

BWJPS  
Year 2 Long Term Plan 2019-20

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	Taught through topic and whole texts.					
<b>Writing</b>  Expectation to: Plan, draft, edit, redraft & publish  Persuade, Inform, Entertain	P - Leaflet 'Fun in the sun'  I - Fact file Grace Darling (H)  E - Postcard to lighthouse keeper  E - Seaside acrostic poem	P- Speech to persuade people that Edith Cavell was a hero (H)  I -Non- chronological report – How humans develop (S)  I -Recount – Trip to war memorial (H)	P – Newsflash - Speech from the wolf about his true character  I – Letter to the Wolf  E – Diary about the Great Fire (H)	P – Instructions on how to build a house  I – Recount of art project day (A)  E – Fairy tale with an alternative ending	P – Letter to Headteacher to ask for SATs party  I – Fact file about giraffes (G/S)  E – character description Atir	P - Monologue from Zeraffa to the Pasha to send her home  I – Newspaper article on the journey of Zeraffa  E – retell story as Atir  E- Recount school trip
<b>Reading</b>	The Lighthouse Keeper's lunch – Rhonda Armitage  Olga da Polga – Michael Bond  Begu – Alexis Deacon  Whole class guided reading – VIPERS		The three little wolves and the big bad pig - Eugenios Trivizas  Out and About (A first book of poems) – Shirley Hughes  The Story of the Great Fire of London – Jill Atkins  Whole class guided reading – VIPERS		Zeraffa Giraffa - Dianne Hofmeyr  Anna Habiscus - Atinuke  Whole class guided reading - VIPERS	
<b>Spelling, punctuation &amp; grammar (SPAG)</b>  Word structure Sentence structure Text structure Punctuation	Year 1 & 2 word lists and associated spellings  Formation of nouns using suffixes Add detail with adjectives Adverbs to add detail  Subordination and co-ordination Statement, question, exclamation, command  Consistent use of tense  Progressive verbs  Capital letters, full stops, question marks		Year 1 & 2 word lists and associated spellings  Adjectives using suffixes Use precise nouns Generalisers to inform  Expanded noun phrases Add adjectives and adverbs to sentences Subordinating conjunctions  Progressive verbs (present and future tenses)  Commas to separate items in a list Apostrophes for contractions		Year 1 & 2 word lists and associated spellings  Suffixes to compare adjectives and adverbs Similes with like Introduce alliteration  Range of sentence starters Power of three to describe Introduce a relative clause as an embedded clause  Apostrophes for possession	

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<b>Maths</b>	<p><u>White Rose Maths – Autumn term</u></p> <p>Number – place value (3 weeks)</p> <p>Number – addition, subtraction (5 weeks)</p> <p>Measurement – money (2 weeks)</p> <p>Number – Multiplication and division (2 weeks)</p>		<p><u>White Rose Maths – Spring term</u></p> <p>Number – Multiplication and division (2 weeks)</p> <p>Statistics (2 weeks)</p> <p>Geometry – Properties of shape (3 weeks)</p> <p>Number – Fractions (3 weeks)</p> <p>Measurement – Length and height (1 week)</p> <p>Scales – 2,5,10</p> <p>Consolidation /SATS revision</p>		<p><u>White Rose Maths – Summer term</u></p> <p>Consolidation/SATS revision</p> <p>Geometry – position and direction (3 weeks)</p> <p>Problem solving and efficient methods (2 weeks)</p> <p>Measurement time (2 weeks)</p> <p>Measurement – Mass, capacity, temperature (3 weeks)</p> <p>Investigations (2 weeks)</p>	
<b>Science</b>	<p>Plants</p> <p>Can they describe what plants need to survive?</p> <ul style="list-style-type: none"> <li>•Can they observe and describe how seeds and bulbs grow into mature plants?</li> <li>•Can they find out &amp; describe how plants need water, light and a suitable temperature to grow and stay healthy?</li> </ul>	<p>Animals, including humans (Non- chronological report – How humans develop)</p> <p>Can they describe what animals need to survive?</p> <ul style="list-style-type: none"> <li>•Can they explain that animals grow and reproduce?</li> <li>•Can they explain why animals have offspring which grow into adults?</li> <li>•Can they describe the life cycle of some living things? (e.g. egg, chick, chicken)</li> <li>•Can they explain the basic needs of animals, including humans for survival? (water, food, air)</li> <li>•Can they describe why exercise, balanced diet and hygiene are important for humans?</li> </ul>	<p>Living things and their habitats</p> <ul style="list-style-type: none"> <li>•Can they match certain living things to the habitats they are found in?</li> <li>•Can they explain the differences between living and non-living things?</li> <li>•Can they describe some of the life processes common to plants and animals, including humans?</li> <li>•Can they decide whether something is living, dead or non-living?</li> <li>•Can they describe how a habitat provides for the basic needs of things living there?</li> <li>•Can they describe a range of different habitats?</li> <li>•Can they describe how plants and animals are suited to their habitat?</li> </ul>	<p>Uses of everyday materials</p> <p>Can they describe the simple physical properties of a variety of everyday materials?</p> <ul style="list-style-type: none"> <li>•Can they compare and group together a variety of materials based on their simple physical properties?</li> </ul> <p>Can they explore how the shapes of solid objects can be changed? (squashing, bending, twisting, stretching)</p> <ul style="list-style-type: none"> <li>•Can they find out about people who developed useful new materials? (John Dunlop, Charles Macintosh, John McAdam)</li> <li>•Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses?</li> <li>•Can they explain how things move on different surfaces?</li> </ul>		

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	<p>Observing closely</p> <ul style="list-style-type: none"> <li>•Can they use &lt;see, touch, smell, hear or taste&gt; to help them answer questions?</li> <li>•Can they use some scientific words to describe what they have seen and measured?</li> <li>•Can they compare several things?</li> </ul>	<p>Performing Tests</p> <ul style="list-style-type: none"> <li>•Can they carry out a simple fair test?</li> <li>•Can they explain why it might not be fair to compare two things?</li> <li>•Can they say whether things happened as they expected?</li> <li>•Can they suggest how to find things out?</li> <li>•Can they use prompts to find things out?</li> </ul>	<p>Identifying and Classifying</p> <ul style="list-style-type: none"> <li>•Can they organise things into groups?</li> <li>•Can they find simple patterns (or associations)?</li> <li>•Can they identify animals and plants by a specific criteria, eg, lay eggs or not; have feathers or not?</li> </ul>	<p>Recording findings</p> <ul style="list-style-type: none"> <li>•Can they use &lt;text, diagrams, pictures, charts, tables&gt; to record their observations?</li> <li>•Can they measure using &lt;simple equipment&gt;?</li> </ul>		
<p><b>Computing</b></p> <p>Continual reinforcement of e-safety</p>	<p><b>Text and Multimedia in ICT/ Sound</b></p> <ul style="list-style-type: none"> <li>• <b>Presentation skills</b></li> </ul> <p>Can they experiment with text, pictures and animation to make a simple slideshow? Can they word process a piece of text? Can they insert/delete a word using the mouse and arrow keys? Can they highlight text to change its format (B, U, I)? Can they record sounds into software and playback? Can they insert pre-recorded sounds into a presentation? Can they capture still and moving images?</p>	<p><b>Sound in ICT</b></p> <p>Making Music</p>	<p><b>Digital Photography</b></p> <ul style="list-style-type: none"> <li>• <b>Computer Art</b></li> </ul> <p>Can they use the shape tools to draw?</p>	<p><b>e-communication</b></p> <ul style="list-style-type: none"> <li>• <b>Email</b></li> </ul> <p><b>Can they send and reply to messages sent by a safe email partner (within school)?</b></p>	<p><b>Searching and sorting information</b></p> <ul style="list-style-type: none"> <li>• <b>Using the Internet</b></li> </ul> <p><b>Can they find information on a website?</b> <b>Can they click links in a website?</b> <b>Can they print a web page to use as a resource?</b></p>	<p><b>Understanding Instructions and making things happen</b></p> <ul style="list-style-type: none"> <li>• <b>Programming Turtle Logo and Scratch</b></li> </ul> <p>Can they predict the outcomes of a set of instructions? Can they use right angle turns? Can they use repeat commands? Can they test and amend a set of instructions? Can they write a simple program and test it? Can they predict what the outcome of a simple program will be?</p>
<p><b>History</b></p>	<p><b>War and Remembrance</b> (Speech Edith Cavell Visit to War memorial)</p>		<p><b>The Great Fire of London</b> (including significant individual Samuel Pepys) (Dairy of Great Fire of London)</p>	<p><b>Kings and Queens</b></p>	<p><b>Nurturing Nurses</b></p>	
	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>▪ Can they use words and phrases like: before I was born, when I was younger?</li> <li>▪ Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?</li> <li>▪ Can they use the words 'past' and 'present' accurately?</li> </ul>					

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	<ul style="list-style-type: none"> <li>▪ Can they use a range of appropriate words and phrases to describe the past?</li> <li>▪ Can they sequence a set of events in chronological order and give reasons for their order?</li> </ul> <p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>▪ Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later?</li> <li>▪ Can they explain how their local area was different in the past?</li> <li>▪ Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started?</li> <li>▪ Can they give examples of things that are different in their life from that of their grandparents when they were young?</li> <li>▪ Can they explain why Britain has a special history by naming some famous events and some famous people?</li> <li>▪ Can they explain what is meant by a parliament?</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>▪ Can they find out something about the past by talking to an older person?</li> <li>▪ Can they answer questions by using a specific source, such as an information book?</li> <li>▪ Can they research the life of a famous Briton from the past using different resources to help them?</li> <li>▪ Can they research about a famous event that happens in Britain and why it has been happening for some time?</li> <li>▪ Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?</li> </ul>		
Geography	<b>Beside the Seaside</b>	<b>Magical Mapping</b>	<b>Sensational Safari</b> (Giraffe Fact file)
	<p><b>Geographical enquiry</b></p> <ul style="list-style-type: none"> <li>▪ Can they label a diagram or photograph using some geographical words?</li> <li>▪ Can they find out about a locality by using different sources of evidence?</li> <li>▪ Can they find out about a locality by asking some relevant questions to someone else?</li> <li>▪ Can they say what they like and don't like about their locality and another locality like the seaside?</li> </ul> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>▪ Can they describe some physical features of their own locality?</li> <li>▪ Can they explain what makes a locality special?</li> <li>▪ Can they describe some places which are not near the school?</li> <li>▪ Can they describe a place outside Europe using geographical words?</li> <li>▪ Can they describe some of the features associated with an island?</li> <li>▪ Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley?</li> </ul> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>▪ Can they describe some human features of their own locality, such as the jobs people do?</li> <li>▪ Can they explain how the jobs people do may be different in different parts of the world?</li> <li>▪ Do they think that people ever spoil the area? How?</li> <li>▪ Do they think that people try to make the area better? How?</li> <li>▪ Can they explain what facilities a town or village might need?</li> </ul> <p><b>Geographical Knowledge</b></p> <ul style="list-style-type: none"> <li>▪ Can they name the continents of the world and find them in an atlas?</li> </ul>		

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	<ul style="list-style-type: none"> <li>Can they name the world's oceans and find them in an atlas?</li> <li>Can they name the major cities of England, Wales, Scotland and Ireland?</li> <li>Can they find where they live on a map of the UK?</li> </ul>				
<b>Art</b>	Colour chaos	Nature sculpture (Recount of Art day)	African art including the life and work of Martin Bulinya		
	<p>Drawing</p> <p>Can they use three different grades of pencil in their drawing (4B, 8B, HB)?</p> <ul style="list-style-type: none"> <li>Can they use charcoal, pencil and pastels?</li> <li>Can they create different tones using light and dark?</li> <li>Can they show patterns and texture in their drawings?</li> <li>Can they use a viewfinder to focus on a specific part of an artefact before drawing it?</li> </ul> <p>3D textiles</p> <p>Can they make a clay pot?</p> <ul style="list-style-type: none"> <li>Can they join two finger pots together?</li> <li>Can they add line and shape to their work?</li> <li>Can they join fabric using glue?</li> <li>Can they sew fabrics together?</li> <li>Can they create part</li> </ul>	<p>Painting</p> <ul style="list-style-type: none"> <li>Can they mix paint to create all the secondary colours?</li> <li>Can they mix and match colours, predict outcomes?</li> <li>Can they mix their own brown?</li> <li>Can they make tints by adding white?</li> <li>Can they make tones by adding black?</li> </ul> <p>collage</p> <p>Can they create individual and group collages?</p> <ul style="list-style-type: none"> <li>Can they use different kinds of materials on their collage and explain why they have chosen them?</li> <li>Can they use repeated patterns in their collage?</li> </ul>	<p>Printing</p> <ul style="list-style-type: none"> <li>Can they create a print using pressing, rolling, rubbing and stamping?</li> <li>Can they create a print like a designer?</li> </ul> <p>Use of IT</p> <p>Can they create a picture independently?</p> <ul style="list-style-type: none"> <li>Can they use simple IT mark-making tools, e.g. brush and pen tools?</li> <li>Can they edit their own work?</li> <li>Can they take different photographs of themselves displaying different moods?</li> <li>Can they change their photographic images on a computer?</li> </ul>	<p>Sketch books</p> <ul style="list-style-type: none"> <li>Can they begin to demonstrate their ideas through photographs and in their sketch books?</li> <li>Can they set out their ideas, using 'annotation' in their sketch books?</li> <li>Do they keep notes in their sketch books as to how they have changed their work?</li> </ul> <p>Knowledge</p> <p>Can they link colours to natural and man-made objects?</p> <ul style="list-style-type: none"> <li>Can they say how other artist/craft maker/designer have used colour, pattern and shape?</li> <li>Can they create a piece of work in response to another artist's work?</li> </ul>	
<b>D&amp;T</b>	Design and make bathing machines (puppets)	Fabric Bunting	Dips and dippers		
	<p>Developing, planning and communicating ideas</p> <ul style="list-style-type: none"> <li>Can they think of ideas and plan what to do next?</li> <li>Can they choose the best tools and materials? Can they give a reason why these are best?</li> <li>Can they describe their design by using pictures, diagrams, models and words?</li> </ul>	<p>Working with tools, equipment, materials and components to make quality products</p> <ul style="list-style-type: none"> <li>Can they join things (materials/ components) together in different ways?</li> </ul>	<p>Evaluating processes and products</p> <ul style="list-style-type: none"> <li>Can they explain what went well with their work?</li> <li>If they did it again, can they explain what they would improve?</li> </ul>		
Breadth of study	<p>Cooking and nutrition</p> <ul style="list-style-type: none"> <li>Can they describe the properties of the ingredients they are using?</li> <li>Can they explain what it means to be hygienic?</li> <li>Are they hygienic in the kitchen?</li> </ul>	<p>Textiles</p> <ul style="list-style-type: none"> <li>Can they measure textile?</li> <li>Can they join textiles together to make something?</li> <li>Can they cut textiles?</li> </ul>	<p>Mechanisms</p> <ul style="list-style-type: none"> <li>Can they join materials together as part of a moving product?</li> <li>Can they add some kind of design to their product?</li> </ul>	<p>Use of materials</p> <ul style="list-style-type: none"> <li>Can they measure materials to use in a model or structure?</li> <li>Can they join material in different ways?</li> <li>Can they use joining, folding or</li> </ul>	<p>Construction</p> <ul style="list-style-type: none"> <li>Can they make sensible choices as to which material to use for their constructions?</li> <li>Can they develop their own ideas from initial starting points?</li> <li>Can they incorporate some type of</li> </ul>

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	•Can they explain why they chose a certain textile?		rolling to make it stronger?		movement into models? •Can they consider how to improve their construction?	
PE – coach taught lessons	<ul style="list-style-type: none"> <li>Fundamental movements</li> <li>Understanding space</li> </ul>	<ul style="list-style-type: none"> <li>Agility Balance Co-ordination</li> <li>Throwing and catching</li> <li>Rolling and receiving</li> </ul>	<ul style="list-style-type: none"> <li>Agility Balance Co-ordination</li> <li>Kicking and receiving</li> <li>Striking and receiving</li> </ul>	<ul style="list-style-type: none"> <li>Agility Balance Co-ordination</li> <li>Throwing and catching</li> <li>Bouncing and receiving</li> </ul>	<ul style="list-style-type: none"> <li>Agility Balance Co-ordination</li> <li>Striking receiving catching</li> </ul>	<ul style="list-style-type: none"> <li>Agility Balance Co-ordination</li> <li>Running, landing and jumping</li> </ul>
PE – whole school	<b>The daily mile</b>					
Music (Please also see Mr Mark's lesson plans)	Recorders	Chanukah concert Recorders	Recorders Music Evening	Recorders	African Music	Siddur presentation
	<b>Performing</b> <ul style="list-style-type: none"> <li>•Do they sing and follow the melody (tune)?</li> <li>•Do they sing accurately at a given pitch?</li> <li>•Can they perform simple patterns and accompaniments keeping a steady pulse?</li> <li>•Can they perform with others?</li> <li>•Can they play simple rhythmic patterns on an instrument?</li> <li>•Can they sing/clap a pulse increasing or decreasing in tempo?</li> </ul>		<b>Composing (incl. notation)</b> <ul style="list-style-type: none"> <li>•Can they order sounds to create a beginning, middle and end?</li> <li>•Can they create music in response to &lt;different starting points&gt;?</li> <li>•Can they choose sounds which create an effect?</li> <li>•Can they use symbols to represent sounds?</li> <li>•Can they make connections between notations and musical sounds?</li> </ul>		<b>Appraising</b> <ul style="list-style-type: none"> <li>•Can they improve their own work?</li> <li>•Can they listen out for particular things when listening to music?</li> </ul>	
PSHE, RSE & SMSC	<b>Keeping/Staying Healthy</b> <ul style="list-style-type: none"> <li>• Healthy eating</li> <li>• Brushing teeth</li> </ul> <b>Keeping/Staying Safe</b> <ul style="list-style-type: none"> <li>• Leaning out of windows</li> </ul>	<b>Keeping/Staying Safe</b> <ul style="list-style-type: none"> <li>• Road Safety</li> </ul> <b>Relationships</b> <ul style="list-style-type: none"> <li>• Bullying</li> <li>• Friendship</li> </ul>	<b>Computer Safety</b> <ul style="list-style-type: none"> <li>• Online bullying</li> <li>• Image sharing</li> </ul>	<b>Being Responsible</b> <ul style="list-style-type: none"> <li>• Water spillage</li> </ul> <b>Money Matters</b>	<b>Feelings and Emotions</b> <ul style="list-style-type: none"> <li>• Anger</li> </ul> <b>Respectful Relationships</b> <ul style="list-style-type: none"> <li>• Importance of</li> </ul>	<b>Hazard Watch</b> <ul style="list-style-type: none"> <li>• Is it safe to eat or drink?</li> </ul>

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	<ul style="list-style-type: none"> <li>• Body language</li> </ul> <p><b>Families and People Who Care for Me</b></p> <ul style="list-style-type: none"> <li>• Respecting differences between types of families.</li> </ul>			self respect	
<p>Black history month – October</p> <p>World Mental Health Day</p>	<p>Anti – bullying week - November</p> <p>Children in Need – November</p> <p>Road Safety -November</p>	British Values day		<ul style="list-style-type: none"> <li>• E-safety focus</li> </ul>	<ul style="list-style-type: none"> <li>• Wimbledon – June</li> <li>• European Cup -June/July</li> </ul>
<p><b>Study of Worldwide and local events will also take place, in the most part these will be child lead and relevant to the season- these will vary depending on the children’s interests and current affairs.</b></p>					