

YEAR 2 Long Term Plan



Whitestone Infant School

	Autumn	Spring	Summer
YEAR 2 English	<ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly; learning new ways of spelling phonemes for which one or more WRITING writing narratives about personal experiences and those of others (real and fictional); writing about real events; writing poetry; writing for different purposes. planning or saying out loud what they are going to write about; writing down ideas and / or key words, including new vocabulary; encapsulating what they want to say, sentence by sentence evaluating their writing with the teacher and other pupils; re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form; proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]; Read aloud what they have written with appropriate intonation to make the meaning clear. <p>GRAMMAR</p> <ul style="list-style-type: none"> Subordination (using when, if, that, because) and co-ordination (using or, and, but). Expanded noun phrases for description and specification (e.g., the blue butterfly, plain flour, the man in the moon). 	<ul style="list-style-type: none"> learning the possessive apostrophe (singular) [for example, the girl's book]; distinguish between homophones and near- homophones. Subordination (using when, if, that, because) and co-ordination (using or, and, but). Expanded noun phrases for description and specification (e.g., the blue butterfly, plain flour, the man in the moon). How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Use and understand the grammatical terminology in English Appendix 2 in discussing their writing: noun, noun phrase statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [e.g., the girl's name]. form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly. earning to spell common exception words spellings are already known, and learn some words with each spelling, including a few common homophones; learning to spell more words with contracted forms; Formation of adjectives using suffixes such as –ful, –less. Use of the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs. Use and understand the grammatical terminology in English Appendix 2 in discussing their writing: noun, noun phrase statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters WRITING writing narratives about personal experiences and those of others (real and fictional); writing about real events; writing poetry;

YEAR 2 Long Term Plan



Whitestone Infant School

	<ul style="list-style-type: none"> How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Correct choice and consistent use of present tense and past tense throughout writing.). Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. Use and understand the grammatical terminology in English Appendix 2 in discussing their writing: <ul style="list-style-type: none"> noun, noun phrase statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); apostrophe, comma. Handwriting: <ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> WRITING writing narratives about personal experiences and those of others (real and fictional); writing about real events; writing poetry; writing for different purposes. planning or saying out loud what they are going to write about; writing down ideas and / or key words, including new vocabulary; encapsulating what they want to say, sentence by sentence evaluating their writing with the teacher and other pupils; re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form; proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]; Read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> writing for different purposes. planning or saying out loud what they are going to write about; writing down ideas and / or key words, including new vocabulary; encapsulating what they want to say, sentence by sentence evaluating their writing with the teacher and other pupils; re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form; proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]; Read aloud what they have written with appropriate intonation to make the meaning clear. Formation of nouns using suffixes such as -ness, -er and by compounding (e.g., whiteboard, superman) <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g., she is drumming, he was shouting)</p>
Reading	<ul style="list-style-type: none"> Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently; Discussing the sequence of events in books and how items of information are related; Becoming increasingly familiar with and re-telling a wider range of stories, fairy stories and traditional tales; 		



	<ul style="list-style-type: none"> • Being introduced to non-fiction books that are structured in different ways; • <i>Recognising simple recurring literary language in stories and poetry;</i> • <i>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary;</i> • <i>Discussing their favourite words and phrases;</i> • <i>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</i> • <i>Drawing on what they already know or on background information and vocabulary provided by the teacher;</i> • Checking that the text makes sense to them as they read and correcting inaccurate reading; • <i>Making inferences on the basis of what is being said and done;</i> • Answering and asking questions; • Predicting what might happen on the basis of what has been read so far. • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. • <i>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</i> 		
Year 2 Mathematics	<p>Read numbers in numerals up to 100</p> <p>Write numbers in numerals up to 100</p> <p>Partition a two-digit number into tens and ones to demonstrate an understanding of place value, (may use structured resources to support)</p> <p>Count in twos from 0</p> <p>Count in twos from 0 to solve problems</p> <p>Count in fives from 0</p> <p>Count in fives from 0 to solve problems</p> <p>Count in tens from 0</p> <p>Count in tens from 0 to solve problems</p> <p>Add two-digit numbers and ones, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. 23 + 5)</p> <p>Add two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. 46 + 20)</p> <p>Subtract two-digit numbers and ones, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. 16 – 5)</p> <p>Subtract two-digit numbers and tens, where no regrouping is required, explaining their method</p>	<p>Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus</p> <p>Recall multiplication facts for 2</p> <p>Recall division facts for 2</p> <p>Recall multiplication facts for 5</p> <p>Recall division facts for 5</p> <p>Recall multiplication facts for 10</p> <p>Recall division facts for 10</p> <p>Use multiplication and division facts of 2, 5, and 10 to solve simple problems, demonstrating an understanding of commutativity as necessary</p> <p>Add any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35)</p> <p>Subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 72 – 17)</p> <p>recall all number bonds to and within 10</p> <p>Use bonds to and within 10 to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 – 3 = 4, then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14)</p>	<p>Revision and consolidation of all concepts and operations taught during the autumn and spring term</p> <p>Plus -</p> <p>Count in steps of 3s</p> <p>Use mathematical vocabulary to describe position, direction and movement in a straight line and as rotation as a turn-right angles for quarter, half and three-quarter turns clockwise and anticlockwise.</p>



	<p>verbally, in pictures or using apparatus (e.g. 88 – 30)</p> <p>recall at least four of the six number bonds for 10</p> <p>Reason about associated facts of number bonds for 10 (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$)</p> <p>Know the value of different coins</p> <p>Name some common 2-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles).</p> <p>Name some common 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. cuboids, cubes, pyramids and spheres).</p> <p><i>Identify 2-D shapes on the surface of 3-D shapes [e.g., a circle on a cylinder and a triangle on a pyramid].</i></p> <p>Revise o'clock, half past, $\frac{1}{4}$ past and to.</p>	<p>Identify $\frac{1}{2}$ of a number</p> <p>Identify $\frac{1}{4}$ of a number</p> <p>Identify $\frac{2}{4}$ of a number</p> <p>Identify $\frac{3}{4}$ of a number</p> <p>Identify $\frac{1}{3}$ of a number</p> <p>Identify $\frac{1}{2}$ of a shape</p> <p>Identify $\frac{1}{4}$ of a shape</p> <p>Identify $\frac{2}{4}$ of a shape</p> <p>Identify $\frac{3}{4}$ of a shape</p> <p>Identify $\frac{1}{3}$ of a shape</p> <p>Know that all parts must be equal parts of a whole</p> <p>Use different coins to make the same amount</p> <p>Read scales in divisions of ones, twos, fives and tens (The scale can be in the form of a number line, a practical situation or a graph axis)</p> <p>Read the time on a clock to the nearest 15 minutes:</p> <p>o'clock</p> <p>half past</p> <p>quarter past</p> <p>quarter to</p> <p>Name and describe properties of 2-D shapes, including number of sides, vertices, edges, lines of symmetry.</p> <p>Name and describe properties of 3-D shapes, including number of vertices, edges, faces</p>	
YEAR 2 Science	<p><u>Animals including humans-</u></p> <ul style="list-style-type: none"> notice that animals including humans have offspring that grow into adults. find out about and describe the basic needs of animals including humans to survive (water, food and air). Learn about rabbits, owls. <p>Non-statutory guidance:</p> <p>Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils</p>	<p><u>Uses of everyday materials</u></p> <ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning. 	<p><u>Plants</u></p> <p>Find out, through experimentation that plants need water, light and a suitable temperature to grow and stay healthy and describe what they observe.</p> <p>Identify and name a variety of plants</p> <p>Describe how plants they are suited to different habitats</p> <ul style="list-style-type: none"> Make refined/detailed observations made though use of equipment (microscopes, magnifying glasses etc) Describe observations using scientific language. Describe observations in relation to the context.



	<p>to recognise growth; they should not be expected to understand how reproduction occurs.</p> <p>Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.</p> <p><u>Living things and their habitats-</u></p> <ul style="list-style-type: none"> Describe how different habitats provide for the 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 habitats, including microhabitats Describe how animals get their food from plants and other animals. Learn about food chains. Use simple food chains to describe relationships of living things. Identify and name different sources of food. Learn about Owls. Make a micro-habitat. Explore what nocturnal animals are. Learn about an owl's habitat and explore an owl's lifecycle. explore and compare the differences between things that are living, dead, and things that have never been alive. 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. identify and name a variety of plants and animals in their habitats, including micro-habitats. describe how animals find their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	<ul style="list-style-type: none"> INVESTIGATION - Melting point of chocolate – materials that can affect the melting point of chocolate Make refined/detailed observations made though use of equipment (microscopes, magnifying glasses etc) Describe observations using scientific language. Describe observations in relation to the context. Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning Selects the most appropriate measurement and equipment. Uses a variety of standard units of measurement. Uses scientific vocabulary to aid measurement. Begin to refine ideas – only changing one factor. Recognise that there may be different ways to answer a questions. Create own charts and tables. Make clearly labelled diagrams using scientific vocabulary Using research to inform discussion and decision making Confidently considering known occurrences when making a prediction (hypothesis) Explain reasons for making their prediction. <p>Non-statutory guidance: Pupils should identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass). They should think about the</p>	<ul style="list-style-type: none"> Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning. <p>INVESTIGATION – conditions to grow a seed</p> <ul style="list-style-type: none"> Make refined/detailed observations made though use of equipment (microscopes, magnifying glasses etc) Describe observations using scientific language. Describe observations in relation to the context. Confidently considering known occurrences when making a prediction (hypothesis) Explain reasons for making their prediction. Suggest how to improve experiments. Identify if it was effective and link to scientific knowledge. Identify what they have learnt from the investigation <p>Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning</p> <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow and mature into plants. find out and describe how plants need water, light and temperature to stay healthy <p>Non-statutory guidance: Pupils should use the local environment throughout the year to observe how different plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants.</p> <p>Note: Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them.</p> <p>Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at</p>
--	--	---	--



	<p>Non-statutory guidance: Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest.</p> <p>Pupils might work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions for example: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. They could construct a simple food chain that includes humans (e.g. grass, cow, human). They could describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there.</p>	<p>properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials. Pupils might find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam.</p> <p><u>Living things and their habitats-humans</u></p> <ul style="list-style-type: none"> • learn about the Arctic habitat • learn about the cacao bean • describe how animals find their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. • <u>Animals including humans</u> • Learn about Arctic animals • Notice that animals including humans have offspring that grow into adults. • Find out about and describe the basic needs of animals including humans to survive (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • Begin to ask questions with relevance to a topic. • Increasingly asking about unknown phenomena. 	<p>different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.</p> <p>Pupils might work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.</p> <p><u>Uses of everyday materials</u></p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
YEAR 2 D & T	<p><u>Design</u></p> <ul style="list-style-type: none"> • A pop Christmas card • Draw their design and annotate with materials. <p><u>Make</u></p> <ul style="list-style-type: none"> • Use simple pop ups. 	<p><u>Design</u></p> <p>Design a chocolate bar linked to work on Charlie and the chocolate factory</p> <p><u>Make</u></p> <p>Chocolate bar – linked to science and materials – melting and moulding chocolate</p>	<ul style="list-style-type: none"> • <u>Design</u> • A Drawbridge- using axles and leavers • Tudor house • <u>Make</u> • A draw bridge • Tudor house

YEAR 2 Long Term Plan



Whitestone Infant School

	<ul style="list-style-type: none"> • Use fabric, sequins, stiffing, buttons, beads, scissors, ribbon, needles and thread and cold glue gun. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> • Explore bought tree decorations, how they are stitched, the materials used, their shapes and how they are decorated. • Compare their finished models to their design and judge against the given criteria. <p><u>FOOD – baking Christmas cakes</u></p> <p><u>Baking skills</u></p> <ul style="list-style-type: none"> • Sieving e.g. flour • Cutting fat into flour • Cracking an egg • Beating an egg • Rubbing fat into flour • Adding liquid to flour • Mixing - all in one cake ingredients • Scraping out of a bowl with a spatula • Dividing mixture into tins • Kneading • Shaping e.g. bread rolls • Cutting out rolled pastry • Glazing e.g brushing with egg/milk • Measure and weigh food items using spoons, cups etc. • Measure and weigh using electronic scales. • Assemble or cook ingredients with support. • Using measuring spoons and cups • Using a jug to measure liquid • Using balance scales • Using digital scales with support <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> • Joining fabric with thread. • Embellishing running stitch with whipping stitch. 	<p>- Sewing – Mother's day flower</p> <p><u>Evaluate</u></p> <p>Taste/texture of chocolate</p> <p><u>Technical knowledge</u></p> <p><u>FOOD- making sandwiches</u></p> <ul style="list-style-type: none"> • Group familiar food products. • Talk about healthy foods and show an understanding of a varied diet and unhealthy foods. • Begin to explore the food pyramid. • Cut, peel, grate and chop a range of ingredients. • Bridge knife technique – soft foods e.g strawberries • Claw knife technique – soft foods e.g cucumber • Claw knife technique – harder foods e.g. apple • Snipping herbs in a jug with scissors • Peeling soft vegetables • Grating soft foods 	<ul style="list-style-type: none"> • Use cardboard, card board tubes, paper, plastic bottles, egg boxes, masking tape, and scissors. • Use pastels and paper for detail. • Join different materials competently e.g. glue, tape. • Cut strips of wood/dowel using hacksaw and bench hook (with supervision). • Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels • Investigate strengthening materials (folding, bending, rolling paper etc) • Measure and mark out (to the nearest centimetre) on to paper/fabric. • Create products using levers, wheels and winding mechanisms. • Continue to explore the uses of hinges and card linkages when model making and product designing. • <p><u>Evaluate</u></p> <ul style="list-style-type: none"> • Explore vehicles and build on Year 1 knowledge of axles. • Compare their finished model against their design giving reasons for changes. • Testing their vehicle ensuring it can carry the marvelous medicine. <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> • Strengthening joins using card triangles and using these to attach the axle. • Creating a chassis from wood. Join materials using masking tape, strengthening joins by cutting materials to create larger surface areas. • Strengthening joins using card triangles and using these to attach the axle. • Creating a chassis from wood.
--	---	--	---



	<ul style="list-style-type: none"> Using a cold glue gun. 		
<p>YEAR 2 Art & Design</p>	<p>Artist focus: Charlie Mackesy Outcomes: colour mixing - create a woodland scene. Painting Work on different scales and select thick and thin brushes appropriately. Name primary colours and secondary colours. Mix secondary colours. Create colour wheels. Add white to colours to make tints. Printing Explore overlaying of rubbings. Collage Collect, sort and arrange materials for a purpose. Create own collages and/or group collages. Mix paper and other materials with textures and appearances. Create images from a variety of media including textured paper. Drawing Use pencils, pastels, charcoal in their drawings. Show patterns and textures in their drawings by adding lines and dots Investigate tone by drawing light/dark lines, light/dark patterns and light/dark shapes. Explore shape</p>	<p>Artist focus: Frieda Kharlo Quentin Blake Pointallist Piet Mondrian William Morris in computing Outcome: Create a medicine bottle using clay and draw bottles. Create a portrait of themselves showing an expression. Drawing Use pencils, pastels, charcoal in their drawings. Show patterns and textures in their drawings by adding lines and dots Investigate tone by drawing light/dark lines, light/dark patterns and light/dark shapes. Explore shape Painting Work on different scales and select thick and thin brushes appropriately. Name primary colours and secondary colours. Mix secondary colours. Add white and black to colours to make tints and hints Textiles- mother's day cards Continue to change and modify threads and fabrics by knotting, fraying, pulling threads, twisting, plaiting. Use glue and running stitch to join fabrics. Apply decorations (beads, feathers, and buttons) by sewing. Sculpture Make a clay pot or tile. Explore carving clay. Experiment with recycled, natural and manmade materials to make structures. Use 2D shapes to crate 3D form. Outcome: to create a calendar using 2Paint Computing skills in art Pointallist Piet Mondrian William Morris in computing</p>	<p>Artist focus: Anthony James (Creaturama) Outcome: Create 2D and 3D representations of dragons. Drawing Use pencils, pastels, charcoal in their drawings. Show patterns and textures in their drawings by adding lines and dots Investigate tone by drawing light/dark lines, light/dark patterns and light/dark shapes. Explore shape Printing Father's day Explore overlaying of rubbings.- cards/ dragon scales Create own pads or printing blocks. Use printers to add to artwork which has been created using a different medium. Use own printing pads or printing blocks to make multiple prints. Sculpture Experiment with recycled, natural and manmade materials to make structures. Use 2D shapes to crate 3D form.</p>

YEAR 2 Long Term Plan



Whitestone Infant School

		<p>Use simple graphics package to draw representations of objects, animals and people, changing the size of the brushes in response to their ideas.</p> <p>Use the erase, shape and fill tools on a graphics package.</p> <p>Explore different painting techniques using a paint program.</p> <p>Record visual information using a digital camera.</p> <p>Explore how to manipulate images digitally.</p> <p>Use digital movie software.</p>	
YEAR 2 History	<ul style="list-style-type: none"> Study and compare the life and work of Beatrix Potter Recount the main events from a significant event in history (giving some interesting details.) Recount changes in my own life over time. 	<ul style="list-style-type: none"> Study and compare the lives and work of Roald Dahl, Florence Nightingale and Mary Seacole and their impact on both national and international nursing. Understand and use the words past and present when telling others about an event. Use words and 	<ul style="list-style-type: none"> The Great Fire of London. Compare fire-fighting in 1666 with today, visit from fire fighters. Samuel Pyeps Castles and knights Exploring the structure and features of a castle and the purposes of each. Researching the role of the knight Understand and use the words past and present



		<p>phrases such as: recently, when my parents/carers were children, decades, and centuries.</p> <ul style="list-style-type: none"> • Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. • Use time lines to place an event or a significant person. • Understand and use the words past and present when telling others about an event. • Use words and phrases such as: 	<p>when telling others about an event.</p> <ul style="list-style-type: none"> • Use words and phrases such as: recently, when my parents/carers were children, decades, and centuries. • Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. • Use time lines to place an event or a significant person. • Understand and use the words past and present when telling others about an event. • Use words and phrases
--	--	--	--



		<p>recently, when my parents/car ers were children, decades, and centuries.</p> <ul style="list-style-type: none">• Recount the main events from a significant event in history (giving some interesting details.)• Look at evidence to give and explain reasons why people in the past may have acted in the way they did.• Use information found out about the past to describe the differences between then and now.	<p>such as: recently, when my parents/car ers were children, decades, and centuries.</p> <ul style="list-style-type: none">• Recount the main events from a significant event in history (giving some interesting details.)• Look at evidence to give and explain reasons why people in the past may have acted in the way they did.• Use information found out about the past to describe the differences between then and now.• Describe objects, people or
--	--	---	--



		<ul style="list-style-type: none"> Describe objects, people or events (From the time of) ... (significant person or event) Tell stories about the past using story writing skills. Draw labelled diagrams and write about them to tell others about people, objects or events from the past. <p><u>Vocabulary</u> Crimean War, peninsular, nurse, hospital, Russia, Turkey, Empire, France, Sardinia, Sevastopol, Charge of the Light Brigade, medicine, healthy diet.</p> <ul style="list-style-type: none"> Changes beyond living memory. Where appropriate, these should be used to reveal 	<p>events (From the time of) ... (significant person or event)</p> <ul style="list-style-type: none"> Tell stories about the past using story writing skills. Draw labelled diagrams and write about them to tell others about people, objects or events from the past. <p><u>Vocabulary</u> city, market town, town, medieval, town walls, river, firebreak, artefacts, diaries, paintings, fire hook, squirter, chain, gunpowder, plague</p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally significant historical events, people and places in their own locality. <p>Castle, draw bridge arrow slits, portcullis, moat, bailey, keep Knight, squire, joust, armour, battle, sword, shield</p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally significant historical events, people and places in their own locality
--	--	--	--



		<p>aspects of change in national life</p> <ul style="list-style-type: none"> • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods • Significant historical events, people and places in their own locality. 	
YEAR 2 Geography	<p><u>Geographical skills and field work</u></p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions and locational and directional language to describe the location of features and routes on a map 	<p>Name and locate the world's seven continents and five oceans</p> <p>♣ Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography</p> <ul style="list-style-type: none"> • Comparing and contrasting weather in localities. 	<p>Linking to History and work on Great Fire of London Where do names come from? Compare Whitestone with Chetwynd.</p> <p><u>Vocabulary</u></p> <p>county, town, city, factory, office, shop, river, port, school</p> <p><u>Locational knowledge-revision</u></p> <ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

YEAR 2 Long Term Plan



Whitestone Infant School

	<ul style="list-style-type: none"> • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. • Local study of school and its grounds. Link to Computing and maths for directions. Revision of continents, countries, city etc. in relation to where Nuneaton is and its place in the UK. Where owls live, why don't they live everywhere? • Making plans and maps and symbols. • Understand, compare and contrast localities. • -Recognise human and physical geographical similarities and differences in their immediate environment and a contrasting environment. • Find and discuss where they're going on a map, using known routes. • -To use a world map to follow transportation routes. • <i>Name the seven continents of the world and find them in an atlas/on a map or globe in relation to the United Kingdom.</i> • <i>-Name the five world's oceans and find them in an atlas/on a map or globe in relation to the United Kingdom.</i> • <i>-Point out where the equator is.</i> • <i>-Discuss which places are hot and cold based on their position- compare and contrast to Australia</i> • Investigate their local surroundings globally. 	<ul style="list-style-type: none"> • -Understand that different countries have different climates. • -Identify the location of hot and cold areas in relation to the Equator and the North and South Poles. • -Describe and compare some physical and human features of their own locality and a contrasting locality. <ul style="list-style-type: none"> - Use a key to identify physical features on a map. • -Describe the key features of a place, using words like, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • -Describe some human features of their own locality • To understand how humans can affect an environment.- look at the arctic and the amazon • Use directional language near, far, left and right as well as the four points of a compass to describe location of features and routes on a map- • Use a given map to follow a route to find a final destination. -Draw maps of real or imaginary - Mary Seacole's journey ♣ Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles ♣ Use basic geographical vocabulary to refer to: ♣ Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <p><u>Vocabulary</u> town, season, city, village, north, south, east, west, left, right, compass, map, plan, key, ocean, continent</p> <p><u>Locational knowledge-/Place knowledge/ Human and physical geography</u></p>	<ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p><u>Place knowledge</u> <u>Human and physical geography</u></p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key physical and human features <p><u>Geographical skills and field work- Medieval London – linked to GFL</u></p> <ul style="list-style-type: none"> • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple compass directions and locational and directional language to describe the location of features and routes on a map • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
--	---	---	---

YEAR 2 Long Term Plan



Whitestone Infant School

	<ul style="list-style-type: none"> -Find out about a locality by using different sources of evidence. -Ask, respond and investigate relevant Geographical questions about a locality using different resources such as books, stories, maps, pictures/photos and internet as sources of information. -Make appropriate observations about why things happen -Collect data using observations and record it <p><u>Vocabulary</u> town, season, city, village, north, south, east, west, left, right, compass, map, plan, key</p> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key physical features and key human features • 	<ul style="list-style-type: none"> - compare and contrast localities – England to Norway and Arctic circle - England to Cocoa plantations of Brazil and West coast of Africa - England- Crimea - England – Caribbean – Mary Seacole <p><u>Geographical skills and field work</u></p> <ul style="list-style-type: none"> - Google Earth for maps and locations - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	
YEAR 2 Computing	<ul style="list-style-type: none"> • Online safety • Explain why I need to keep my password and personal information private • Describe the things that happen online and understand that an adult must be told • Talk about why I should go online for a short amount of time • Know that not everyone is who they say they are on the internet • Know where to go for help when there is a concern about something that has been seen online • Coding Effective searching • Give instructions to a friend (forward, backward, turn) and physically follow their instructions • Tell a friend or an adult the order that I need to do the actions in to make something happen and talk about this as an algorithm • Programme a robot or software to do a particular task using precise instructions 	<ul style="list-style-type: none"> • Creating pictures • Making music • Spread sheets • Talk about the different ways technology is used to collect information including a camera or sound recorder • Make and save a chart or graph using the data I collect <p>Talk about the data that is shown in the graph</p>	<ul style="list-style-type: none"> • Presenting ideas (2 lessons) • Questioning – (5 lessons) • Use technology to organise and present ideas in different ways • Use the keyboard on the device to add, delete, and space text for others to read including capital letters • Save and open files on devices • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Tell you why I use technology in the classroom • Tell you why I use technology in my home • Identify benefits of using technology including finding information creating and communicating • Use search technologies to find a piece of information

YEAR 2 Long Term Plan



Whitestone Infant School

	<ul style="list-style-type: none"> Look at an algorithm and tell a friend or an adult what will happen Watch a programme execute and spot where it goes wrong so that it can be debugged Understand how algorithms are implemented as programs on digital devices 		
YEAR 2 Music	<p>Recorder Lessons</p> <p>Christmas Concert at Church</p> <p>Continue to join in with singing</p> <p>Sing a melody accurately at a clear pitch</p> <p>Sing songs expressively to an audience</p> <p>Sing songs in parts or rounds</p> <p>Continue to use instruments with care and control</p> <p>Continue to explore different sounds</p> <p>Perform simple patterns and rhythms keeping a steady pulse clapping and on instruments</p> <p>Increase or decrease the volume or tempo of instruments as they play</p> <p>Read and respond to rhythm using stick notation</p> <p>Continue to name some classroom instruments</p>	<p>Recorder Lessons</p> <p>Music appreciation – Brazilian music</p> <p>Mothers Day Song</p> <p>Continue to join in with singing</p> <p>Sing a melody accurately at a clear pitch</p> <p>Sing songs expressively to an audience</p> <p>Sing songs in parts or rounds</p> <p>Continue to use instruments with care and control</p> <p>Continue to explore different sounds</p> <p>Perform simple patterns and rhythms keeping a steady pulse clapping and on instruments</p> <p>Increase or decrease the volume or tempo of instruments as they play</p> <p>Read and respond to rhythm using stick notation</p> <p>Continue to name some classroom instruments</p> <p>Find the beat of the music they are listening to</p> <p>Talk about the music that they listen to – tempo / volume / instruments</p> <p>Respond to change in pitch or tempo</p> <p>Compare two pieces of music</p>	<p>Recorder Lessons</p> <p>London's Burning</p> <p>Leavers Performance</p> <p>Continue to join in with singing</p> <p>Sing a melody accurately at a clear pitch</p> <p>Sing songs expressively to an audience</p> <p>Sing songs in parts or rounds</p> <p>Continue to use instruments with care and control</p> <p>Continue to explore different sounds</p> <p>Perform simple patterns and rhythms keeping a steady pulse clapping and on instruments</p> <p>Increase or decrease the volume or tempo of instruments as they play</p> <p>Read and respond to rhythm using stick notation</p> <p>Continue to name some classroom instruments</p> <p>Choose sounds to create an effect</p> <p>Create a musical sequence taking into account speed, volume and bear</p> <p>Choose symbols to represent sounds</p> <p>Write down patterns using stick notation</p>
YEAR 2 PE	<p>PE Hub Run, Jump, Throw Unit 2</p> <ul style="list-style-type: none"> Travel with a ball in different ways, with or without equipment. Send and receive a ball in different ways. Send a ball accurately to a partner or a point over a distance of 5m. Work as part of a team to complete a task or play a game. Describe simple tactics in small game situations. <p>PE Hub Dance Unit 2</p> <ul style="list-style-type: none"> perform dances using simple movement patterns. 	<p>PE Hub Gymnastics Unit 2</p> <p>PE Hub Gymnastics Unit 2 & Extend with apparatus lessons</p> <ul style="list-style-type: none"> Perform different types of rolls Perform a sequence of moves to create a gymnastics routine. Say when I have performed a gymnastics action well, showing control. To perform a sequence of moves to create a gymnastics routine. Say when I have performed a gymnastics action well, showing control. 	<p>PE Hub Send & Receive Unit 2</p> <p>PE Hub Attack, Defend, Shoot- Unit 2</p> <ul style="list-style-type: none"> Travel with a ball in different ways, with or without equipment. Send and receive a ball in different ways. Send a ball accurately to a partner or a point over a distance of 5m. Work as part of a team to complete a task or play a game. Describe simple tactics in small game situations. Travel with a ball in different ways (with or without equipment).

YEAR 2 Long Term Plan



Whitestone Infant School

					<ul style="list-style-type: none">• Send and receive a ball (with or without equipment) in different ways.• Send a ball accurately to a partner or a point, over a distance of 5m.• Work as part of a team to complete a task or play a game.• Describe simple tactics in small game situations.• Run quickly over short distances.• Continue running over longer distances.• Keep a record of my own personal bests.• Keep a record of my own personal bests.• Skip confidently and begin to skip forwards and backwards. <ul style="list-style-type: none">• Sports Day• Practise Leaver's concert Elevating Athletics Team Games Gymnasitcs •	
YEAR 2 PSHE & Citizenship	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
	Relationships Friendship; feeling lonely; managing arguments	Relationships Behaviour; bullying; words and actions; respect for others	Living in the wider world People and jobs; money; role of the internet	Health and wellbeing Keeping safe; recognising risk; rules	Health and wellbeing Being healthy: eating, drinking, playing and sleeping	Health and wellbeing Feelings; mood; times of change; loss and bereavement; growing up
	<ul style="list-style-type: none">• Talk about my family and how we spend time together. Interests• Talk about roles in families and in the wider community. (Gender roles/discuss what do you want to be when you grow up?)		<ul style="list-style-type: none">• Know how to use the internet safely.• Know not share private information.• Know how to use appropriate language and be respectful to others.• Know who to talk to if worried about the internet.		<ul style="list-style-type: none">• Understand how to keep our bodies healthy and safe. Exercise/play, sun safety, sleep etc• Know who can look after ourselves, and others. Safe choices and decisions.• Understand, road safety/ bicycle, water safety, being safe by train tracks etc	

YEAR 2 Long Term Plan



Whitestone Infant School

	<ul style="list-style-type: none"> • Understand that families have difference, similarities and know how to talk about these respectfully. • How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help and advice. • Recognise characteristics of a good friend. Including mutual respect, caring, forgiving, kind, and sharing interests. • Know that a healthy relationship is positive and welcoming and does not make others feel lonely or excluded. • Know how to manage arguments and what bullying is, to know how to seek help or advice. • Understand what manners are and when to use them. • Understand that it is important to respect others even when they are different in character, personality or background. • Talk about self-respect and know that their body is private and how to recognise and report feeling unsafe • 	<ul style="list-style-type: none"> • Recognise and talk about their emotions. (network hand) Understand there are appropriate ways to deal with them. • Know what they enjoy doing, interests and hobbies. • Understand that things are good for our body and mind, being outside, exercising, playing games with family and friends following hobbies and interests. • Know who they can talk to about their feelings, worries or how they control their emotions. • Know what can be done when we are stuck or do not understand how to do something. • Talk about resilience and how we can show this. What do we do to help ourselves? • 	<ul style="list-style-type: none"> • Know what medicine is and how to use it safely. • Know what to do to get help. To know how to make a clear and effective emergency call. • Know what a healthy diet is and that my body needs water. • Know what a healthy dinner is. • Understand why we need to eat a healthy diet. • Know there are things we should not eat/drink.
YEAR 2 RE	<p>Key Question 1.3 Who is Jewish and what do they believe?</p> <p>1.8 How should we care for others and the world and why does it matter?</p> <ul style="list-style-type: none"> • 1.6 Sukkot, Christmas 	<p>Key Question 1.4 What can we learn from sacred books?</p> <p>1.8 How should we care for others and the world and why does it matter?</p> <ul style="list-style-type: none"> • 1.6 Shabbat, Easter, Passover 	<p>Key Question 1.2 Who is a Muslim and what do they believe?</p> <p>1.6 Ramadan Eid-ul fitr</p>