

BWJPS  
Year 2 Even Long Term Plan (2022-2023)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Taught through topics and whole texts					
<p>Writing Expectation to: Plan, draft, edit, redraft &amp; publish.</p> <p>Aut - Picture books/books from other cultures Sp – Traditional tales Sum - Fantasy</p>	<p>E – Sentence Building E – Character description (Giant Teddy Robber)</p>	<p>I – Instructions (How to make a spell for a creature) E - Rhyming Poem (Gunpowder plot) E – Re-tell narrative (Room on the Broom)</p>	<p>P – Poster (Wanted Goldilocks poster) E – Dialogue between characters (link to traditional tales) E – Poetry (Riddles)</p>	<p>I – Recount (possibly link to tree planting day) E – Traditional tale with a twist (different ending)</p>	<p>E – Diamante Poem I – Non-chronological report E – Diary of a fantasy character</p>	<p>P – Persuasive letter to Mrs Kobak E – Own linear story (fantasy genre)</p>
Reading	<p>Gunpowder Plot Story Teddy Robber Room on the Broom Whole Class Guided Reading – Vipers Bug Club</p>		<p>Little Red Riding Hood Jack and the Beanstalk Goldilocks and the Three Bears Whole Class Guided Reading – Vipers Bug Club</p>		<p>How to Find Gold Pirates love underpants <i>The Pirates who lived Next Door</i> Whole Class Guided Reading – Vipers Bug Club</p>	
Spelling, Punctuation and Grammar (SPAG).	<p>What starts a sentence. CL for names and places. Punctuation for statements, exclamations</p>	<p>Punctuation for commands and questions. Nouns, verbs. Effective adjectives. How do words fit to make a sentence.</p>	<p>Identify noun, adjective and verb. What is a noun? Co-ordinating and subordinating conjunctions.</p>	<p>Prefixes (un, anti) Suffix (ness, er) Suffix (ful, less) Suffix ( er, est, ing) Past tense Present tense</p>	<p>Identify past and present tense Past and present tense continuous verbs. Was or were When/why do we use conjunctions</p>	<p>Commas in a list Contractions Simple and compound sentences Consolidation</p>
Maths	<ul style="list-style-type: none"> <li>Place Value</li> <li>Addition and Subtraction</li> <li>Shape (Geometry)</li> </ul>		<ul style="list-style-type: none"> <li>Money</li> <li>Multiplication and Division</li> <li>Length and Height</li> <li>Mass, capacity and temperature</li> </ul>		<ul style="list-style-type: none"> <li>Fractions</li> <li>Time</li> <li>Statistics</li> <li>Position and Direction</li> <li>Consolidation</li> </ul>	
Science	<p>Seasons Poem about seasons.</p> <ul style="list-style-type: none"> <li>Can they observe changes across the four seasons?</li> <li>Can they name the four seasons in order?</li> <li>Can they observe and describe</li> </ul>		<p>Animals including humans Fact-file about an animal.</p>		<p>Plants Instructions about growing a plant.</p> <ul style="list-style-type: none"> <li>Can they name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant?</li> <li>•Can they identify and name a range of</li> </ul>	<p>Everyday materials Biography about a Scientist</p>

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	<p>weather associated with the seasons?</p> <ul style="list-style-type: none"> <li>• Can they observe and describe how day length varies?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they point out some of the differences between different animals?</li> <li>•Can they sort photographs of living things and non-living things?</li> <li>•Can they identify and name a variety of common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates)</li> <li>•Can they describe how an animal is suited to its environment?</li> <li>•Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they name the parts of the human body that they can see?</li> <li>•Can they draw &amp; label basic parts of the human body?</li> <li>•Can they identify the main parts of the human body and link them to their senses?</li> <li>•Can they name the parts of an animal's body?</li> <li>•Can they name a range of domestic animals?</li> <li>•Can they classify animals by what they eat? (carnivore, herbivore, omnivore)</li> <li>•Can they compare the bodies of different animals?</li> </ul>	<p>common plants and trees?</p> <ul style="list-style-type: none"> <li>•Can they recognise deciduous and evergreen trees?</li> <li>•Can they name the trunk, branches and root of a tree?</li> <li>•Can they describe the parts of a plant (roots, stem, leaves, flowers)?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they distinguish between an object and the material from which it is made?</li> <li>• Can they describe materials using their senses?</li> <li>• Can they describe materials using their senses, using specific scientific words?</li> <li>• Can they explain what material objects are made from?</li> <li>• Can they explain why a material might be useful for a specific job?</li> <li>• Can they name some different everyday materials? e.g. wood, plastic, metal, water and rock</li> <li>• Can they sort materials into group by a given criteria?</li> <li>• Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching?</li> </ul>
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**Working Scientifically**

<b>Observing closely</b>	<b>Performing Tests</b>	<b>Identifying and Classifying</b>	<b>Recording findings</b>
<ul style="list-style-type: none"> <li>•Can they talk about what they &lt;see, touch, smell, hear or taste&gt;?</li> <li>•Can they use simple equipment to help them make observations?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they perform a simple test?</li> <li>•Can they tell other people about what they have done?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they identify and classify things they observe?</li> <li>•Can they think of some questions to ask?</li> <li>•Can they answer some scientific questions?</li> <li>•Can they give a simple reason for their answers?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they show their work using pictures, labels and captions?</li> <li>•Can they record their findings using standard units?</li> <li>•Can they put some information in a chart or table?</li> </ul>

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•Can they explain what they have found out?

<p>Computing <b>Year 1 &amp; 2</b></p>	<p><b>Text and Multimedia in ICT/Sounds</b></p> <ul style="list-style-type: none"> <li>• <b>Word processing skills</b> <ul style="list-style-type: none"> <li>➤ Can they word process ideas using a keyboard?</li> <li>➤ Can they use the spacebar, back space, enter, shift and arrow keys?</li> </ul> </li> <li>• <b>Presentation skills</b> <ul style="list-style-type: none"> <li>➤ Can they record a sound and play it back?</li> <li>➤ Can they record pupils' voices as a voice over?</li> <li>➤ Can they capture images with a camera?</li> <li>➤ Can they print out a photograph from a camera with help?</li> </ul> </li> </ul>	<p><b>Understanding Instructions and making things happen</b></p> <ul style="list-style-type: none"> <li>• <b>Programing Toys</b> <ul style="list-style-type: none"> <li>➤ Can they create a simple series of instructions – left and right?</li> <li>➤ Can they record their routes?</li> <li>➤ Do they understand forwards, backwards, up and down?</li> <li>➤ Can they put two instructions together to control a programmable toy?</li> <li>➤ Can they begin to plan and test a Bee-bot journey?</li> </ul> </li> </ul>	<p><b>Digital Photography</b></p> <ul style="list-style-type: none"> <li>• <b>Painting</b> <ul style="list-style-type: none"> <li>➤ To use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul> </li> <li>• <b>Computer Art</b> <ul style="list-style-type: none"> <li>➤ Can they use the shape tools to draw?</li> </ul> </li> </ul>	<p><b>e-communication</b></p> <ul style="list-style-type: none"> <li>• <b>Email</b> <ul style="list-style-type: none"> <li>➤ Do they recognise what an email address looks like?</li> <li>➤ Have they joined in sending a class email?</li> <li>➤ Can they use the @ key and type and email address?</li> <li>➤ Can they print out a page from the internet?</li> <li>➤ Can they send and reply to messages sent by a safe email partner (within school)?</li> </ul> </li> </ul>	<p><b>Searching and sorting information</b></p> <ul style="list-style-type: none"> <li>• <b>Using the Internet</b> <ul style="list-style-type: none"> <li>➤ Can they find information on a website?</li> <li>➤ Can they click links in a website?</li> <li>➤ Can they print a web page to use as a resource?</li> </ul> </li> </ul>	<p><b>Understanding Instructions and making things happen</b></p> <ul style="list-style-type: none"> <li>➤ <b>Programming with Scratch Jr</b> <ul style="list-style-type: none"> <li>➤ Can they create a simple series of instructions – left and right?</li> <li>➤ Can they record their routes?</li> <li>➤ Do they understand forwards, backwards, up and down?</li> </ul> </li> </ul>
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History	<p><b><u>Toys Old and New (Autumn 1)</u></b> Persuasive piece about your favourite toy.</p> <p><b><u>Gunpowder Plot (Autumn 2)</u></b> Diary (English) Fact-file</p>	<p><b><u>Great Explorers</u></b> Including <b>Matthew Henson &amp; Neil Armstrong</b> Diary of an explorer. Biography of an explorer.</p>	<p><b><u>Travel and Transport</u></b>  Biography of George Stephenson and Trains.</p>				
<p><b>Chronological understanding</b> • Can they put up to three objects in chronological order (recent history)? Can they use words and phrases like old, new and a long time ago? Can they tell me about things that happened when they were little? Can they recognise that a story that is read to them may have happened a long time ago? Do they know that some objects belonged to the past? Can they retell a familiar story set in the past? Can they explain how they have changed since they were born?</p> <p><b>Knowledge and interpretation</b>• Do they appreciate that some famous people have helped our lives be better today? Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? Can they begin to identify the main differences between old and new objects? Can they identify objects from the past, such as vinyl records?</p> <p><b>Historical enquiry:</b> Can they ask and answer questions about old and new objects? Can they spot old and new things in a picture? Can they answer questions using an artefact/ photograph provided? Can they give a plausible explanation about what an object was used for in the past?</p>							
Geography	<p><b><u>Wonderful Weather</u></b> Weather Report</p>	<p><b><u>Our School</u></b> Instruction about how to get from home to school</p>	<p><b><u>Our Country</u></b> Leaflet about country/London</p>				
<p><b>Geographical Enquiry</b> → Can they say what they like about their locality? Can they sort things they like and don't like? Can they answer some questions using different resources, such as books, the internet and atlases? Can they think of a few relevant questions to ask about a locality? Can they answer questions about the weather? Can they keep a weather chart?</p> <p><b>Physical Geography</b> -Can they tell someone their address? Can they explain the main features of a hot and cold place? Can they describe a locality using words and pictures? Can they explain how the weather changes with each season? Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'?</p> <p><b>Human Geography</b> -Can they begin to explain why they would wear different clothes at different times of the year? Can they tell something about the people who live in hot and cold places? Can they explain what they might wear if they lived in a very hot or a very cold place?</p> <p><b>Geographical Knowledge</b>- Can they identify the four countries making up the United Kingdom? Can they name some of the main towns and cities in the United Kingdom? Can they point out where the equator, north pole and south pole are on a globe or atlas?</p>							
Art & Design technology	<p>Self Portraits (including Swiss born German artist Paul Klee)</p>	<p>Joan Miro (Spanish artist) (mixed media including printing and collage)</p>	<p>Pop Art (including Andy Warhol American artist and digital art)</p>				
<p align="center"><b><u>Art</u></b></p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><b><u>Drawing</u></b></p> <ul style="list-style-type: none"> <li>Experiment and begin to control the marks made with a range of media such as: crayons, pastels, chalk, felt tips, pen and chalk.</li> <li>Draw on different surfaces and experiment with layering media.</li> <li>Draw for a sustained period of time and communicate something about themselves through their artwork.</li> <li>Begin to explore and experiment with line, shape, pattern and colour.</li> <li>Explore different drawing techniques such as hatching, scribbling and blending.</li> </ul> </td> <td style="vertical-align: top;"> <p><b><u>Painting</u></b></p> <ul style="list-style-type: none"> <li>Experiment with different media using a range of tools e.g. different brush sizes, hands, rollers and pads.</li> <li>Begin to show control over the types of marks made.</li> <li>Work on a range of surfaces, scales and with different media.</li> <li>Mix secondary colours and shades using different types of paint.</li> <li>Begin to reproduce the colours of different objects.</li> </ul> </td> <td style="vertical-align: top;"> <p><b><u>3D Sculpture</u></b></p> <ul style="list-style-type: none"> <li>Use and explore a variety of tools, materials and techniques.</li> <li>Experiment with a range of materials such as recycled, natural and malleable to make models and structures.</li> <li>Continue to explore the use of shape and form.</li> <li>Apply simple decoration techniques introducing patterns.</li> </ul> </td> <td style="vertical-align: top;"> <p><b><u>Responding to art</u></b></p> <ul style="list-style-type: none"> <li>Describe some of the art and design techniques they have used in their work and can see in the work of others e.g. drawing, painting and sculpting.</li> <li>Talk about what they like about their own work and that of others.</li> <li>Begin to discuss anything they would do differently next time.</li> </ul> </td> </tr> </table>				<p><b><u>Drawing</u></b></p> <ul style="list-style-type: none"> <li>Experiment and begin to control the marks made with a range of media such as: crayons, pastels, chalk, felt tips, pen and chalk.</li> <li>Draw on different surfaces and experiment with layering media.</li> <li>Draw for a sustained period of time and communicate something about themselves through their artwork.</li> <li>Begin to explore and experiment with line, shape, pattern and colour.</li> <li>Explore different drawing techniques such as hatching, scribbling and blending.</li> </ul>	<p><b><u>Painting</u></b></p> <ul style="list-style-type: none"> <li>Experiment with different media using a range of tools e.g. different brush sizes, hands, rollers and pads.</li> <li>Begin to show control over the types of marks made.</li> <li>Work on a range of surfaces, scales and with different media.</li> <li>Mix secondary colours and shades using different types of paint.</li> <li>Begin to reproduce the colours of different objects.</li> </ul>	<p><b><u>3D Sculpture</u></b></p> <ul style="list-style-type: none"> <li>Use and explore a variety of tools, materials and techniques.</li> <li>Experiment with a range of materials such as recycled, natural and malleable to make models and structures.</li> <li>Continue to explore the use of shape and form.</li> <li>Apply simple decoration techniques introducing patterns.</li> </ul>	<p><b><u>Responding to art</u></b></p> <ul style="list-style-type: none"> <li>Describe some of the art and design techniques they have used in their work and can see in the work of others e.g. drawing, painting and sculpting.</li> <li>Talk about what they like about their own work and that of others.</li> <li>Begin to discuss anything they would do differently next time.</li> </ul>
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<u>Design and Technology</u>						
Fruit Salads		Moving pictures and Traditional Tales			Design and make a vehicle	
<p><b>Developing, planning and communicating ideas</b></p> <ul style="list-style-type: none"> <li>•Can they think of some ideas of their own?</li> <li>•Can they explain what they want to do?</li> <li>•Can they use pictures and words to plan?</li> </ul> <p><b>Breadth of study</b> <b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>•Can they cut food safely?</li> <li>•Can they describe the texture of foods?</li> <li>•Do they wash their hands and make sure that surfaces are clean?</li> <li>•Can they think of interesting ways of decorating food they have made, eg, cakes?</li> </ul>		<p><b>Working with tools, equipment, materials and components to make quality products</b></p> <ul style="list-style-type: none"> <li>•Can they explain what they are making?</li> <li>•Can they explain which tools are they using?</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>•Can they describe how different textiles feel?</li> <li>•Can they make a product from textiles by gluing?</li> </ul> <p><b>Mechanisms</b></p> <ul style="list-style-type: none"> <li>•Can they make a product which moves?</li> <li>•Can they cut materials using scissors?</li> <li>•Can they describe the materials using different words?</li> <li>•Can they say why they have chosen moving parts?</li> </ul>			<p><b>Evaluating processes and products</b></p> <ul style="list-style-type: none"> <li>•Can they describe how something works?</li> <li>•Can they talk about their own work and things that other people have done?</li> </ul> <p><b>Use of materials</b></p> <ul style="list-style-type: none"> <li>•Can they make a structure/model using different materials?</li> <li>•Is their work tidy?</li> <li>•Can they make their model stronger if it needs to be?</li> </ul> <p><b>Construction</b></p> <ul style="list-style-type: none"> <li>•Can they talk with others about how they want to construct their product?</li> <li>•Can they select appropriate resources and tools for their building projects?</li> <li>•Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction</li> </ul>	
Music	Listen to and create weather music	Chanukah concert / beat and pulse.	Rhythm and pitch	Music Evening	Composing	Rhythm and Blues
	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>•Can they use their voice to speak/sing/chant?</li> <li>•Do they join in with singing?</li> <li>•Can they use instruments to perform?</li> <li>•Do they look at their audience when they are performing?</li> <li>•Can they clap short rhythmic patterns?</li> <li>•Can they copy sounds?</li> </ul>		<p><b>Composing (incl notation)</b></p> <ul style="list-style-type: none"> <li>•Can they make different sounds with their voice?</li> <li>•Can they make different sounds with instruments?</li> <li>•Can they identify changes in sounds?</li> <li>•Can they change the sound?</li> <li>•Can they repeat (short rhythmic and melodic) patterns?</li> <li>•Can they make a sequence of sounds?</li> <li>•Can they show sounds by using pictures?</li> </ul>		<p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>•Can they respond to different moods in music?</li> <li>•Can they say how a piece of music makes them feel?</li> <li>•Can they say whether they like or dislike a piece of music?</li> <li>•Can they choose sounds to represent different things?</li> <li>•Can they recognise repeated patterns?</li> <li>•Can they follow instructions about when to play or sing?</li> </ul>	
PSHE Year 1 and 2	<p><b>Keeping/Staying Healthy</b></p> <ul style="list-style-type: none"> <li>• Healthy eating</li> </ul>	<p><b>Keeping/Staying Safe</b></p> <ul style="list-style-type: none"> <li>• Road Safety</li> </ul> <p><b>Respectful</b></p>	<p><b>Computer Safety</b></p> <ul style="list-style-type: none"> <li>• Online bullying</li> </ul>	<p><b>Money Matters</b></p> <ul style="list-style-type: none"> <li>• Types of money</li> </ul> <p>Money around the world</p>	<p><b>Feelings and Emotions</b></p> <ul style="list-style-type: none"> <li>• Anger</li> <li>• Jealousy</li> </ul>	<p><b>Hazard Watch</b></p> <p>Spotting dangers</p>

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(Even years)	<ul style="list-style-type: none"> <li>Brushing teeth</li> <li>Washing Hands</li> </ul> <p><b>Keeping/Staying Safe</b></p> <p>Black History Month – Tuesday 1<sup>st</sup> October</p> <p>World Mental Health Day – 10<sup>th</sup> October</p>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Importance of self respect</li> </ul> <p>Importance of permission seeking in friendships with friends, peers and adults.</p> <p>Anti-bullying week- 11<sup>th</sup> November 2019</p> <p>Children in Need</p> <p>Road Safety Week</p>	<ul style="list-style-type: none"> <li>Image sharing (Street Wise)</li> </ul>	<p>16<sup>th</sup> – 15<sup>th</sup> March – Science week</p> <p>Fair-trade fortnight</p> <p>European Athletics</p>	<ul style="list-style-type: none"> <li>Worry</li> <li>Grief</li> </ul>	<p>Wimbledon</p>
P:E	Agility, balance co-ordination programme	Kicking, bouncing and throwing	Dance	Music Evening dancing Striking, receiving and throwing	Dance to a piece of 60's music Running, landing and jumping	Sports day practice Catching, receiving and throwing