

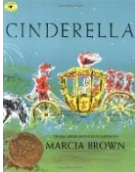


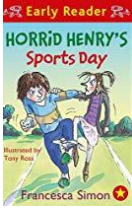


EMERSONS GREEN PRIMARY SCHOOL Long Term Plan - Yr 2

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Phonics/SPAG	<b>Phonics</b> Phase 5 recap	<b>Phonics</b> Phase 5 recap	<b>Spellings</b> Suffixes – ing, ed, ful, less Contractions	<b>Spellings</b> Plural endings Homophones and near homophones	<b>Spellings</b> Contractions Suffixes – ment, ness Word endings – el/le, il/al /s/ sound spelt o	<b>Spellings</b> W words Ey words Suffixes – tion zh sound Compound words
	Reading	<b>Range</b> Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales Build up a repertoire of poems learnt by heart, appreciating these and reciting some <b>White Hat</b> Read aloud books matched to the Year 2 phonic knowledge List key information orally or through text marking in response to teachers' questions Answer and ask questions	<b>Red/Blue Hat</b> Draw on what they already know or background information provided to understand what they have read Make inferences on the basis of what is said and done Identify the sequence of events in non-fiction and how these are related	<b>Purple Hat</b> Identify the sequence of events in fiction and how these are related Explore non-fiction books that are structured in different ways	<b>Yellow Hat</b> Discuss favourite words and phrases Recognise simple recurring literary language in stories and poetry	<b>Green Hat</b> Predict what may happen on the basis of what has been read so far Read aloud books matched to the Year 2 phonic knowledge Read accurately most words of two or more syllables Read most words containing common suffixes Read most common exception words	<b>Black Hat</b> Sound out unfamiliar words accurately, without undue hesitation Check that the text makes sense to them as they read and correct inaccurate reading  Clarify and discuss the meanings of new words, by linking to vocabulary they already know
	Writing	  Character descriptions Instructions – Blackberry jam Newspaper report – recounting the events for the missing hat Question writing – interviewing eye witnesses for the missing hat	  Diary Re-telling a story Poems Newspaper Report	  Story from another viewpoint Poetry	  Innovating a story Information text – Brunel Letter as Brunel Information text – life cycle of a frog Recount – class trip	  Innovating a story Information text – Isle of Struay Instructions – make a glow jar	  Innovating a story
<b>Maths</b>	Number and Place Value Addition and Subtraction Measurement – money Multiplication and Division		Multiplication and Division Statistics Geometry – properties of shape Fractions Measurement – length and height		Geometry – position and direction Measurement – time Measurement – capacity, mass and temperature		
<b>Science</b>	<b>Animals, including humans</b> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> <li><b>Key Scientists: Louis Pasteur (germs)</b></li> </ul>		<b>Uses of everyday materials</b> <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular use</li> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> <li><b>Key Scientists: John MacAdam (road-builder); Isambard Kingdom Brunel (engineer)</b></li> </ul>		<b>Plants</b> <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> <li><b>Key Scientists: Jane Colden (botanist); Tim Smit (Eden Project)</b></li> </ul>	<b>Living things and their habitats</b> <ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>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 and plants, and how they depend on each other</li> <li>identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> <li><b>Key Scientists: Liz Bonnin (conservationist); Rachel Carson (marine biologist)</b></li> </ul>	
<b>PE</b>	<b>Games</b>  <b>Dance</b>	<b>Games</b>  <b>Dance</b>	<b>Games</b>  <b>Dance</b>	<b>Games</b>  <b>Gym</b>	<b>Games</b>  <b>Dance</b>	<b>Games</b>  <b>Gym</b>	
<b>PSHE</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating differences and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operations contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition	

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	<p><b>Recognising feelings</b></p> <p>CC/PD: Scooter Proficiency</p>				<p><b>Expressing appreciation for special relationships</b></p>	
<p><b>Computing</b></p>	<p><b>Online Safety Unit:</b> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p><b>SWGfL – Digital Literacy Unit</b></p> <p><a href="#">Hector's World</a> <a href="#">Duckduckgo</a> <a href="#">Common Sense Media</a></p>	<p><b>Impact of Technology Unit:</b> Recognise common uses of technology beyond the school</p> <p><a href="#">Web Browsers</a> <a href="#">Internet</a></p> <p><b>Multimedia Unit: Textease?</b></p>	<p><b>Programming Unit:</b> <b>Pro-Bots</b> understand that programs execute by following precise and unambiguous instructions</p> <p>create and debug simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p> <p><a href="#">Pro-Bots and Bee-Bots</a></p>	<p><b>Programming Unit:</b> <b>Algorithms</b> Use logical reasoning to predict the behaviour of simple programs</p> <p>Understand programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p><b>ESPRESSO CODING??</b></p>	<p><b>Media Unit: Traditional Tales</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p><a href="#">Camera</a> <a href="#">Paint</a> <a href="#">Textease</a> <a href="#">Animation</a></p>	<p><b>Handling Data Unit: Data</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p><a href="#">Textease Database</a> <a href="#">Textease Branch</a></p>
<p><b>Art</b></p>	<p><b>Mexican Masks</b> <i>Focus media – collage</i> <i>Focus skill – texture</i></p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting, and sculpture to develop and share their ideas, experiences and imagination</li> <li>To find out about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>		<p><b>Buildings</b> <i>Focus media – clay, water colour</i> <i>Focus skill – sculpture</i></p> <ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>To use <b>drawing, painting and sculpture</b> to develop and share their ideas, experiences and imagination</li> <li>To find out about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>		<p><b>Coat for Moses</b> <i>Focus media – textiles, computing</i> <i>Focus skill - colour</i></p> <ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>To find out about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	
<p><b>DT</b></p>	<p><b>Make blackberry and apple jam</b></p> <ul style="list-style-type: none"> <li>use the basic principles of a healthy and varied diet to prepare dishes;</li> <li>understand where food comes from.</li> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul> <p>CC/PD: Pick wild fruit</p>	<p><b>Make Tudor houses – put in electrical circuits</b></p> <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] evaluate their ideas and products against design criteria Technical knowledge</li> </ul>	<p><b>Puppets – pop up puppets</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>explore and evaluate a range of existing products</li> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>evaluate their ideas and products against design criteria Technical knowledge</li> </ul>	<p><b>Vehicles</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>evaluate their ideas and products against design criteria Technical knowledge</li> </ul>		<p><b>Costume for Moses (linked with art)</b></p> <ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>evaluate their ideas and products against design criteria Technical knowledge</li> </ul>
<p><b>Music</b></p>	<p><b>Charanga</b> <b>Hands, feet, heart – Afropop</b> <b>Unit theme: South African music</b></p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically (<b>Glockenspiels</b>).</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music (<b>South African Music</b>).</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p><b>Christmas Performance</b></p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> </ul>	<p><b>Charange</b> <b>I wanna play in a band – Rock</b> <b>Unit theme: Playing together in a band</b></p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically (<b>Glockenspiels</b>).</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music (<b>Rock Music</b>).</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p><b>Charange</b> <b>Zootime – Reggae</b> <b>Unit theme: Reggae and animals</b></p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically (<b>Glockenspiels</b>).</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music (<b>Reggae</b>).</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p><b>Charanga</b> <b>Friendship Song – Pop</b> <b>Unit theme: A song about being friends</b></p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically (<b>Glockenspiels</b>).</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music (<b>Various songs with a theme of Friendship</b>).</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p><b>Charanga</b> <b>Reflect, Rewind and Replay – Classical</b> <b>Unit theme: The history of music</b></p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically (<b>Glockenspiels</b>).</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music (<b>Various</b>).</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>
<p><b>Geography</b></p>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>TOPIC: Mexico</b> 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</p> <p>CC/PD: Links with children around the world</p>		<p><b>TOPIC: Where I live – BRISTOL</b> 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</p>			<p><b>TOPIC:</b> 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</p>
<p><b>History</b></p>		<p><b>TOPIC: The Great Fire of London</b> Pupils should be taught about: Events beyond living memory that are significant nationally or globally (the Great Fire of London).</p>		<p><b>TOPIC: Isambard Kingdom Brunel</b> Pupils should be taught about: Significant historical events, people and places in their own locality.</p> <p>CC/PD: Visit a museum (SS Great Britain/M Shed)</p>		

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		CC/PD: Dress up			
<b>RE</b>	1.3 Who is Jewish and what do they believe?  CC/PD: Visit from Rabbi		1.4 What can we learn from sacred books?		1.8 How should we care for others and the world, and why does it matter?
<b>MfL</b>					<p><b>Core Vocab Unit:</b> Salutations</p> <p><b>Early Language Unit:</b> I'm Learning Spanish</p> <ul style="list-style-type: none"> <li>• Identify Spain on a map of the world.</li> <li>• Highlight famous Spanish cities.</li> <li>• Talk about other countries where Spanish is spoken.</li> <li>• Say their name and how they are feeling in Spanish.</li> <li>• Count to ten in Spanish.</li> </ul> <p>Know salutations and greetings</p>