & 1.3 baseline assessment)	Health & wellbeing RSE TenTen Module 1: Create & loved by God. Unit 2 Session 2 (Girls & boys) Session 3/4 (clean & healthy & 1.2 end unit assessment. Unit 4 (The cycle of life & 1.4 assessments) RSE TenTen Module 3: Created to live in a community. Unit 1 Session 1 (Three in one & 3.1 baseline assessment)	Health & wellbeing/ Relationships/ Living in the wider world RSE TenTen Module 2: Created to love others Unit 3 session 1 (Being safe & unit 2.3 baseline assessment) Session 2 (Good secrets and bad secrets) Session 3 (Physical contact- 2 lessons)	Health & wellbeing/ Relationships RSE TenTen Module 1: Created and loved by God. Unit 3 Session 2 (feelings inside out) Session 3 (Super Susie gets angry & 1.3 end unit assessment) RSE TenTen Module 2: Created to love others Unit 1 (God loves you &	Health & wellbeing/ Relationships/ Living in the wider world RSE TenTen Module 2: Created to love others Unit 2 Session 2 (treat others well) Session 3 (And say sorry & 2.2 end unit assessment) Unit 3 Session 4 (Harmful substances) Session 5 (Can you help me?- 2 lessons) Unit 2.3 end assessment	Health and wellbeing/ Living in the wider world RSE TenTen Module 3: Created to live in a community. Unit 1 Session 2 (Who is my neighbour? & end 3.1 assessment) Unit 2 (The communities we live in & 3.2 assessments) Link to new class transition-change and mental health.

	Link to starting new class- rules and responsibilities	Link to remembrance day- loss and death Online safety link to Computing- Purple Mash	Shared responsibilities-/ Communities- looking after the environment (Link to POR text) PSHE association activities Online safety link to Computing- Purple Mash/ Safer Internet Day	2.1 assessments) Unit 2 session 1 (special people & 2.2 baseline assessment)	Shared responsibilities-/ Communities- looking after the environment (Walk to school week)	
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 Games: Fundamentals Unit 1 (running and changing direction. Ball skills- throwing, catching, striking, dribbling)(Cambridgeshire) Dance: Traditional Dance Margate Hoy (Suffolk)	Endurance Run Games: Fundamentals Unit 2 (running and changing direction. Ball skills- throwing, catching, striking, dribbling. Play small games) (Cambridgeshire) Dance: Traditional Dance Margate Hoy (Suffolk)	Endurance Run Games: Ball skills- dribbling/ passing. Small sided football games 1v1, 2v2 Gymnastics: Points of contact (agility, balance, coordination) (Cambridgeshire)	Endurance Run Games: Fundamentals Unit 3 (Striking with a bat, racket) (Cambridgeshire) Gymnastics: Ball, tall and wall (using apparatus) (Cambridgeshire)	Endurance Run Games: Tennis. Throwing, hitting and returning a ball over a net. Athletics: throwing/obstacle course/jumping/sprinting	Endurance Run Athletics: throwing/obstacle course/jumping/sprinting (Sports day) Dance: Magical friendships (Cambridgeshire) Link to POR/Geography- penguins.
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)	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)	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 -observe & describe how seeds and bulbs grow -find out and describe what plants need to be healthy