
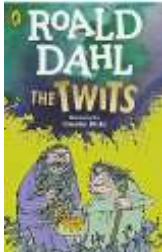
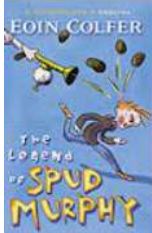








Year 2 Long Term Plan

Curriculum Drivers	World Citizens	Resilient Individuals		Respectful Communicators	Healthy Advocates	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	<p>Reading (VIPERS) TBC (RWI Comprehension or Texts using Vipers)</p> <p align="center">Class Reader</p>  <p align="center">Isadora Moon Goes to School.</p>	<p>Reading (VIPERS) Finn McCool Cave Girl The Great Fire of London Remembrance</p> <p align="center">Class Reader</p>  <p align="center">The Twits</p>	<p>Reading (VIPERS) The Monster Story Teller The Unusual Day Weather Patterns Fairy Tales</p> <p align="center">Class Reader</p>  <p align="center">The Legend of Spud Murphy</p>	<p>Reading (VIPERS) The Chocolate Monster Elvis the Squirrel Oceans Pirates</p> <p align="center">Class Reader</p>  <p align="center">Hotel Flamingo</p>	<p>Reading (VIPERS) The Dinosaurs Packed Lunch The Monster Crisp Guzzler Australia Growing Plants</p> <p align="center">Class Reader</p>  <p align="center">The Boy Who Grew Dragons</p>	<p>Reading (VIPERS) Aziza's Secret Door Cereal Superfan Explorers Fossils</p> <p align="center">Class Reader</p>  <p align="center">The Lion, The Witch and the Wardrobe</p>
Read Aloud Rhymes and Poetry	<p>Firework Poem By Jim Carter</p>		<p>Nut Tree by Julia Donaldson</p>		<p>Wind on the Hill by AA Milne</p>	
Writing and model texts	 <p>Stardust by Jeanne Willis (PSHRE)</p> <ul style="list-style-type: none"> Narrative  <p>If I were in Charge of the World (PSHRE)</p>	 <p>The Great Fire of London by Emma Adams (History)</p> <ul style="list-style-type: none"> Diary Entry 	 <p>George and the Dragon by Christopher Wormell</p> <ul style="list-style-type: none"> Narrative Legends British Values Citizenship 	 <p>The Crow's Tale by Naomi Howarth</p> <ul style="list-style-type: none"> Narrative Irish Myth 	 <p>Little Red Riding Hood by Lucy Rowland</p> <ul style="list-style-type: none"> Narrative Adventure  <p>Singapore by Dinobobi and the National Geographic</p>	 <p>Plants by DK</p> <ul style="list-style-type: none"> Non-fiction Information Text

	Free Verse				<ul style="list-style-type: none"> Non-fiction Non-chronological Report	
Grammar and Punctuation	 <p>Understand what the role of a noun, adjective, adverb and verb is within a sentence (inc. suffix use to change word group).</p> <p>Use expanded noun phrases to describe and specify</p>	 <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	 <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Subordination and co-ordination</p> <p>* Understand what is meant by a compound sentence and use them within writing (vocab)</p>	 <p>Use commas to separate items in lists</p> <p>Spell words with the contracted form</p>	 <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress</p>	 <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>
RWI Spellings	<p>Y2A Unit 1: The or sound spelt a before l and ll</p> <p>Y2A Unit 2: Soft c</p> <p>Special Focus 1 – Red Words</p> <p>Y2A Unit 3: Adding the suffix -y</p> <p>Y2A Unit 4: Adding the suffix -y</p> <p>Special Focus 2 – Homophones</p> <p>Y2A Unit 5: Adding the suffix -ly</p> <p>Practice Test 1 (Units 1-5)</p>	<p>Y2A Unit 6: The n sound spelt kn and gn</p> <p>Special Focus 3 – Red Words</p> <p>Y2A Unit 7: The igh sound spelt y</p> <p>Y2A Unit 8: Adding the suffix -ing (1)</p> <p>Special Focus 4 – Homophones</p> <p>Y2A Unit 9: Adding the suffix -ing</p> <p>Y2A Unit 10: The j sound</p> <p>Special Focus 5 – Contractions and Apostrophes</p> <p>Practice Test 2 – (Units 6-10)</p>	<p>Y2A Unit 11: The o sound spelt a after w and qu</p> <p>Y2A Unit 12: Adding the suffix -ed (1)</p> <p>Special Focus 6 - The u sound spelt o and the or sound spelt ar after w</p> <p>Y2A Unit 13: Adding the suffix -ed</p> <p>Y2A Unit 14: Adding the suffix -ed</p> <p>Special Focus 7 – Possessive Apostrophes</p> <p>Practice Test 3 – (Units 11-14)</p>	<p>Y2B Unit 1: The r sound spelt wr</p> <p>Y2B Unit 2: Adding the suffixes -er or -est</p> <p>Special Focus 1 – Red Words</p> <p>Y2B Unit 3: Adding the suffixes -er or -est (2)</p> <p>Y2B Unit 4: Adding the suffixes -er or -est (3)</p> <p>Special Focus 2 – Homophones</p> <p>Y2B Unit 5: The ee sound spelt ey</p> <p>Practice Test 4 – (Units 1-5)</p>	<p>Y2B Unit 6: Adding the suffix -ness</p> <p>Special Focus 3 - Words ending in -il and words where s makes the zh sound</p> <p>Y2B Unit 7: Adding the suffix -ness</p> <p>Y2B Unit 8: Words ending in -le</p> <p>Special Focus 4 – Homophones</p> <p>Y2B Unit 9: Words ending in -el</p> <p>Y2B Unit 10: Words ending in -al</p> <p>Special Focus 5 – The ir sound spelt or after w</p> <p>Practice Test 5 – (Units 6-10)</p>	<p>Y2B Unit 11: Adding the suffix -ful</p> <p>Y2B Unit 12: Adding the suffix -less</p> <p>Special focus 6- Contractions and apostrophes</p> <p>Y2B Unit 13: Adding the suffix -ment</p> <p>Y2B Unit 14: Words ending in -tion</p> <p>Y2B Unit 15: Adding the suffix -es</p> <p>Special focus 7- Possessive apostrophes</p> <p>Practice Test 6 – (Units 11-15)</p>
Maths	<u>Place Value</u> (4 Weeks) <u>Addition and subtraction</u>		<u>Money</u> (2 Weeks) <u>Multiplication & Division</u>		<u>Fractions</u> (3 Weeks) <u>Time</u>	

	(5 Weeks) <u>Shape</u> (3 Weeks)	(5 Weeks) <u>Length & Height</u> (2 Weeks) <u>Mass, Capacity & Temperature</u> (3 Weeks)	(3 Weeks) <u>Statistics</u> (2 Weeks) <u>Position & Direction</u> (2 Weeks) <u>Consolidation</u>	
Science	<p>Living things and their habitats</p> <p>Explore and compare the differences between things that are living, dead and things that have never been alive. Identify most living things live in habitats to which they are suited and describe how different habitats provide for basic needs of different kinds of animals and plants and how they depend on each other. Identify and name a variety of plants and animals in their habitat, including microhabitats. 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>Everyday Materials</p> <p>Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses.</p> <p>Explore how the shape of solid objects made from materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Animals including humans</p> <p>Understand that animals including humans have offspring, which grow into adults. Explore and describe the basic needs of animals including humans for survival. Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene</p>	<p>Plants</p> <p>Observe and describe how seeds and bulbs grow into mature plants. Find and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>
History		<p>Where and when the Great Fire of London started and what was London like at this time?</p> <p><u>Significant Event</u></p> <ul style="list-style-type: none"> - Timeline - 17th Century London compared with London today - Sequence of events in the Great Fire of London - Spread of fire - Sources of evidence - fire safety 	<p>Why were so many ships wrecked on the Cornish coast?</p> <p><u>Significant Places:</u></p> <p>Local link:</p> <ul style="list-style-type: none"> - Ships over history (Timeline) - The Lizard and Penwith peninsulas - Lighthouses – Lizard, Wolf Rock - Shipwreck Comparison HMS 'Anson' (Henry Trengrouse) & 	<p>What does it take to be a great explorer?</p> <p><u>Lives of significant individuals</u></p> <p>Significant People</p> <p>Amy Johnson</p> <p>Christopher Columbus & Captain Cook comparison</p> <p>Neil Armstrong</p>

				SS Torrey Canyon (Living memory) The measuring of longitude.		
Geography	<p><i>Why are some places hot and others cold?</i></p> <ul style="list-style-type: none"> - Name and identify the seven continents. - Locate the Artic and Antarctica on a map. Identify and describe the physical features of Antarctica and understand why it is called 'The White Continent'. - Locate some of the world's hot places: Sahara, Arabian, Gobi, Death Valley. Describe the pattern of locations of deserts. - What is the earth like at the equator compared to the poles and hot deserts? 		<p>Why does the Weather affect our lives?</p> <p><u>Weather, climate and seasonal weather patterns, extreme weather</u></p> <ul style="list-style-type: none"> - weather around the world – hot and cold climates - recap equator, north and south poles seasonal weather patterns in the uk - extreme weather - naming of storms 		<p>Is Australia an Island?</p> <p>Country comparison Continents, seas and oceans recap.</p> <p>Locate Australia and recap the seven continents by comparing sizes</p> <ul style="list-style-type: none"> - Locate physical geographical features of Australia - Use 8 compass directions to move from one location to another. <p>Which regions are similar to Cornwall?</p> <ul style="list-style-type: none"> - Compare the distribution of cities in Australia with those in Britain - Describe the location, climate zone and weather in Darwin and Hobart. - Southern / Northern hemisphere – Seasonal difference. 	
Art	<p><u>Explore and draw</u></p> <p>Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.</p>		<p><u>Simple printmaking</u></p> <p>Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.</p>		<p><u>Be An Architect</u></p> <p>Exploring architecture and creating architectural models.</p>	
DT		<p><u>Cooking and nutrition -a balanced diet</u></p> <p>Learn about the food groups (carbohydrates, proteins, fruits and vegetables, dairy, oils and spreads) to</p>		<p><u>Structures- Baby Bear's chair</u></p> <p>Explore stability and methods to strengthen structures, to understand Baby Bear's Chair weaknesses and develop an</p>		<p><u>Pouches-Textiles.</u></p> <p>Learn how to sew a running stitch ready to design, make and decorate a pouch using a template.</p>

		understand a balanced diet to develop a healthy wrap.		improved solution for him to use.		
Computing	<u>What is a computer?</u> (5 lessons) Exploring what a computer is by identifying how inputs and outputs work and how computers are used in the wider world to design their own computerised invention <u>Online safety Y2</u> (5 lessons) Learning: how to keep information safe and private online; who we should ask before sharing things online and how to give, or deny permission online.	<u>Algorithms and debugging</u> (5 lessons) Developing an understanding of; what algorithms are, how to program them and how they can be developed to be more efficient, introduction of loops. <u>Online safety Y2 lesson 2</u>	<u>Word processing</u> (5 lessons) Developing touch typing skills, learning keyboard shortcuts and simple editing tools. <u>Online safety Y2 lesson 3</u>	<u>Programming ScratchJr</u> (5 lessons) Exploring what 'blocks' do' by carrying out an informative cycle of predict > test > review. Programming a familiar story and make a musical instrument. <u>Online safety Y2 lesson 4</u>	<u>Stop Motion</u> (5 lessons) (Option 1: Using tablet devices), (Option 2: Devices with cameras) or (Option 3: Devices without cameras) Learning how to create simple animations from storyboarding creative ideas. <u>Online safety Y2 lesson 5</u>	<u>International Space Station</u> (5 lessons) Learning how data is collected, used and displayed and the scientific learning of the conditions needed for plants and humans, to survive.
Music	<u>I Wanna Play in a Band</u> Listen and Appraise the I Wanna Play In A Band a Rock songs (pulse, rhythm and pitch) games Listen and sing back with added vocal warm-ups Animated glocks and recorders playing easy and medium differentiated parts by ear Easy part - D and C Medium part - G, F and C		<u>Round And Round</u> Listen and Appraise the song Round And Round and other songs in other styles (pulse, rhythm and pitch) games Listen and sing back with added vocal warm-ups Animated glocks and recorders playing easy and medium differentiated parts by ear Easy part - C, D and F Medium part - D, E, F, G and A		<u>Your Imagination</u> Listen and Appraise the song Your Imagination and other songs about using your imagination: (pulse, rhythm and pitch) games Listen and sing back with added vocal warm-ups Animated glocks and recorders playing easy and medium differentiated parts by ear Easy part - G Medium part - C, G and E	
RE	Unit 1.6 Who is Muslim and how do they live? (PART 1)	What does it mean to belong to a faith community?	Who is Muslim and how do they live? (PART 2)	Who is Jewish and how do they live? (PART 1)	Who is Jewish and how do they live? (PART 2)	How should we care for the world and for others, and why does it matter?
PE	Gymnastics Direction & Pathways	Football	KS1 Games 4	Dance Celebrations	KS1 Net & Wall 1	KS1 Athletics 2
PSHE	<u>Screen Time Safety - Endpoint question</u> Why can too much screen time affect our health? <u>Feeling Sad</u>	<u>It's Ok to Not be Ok</u> What does it mean when you say you feel okay? <u>Medicine and Drugs</u> - Why should we never swallow anything that we are unsure about?	<u>My Private Body</u> What is an early warning sign? Who can touch your private parts? What must you do if someone asks you to keep a secret that makes you feel bad?	<u>Desert Island</u> Which things are most important if you're stranded on a desert island? <u>Environment</u> What can we do about pollution?	<u>Cyber safety</u> Are the 'friends' you might speak to online always 'real' friends? <u>Fire safety</u> What do 'preventing fires' and 'preventing injury' mean?	<u>Personal Goal setting</u> How can personal goal setting help you? <u>Protecting Our Planet</u> What happens to Earth when it gets warmer? <u>Adapting to change</u>

	<p>What is the difference between sadness and depression?</p> <p><u>Happiness</u> How might you look and feel if you are happy?</p> <p><u>Positive Friendships</u>- What can you do to help someone who is lonely?</p>	<p><u>Understanding Peer Pressure</u> What can you do if you feel pressure from someone online origin person?</p> <p><u>Relaxation</u> Why is it important that you relax?</p>	<p><u>Respecting All Families</u> -Why should we respect all family differences?</p> <p><u>Dealing with Loss</u> What helps with the pain of losing someone?</p> <p><u>Fight or Flight</u> How might you recognise the fight or flight feeling?</p>	<p><u>Navigation</u> How can you use the night sky for navigation?</p>	<p><u>Forest Survival</u> Why is it always important to go with someone when you explore?</p> <p><u>The Art of Failure</u>-</p>	<p>How do you feel when change happens?</p>
Experiences				<i>Visit - Maritime Museum Falmouth</i>		