

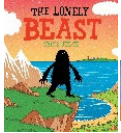





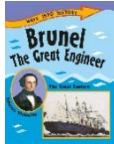

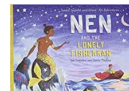
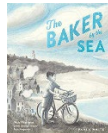


Emersons Green Primary School. Long Term Plan – Y 2

L \vYear 2		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Phonics/Spelling	Needs identified from PSC	Needs identified from PSC	ing, ed, est, er, y, contractions for omissions.	es, ful, ness, tion, apostrophes for contractions.	ing, er, est, ment, ness	o, al, il
		 	 	 	 	 	 
	Reading	<p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of 2 or more syllables that contain taught graphemes.</p> <p>Read aloud books closely matched to their improving phonics knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Listen to, discuss and express 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.</p> <p>Recognise simple recurring literary language in stories and poetry.</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>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.</p> <p>Make inferences on the basis of what is being said and done.</p>	<p>Read words quickly and accurately, without over sounding and blending, when they have been frequently encountered.</p> <p>Re-read books to build up their fluency and confidence in word reading.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Answer and ask questions</p> <p>Discuss their favourite words and phrases.</p>	<p>Read words containing common suffixes.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>Discuss the sequence of events in books and how items of information are related.</p>	<p>Check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Be introduced to non-fiction books that are structured in different ways.</p>	<p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating those and reciting some with appropriate intonation to make the meaning clear.</p>
	Writing	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</p> <p>Learn to spell common exception words.</p> <p>Form lower-case letters of the correct size relative to one another.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Write narratives about the experiences of others (fictional).</p> <p>Write poetry.</p> <p>Plan or say out loud what they are going to write about.</p> <p>Use expanded noun phrases to describe and specify.</p> <p>'List' sentences (Alan Peat)</p>	<p>Learn to spell common exception words.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters.</p> <p>Write for different purposes – to inform.</p> <p>Write down ideas and/or key words, including vocabulary.</p> <p>Encapsulate what they want to say, sentence by sentence.</p> <p>Re-read to check that their writing makes sense.</p> <p>Use sentences with different forms: statement, question.</p> <p>Use co-ordination (using or, and, but)</p> <p>'BOBs' sentences (Alan Peat)</p>	<p>Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p>Understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write narratives about the experiences of others (real or fictional).</p> <p>Write for different purposes – to explain.</p> <p>Use new punctuation correctly – commas for lists.</p> <p>Use sentences with different forms: exclamation, command.</p> <p>'What +!' sentences (Alan Peat)</p>	<p>Use spacing between words that reflects the size of the letters.</p> <p>Re-read to check that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Use the present and past tenses correctly and consistently including the progressive form.</p> <p>'-ly' sentences (Alan Peat)</p>	<p>Learn to spell more words with contracted forms.</p> <p>Add suffixes to spell longer words, including -ful, -less, -ly.</p> <p>Distinguish between homophones and near homophones.</p> <p>Write about real events.</p> <p>Write narratives about personal experiences.</p> <p>Evaluate their writing with the teacher and other pupils.</p> <p>Proof-read to check for errors in spelling and punctuation.</p> <p>Use new punctuation correctly – apostrophes for contracted forms.</p> <p>Use subordination (using when, if, that, because).</p>	<p>Learn the possessive apostrophe (singular)</p> <p>Add suffixes to spell longer words, including -ment, -ness.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Use new punctuation correctly – apostrophes for the possessive (singular).</p> <p>Similes (Alan Peat)</p>

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Maths	Number and Place Value Addition and Subtraction Shape		Multiplication and Division Money Measurement – length and height Measurement – capacity, mass and temperature		Statistics Fractions Geometry – position and direction Measurement – time	
Science	<p>Living things and their habitats</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>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</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p> <p>Key Scientists: Liz Bonnin (conservationist); Rachel Carson (marine biologist)</p> <p>Asking scientific questions</p> <p>Planning an enquiry</p> <p>Gathering, recording and presenting results</p> <p>CC/PD: Make a wildlife home</p>		<p>Animals including humans</p> <p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Key Scientists: Louis Pasteur (germs)</p> <p>Observing closely</p> <p>Taking measurements</p>		<p>Plants</p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Key Scientists: Jane Colden (botanist); Tim Smit (Eden Project)</p> <p>Interpreting results</p>	<p>Uses of everyday materials</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular use</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Key Scientists: John MacAdam (road-builder)</p> <p>Taking measurements</p> <p>Gathering and recording results</p>
PE	<p>REAL PE UNIT 1</p> <p>10 - Coordination: Footwork</p> <p>1 - Static Balance: One Leg</p> <p>Dance unit – African aninmas</p>	<p>REAL PE UNIT 2</p> <p>6 - Dynamic Balance to Agility: Jumping and Landing</p> <p>2 - Static Balance: Seated</p> <p>Real PE unit 1</p>	<p>REAL PE UNIT 3</p> <p>5 - Dynamic Balance: On a Line</p> <p>4 - Static Balance: Stance</p>	<p>REAL PE UNIT 4</p> <p>9 - Coordination: Ball Skills</p> <p>7 - Counter Balance: With a Partner</p>	<p>REAL PE UNIT 5</p> <p>8 - Coordination: Sending and Receiving</p> <p>12 - Agility: Reaction/Response</p>	<p>REAL PE UNIT 6</p> <p>11 - Agility: Ball Chasing</p> <p>3 - Static Balance: Floor Work</p>
PSHE	<p>Hopes and fears for the year</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>Safe and fair learning environment</p> <p>Valuing contributions</p> <p>Choices</p>	<p>Assumptions and stereotypes about gender</p> <p>Understanding bullying</p> <p>Standing up for self and others</p> <p>Making new friends</p> <p>Gender diversity</p> <p>Celebrating differences and remaining friends</p>	<p>Achieving realistic goals</p> <p>Perseverance</p> <p>Learning strengths</p> <p>Learning with others</p> <p>Group co-operations contributing to and sharing success</p>	<p>Motivation</p> <p>Healthier choices</p> <p>Relaxation</p> <p>Healthy eating and nutrition</p> <p>Healthier snacks and sharing food</p>	<p>Different types of family</p> <p>Physical contact boundaries</p> <p>Friendship and conflict</p> <p>Secrets</p> <p>Trust and appreciation</p> <p>Expressing appreciation for special relationships</p>	<p>Life cycles in nature</p> <p>Growing from young to old</p> <p>Increasing independence</p> <p>Differences in female and male bodies (correct terminology)</p> <p>Assertiveness</p> <p>Preparing for transition</p>
Computing	Computing systems and networks – IT around us	Creaiting Media – digital photocopy	Creating media – making music	Data and information – pictograms	Programming A – Robot algorithms	Programming B – An intro to quizzes
Art	<p>Painting</p> <p>African masks</p> <p>Inspiration: traditional crafts</p> <p>Sketchbooks:</p> <p>Plan and develop ideas and a range of media explorations in a sketchbook.</p> <p>Develop control with different brushes and other painting tools. Apply paint neatly and carefully, including within outlines. Continue to use different types of paint.</p> <p>Experiment with different techniques e.g. splattering, stippling, dripping, pouring to paint expressively.</p> <p>Develop colour mixing to make secondary colours.</p>		<p>Drawing</p> <p>Great Fire of London</p> <p>Inspiration: Rita Greer</p> <p>Sketchbooks:</p> <p>Describe differences and similarities and make links to their own work.</p> <p>Control the types of marks made in a variety of media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and experiment using these on different surfaces</p> <p>Draw lines with care to represent objects, patterns and shapes.</p> <p>Investigate tone and texture by using a variety of techniques such as stippling, hatching, scribbling and blending.</p>			<p>3D Clay</p> <p>Mini Beasts</p> <p>Inspiration: Mike Libby; Christopher Marley</p> <p>Sketchbooks:</p> <p>Review what they and others have done and say what they think and feel about it.</p> <p>Cut, form, tear, join and shape clay to create forms to make things they have designed, invented or seen.</p> <p>Shape and mould clay using the slab technique for a purpose.</p> <p>Make and modify plans allowing for drying and completion time.</p>

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DT		<p>Africa</p> <p><u>Textile structures</u></p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>In order to design and make <u>a lion King Puppet</u>:</p> <ul style="list-style-type: none">• Generate ideas by drawing on their own and other people's experiences• Identify simple design criteria• Make simple drawings and label parts• Begin to select tools and materials; use vocab' to name and describe them• Measure, cut and score with some accuracy<ul style="list-style-type: none">• Use hand tools safely and appropriately• Assemble, join and combine materials in order to make a product• Cut, shape and join fabric to make a simple object. Use basic sewing techniques• Choose and use appropriate finishing techniques• Evaluate against their design criteria		<p>Animals including humans</p> <p><u>Food and Nutrition</u></p> <p>Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Understand where food comes from.</p> <p>In order to design and make <u>a savoury tart</u>:</p> <ul style="list-style-type: none">• Develop their design ideas through discussion, observation , drawing and modelling<ul style="list-style-type: none">• Identify simple design criteria• Begin to select tools and materials: use vocab' to name and describe them<ul style="list-style-type: none">• Measure with some accuracy• Use hand tools safely and appropriately <i>e.g. grater, zester, knife</i>• Assemble, join and combine materials in order to make a product• Follow safe procedures for food safety and hygiene• Choose and use appropriate finishing techniques <p>Talk about their ideas, saying what they like and dislike about them</p>	<p>Isambard Kingdom Brunel</p> <p><u>Vehicles</u></p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>In order to design and make a <u>vehicle</u>:</p> <ul style="list-style-type: none">• Identify a purpose for what they intend to design and make• Identify simple design criteria• Make simple drawings and label parts• Begin to select tools and materials; use vocab' to name and describe them• Measure, cut and score with some accuracy• Use hand tools safely and appropriately• Assemble, join and combine materials in order to make a product• Choose and use appropriate finishing techniques• Evaluate their products as they are developed, identifying strengths and possible changes they might make	
Music	<p><u>Charanga</u></p> <p>Pulse, Rhythm and Pitch</p> <p>Playing in an Orchestra</p>	<p><u>Charanga</u></p> <p>Playing in an Orchestra</p> <p><u>Christmas Performance</u></p>	<p><u>Charanga</u></p> <p><u>Inventing a Musical Story</u></p>	<p><u>Charanga</u></p> <p><u>Recognising Different Sounds</u></p>	<p><u>Charanga</u></p> <p><u>Exploring Improvisation</u></p>	<p><u>Charanga</u></p> <p><u>Our Big Concert</u></p>
Geography	<p>Locational Knowledge</p> <ul style="list-style-type: none">• Name and locate the world's seven continents and five oceans• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas					
	<p><u>Kenya</u></p> <p>List two similarities and two differences between the UK and one non-European other country.</p> <p>Use a wider range of human & physical themed vocabulary to describe places and regions.</p> <p>Begin to suggest reasons for these differences in terms of their physical and human geography.</p> <p>Express preferences about places.</p> <p>Locate and name the seven continents and five oceans.</p>		<p>Where I Live - Bristol</p> <p>Recognise and describe features of Bristol</p> <p>Carry out a local study and discuss findings - human or physical</p> <p>Use a wider range of human & physical themed vocabulary to describe places and regions.</p> <p>Devise a simple map; use and construct basic symbols in a key location of features on a map.</p>		<p>Coasts and Seasides - Clevedon</p> <p>Locate and name the four countries and capitals of the UK.</p> <p>Begin to use maps, atlases and globes to locate places.</p> <p>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Recognise and understand the four points of a compass, and use this language to describe relative positions.</p>	
History		<p>THE GREAT FIRE OF LONDON</p> <p>Pupils should be taught about: Events beyond living memory that are significant nationally or globally (the Great Fire of London).</p> <p>Investigate the causes and effects of the Great Fire of London, looking at the way the fire began and the reasons why it spread so quickly.</p> <p>Read eye-witness accounts of the Great Fire and use these to build an understanding of what it would have been like to live in London at the time.</p>			<p>ISABARD KINGDOM BRUNEL</p> <p>Pupils should be taught about: Significant historical events, people and places in their own locality – Isambard Kingdom Brunel</p> <p>Learn about why Isambard Kingdom Brunel is remembered through studying examples of engineering Great Western Railway, SS Great Britain and Clifton Suspension Bridge.</p> <p>Record the key events of Brunel's life on a timeline using significant names and dates including decades.</p>	

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		<p>Explore secondary evidence, including paintings and reports, and consider how these can add to our understanding of the Great Fire.</p> <p>Place the events of the Great Fire on a timeline, linking this to other time periods that have been studied across KS1.</p> <p>Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance in relation to the Great Fire of London.</p>		<p>Children to think about the impact on Brunel's life and how it has impacted our lives today.</p> <p>Choose and select a range of evidence (pictures, photos, books, visits) and say how it can be used to find out about the past.</p> <p>Explain that there are different types of evidence and sources that can be used to help represent the past.</p> <p>CC/PD: Visit SS Great Britain</p>	
RE	<p>1.3</p> <p>Who is Jewish and what do they believe?</p> <p>CC/PD: Visit from Rabbi</p>	<p>1.4</p> <p>What can we learn from sacred books?</p>		<p>1.8</p> <p>How should we care for others and the world, and why does it matter?</p>	
Spanish				<p>Core Vocab Unit: Salutations</p> <p>Early Language Unit: I'm Learning Spanish</p> <p>Identify Spain on a map of the world.</p> <p>Highlight famous Spanish cities.</p> <p>Talk about other countries where Spanish is spoken.</p> <p>Say their name and how they are feeling in Spanish.</p> <p>Count to ten in Spanish.</p> <p>Know salutations and greetings</p>	