

Y2 Long Term Planning

Subject	Autumn 1 st Half	Autumn 2 nd Half	Spring 1 st Half	Spring 2 nd Half	Summer 1 st Half	Summer 2 nd Half
Numeracy	<p>Number-Place value <i>*2 digits</i> <i>*Counting in steps</i> <i>*Comparing and ordering</i> Addition and subtraction <i>*Solve problems</i> <i>*Recall and use addition and subtraction facts</i> <i>*Add and subtract numbers using concrete objects, pictorially and mentally- 2 digit numbers to ones/tens</i> Measurement <i>*Solve simple problems in a practical context</i> <i>*Money- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</i> <i>*Length-Choose and use appropriate standard units</i> <i>*Time to ½ and ¼ hr</i> Geometry: Position and Direction <i>*Use mathematical vocabulary to describe position, direction</i></p>	<p>Addition and subtraction <i>*Solve problems</i> <i>*Recall and use addition and subtraction facts</i> <i>*Add and subtract numbers using concrete objects, pictorially and mentally- 2 digit numbers to ones/tens</i> <i>*Recognise and use the inverse relationship</i> <i>*Apply increasing knowledge of mental and written methods</i> Multiplication and Division <i>*Recall and use multiplication and division facts for the 2, 5 and 10 x tables</i> <i>*Calculate mathematical statements</i> <i>*Solve problems</i> Fractions <i>*Recognise, find, name and write ½ and ¼ of shapes</i> Geometry: Properties of Shape <i>*Identify and describe the properties of 2-D</i> <i>*Compare and sort common 2-D and 3-D shapes</i> Statistics <i>*Ask and answer simple questions</i> <i>Sorting the categories by quantity</i> <i>*Ask and answer questions about totalling and comparing categorical data</i></p>	<p>Number- Place value <i>*Identify, estimate, rounding</i> <i>*Comparing and ordering using signs < ></i> Addition and subtraction <i>*Solve problems</i> <i>*Recall and use addition and subtraction facts</i> <i>*Add and subtract numbers using concrete objects, pictorial representations, and mentally 2 digits to ones/ tens</i> <i>*Apply increasing knowledge of mental and written methods</i> Multiplication and Division <i>*Recall and use multiplication and division facts for the 2, 5 and 10 x tables</i> <i>*Calculate mathematical statements</i> <i>*Solve problems</i> Measurement <i>Weight-Choose and use appropriate standard units</i> <i>*Compare and order lengths, mass, volume/capacity and record the results using >, < and =</i> Statistics <i>*Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</i></p>	<p>Addition and subtraction <i>*Solve problems</i> <i>*Recall and use addition and subtraction facts</i> <i>*Add and subtract numbers using concrete objects, pictorial representations, and mentally- 2 two-digit numbers and 3 values added together</i> <i>*Apply increasing knowledge of mental and written methods</i> Fractions <i>*Recognise, find, name and write 1/2, 1/3, 1/4 of quantities</i> Measurement <i>*Solve simple problems in a practical context</i> <i>* Capacity-Choose and use appropriate standard units</i> <i>* Money- change Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</i> <i>*Time to ¼ hr, then 5 mins</i> <i>*Compare and order lengths, mass, volume/capacity and record the results using >, < and =</i> Statistics <i>*Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</i> <i>*Ask and answer questions about totalling and comparing categorical data</i></p>	<p>Number- Place value <i>*2 & 3 digits</i> <i>*Counting in steps</i> <i>*Identify, estimate, represent</i> Addition and subtraction <i>*Solve problems</i> <i>*Recall and use addition and subtraction facts</i> <i>*Add and subtract numbers using concrete objects, pictorial representations, and mentally 2 two-digit numbers and 3 values added together</i> <i>*Apply increasing knowledge of mental and written methods</i> Multiplication and Division <i>*Recall and use multiplication and division facts for the 2, 5 10 and 3x tables</i> <i>*Calculate mathematical statements</i> <i>*Solve problems, doubles/halves/ missing numbers</i> Fractions <i>*Recognise, find, name and write 1/2, 1/3, 1/4 of quantities, shapes etc</i> <i>*Count in ¼s , recognise 2/4 = 1/2 the equivalence of</i> Measurement <i>*Time to ¼ hr, then 5 mins</i></p>	<p>Addition and subtraction <i>*Add and subtract numbers using concrete objects, pictorial representations, and mentally 2 two-digit numbers and 3 numbers.</i> <i>*Recognise and use the inverse relationship</i> <i>*Apply increasing knowledge of mental and written methods</i> Multiplication and Division <i>*Recall and use multiplication and division facts for the 2, 5, 10 and 3x tables</i> <i>*Calculate mathematical statements</i> <i>*Solve problems, doubles/halves/ missing numbers</i> Measurement <i>*Solve simple problems in a practical context</i> <i>*Days and months</i> <i>*Time- Order times</i> Statistics <i>*Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</i> <i>*Ask and answer simple questions sorting the categories by quantity</i> <i>*Ask and answer questions about totalling</i></p>

Y2 Long Term Planning

					Geometry: Properties of Shape <i>*Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</i>	<i>and comparing categorical data</i>
Literacy <i>*Segment spoken words</i> <i>*Form upper and lower case letters</i> <i>correct size</i> <i>*Use strokes needed to join</i>	Stories in familiar settings <i>*Familiar setting/ Character description</i> <i>*Planning oral and written</i> <i>*Locate descriptive words/phrases</i> <i>*Role play</i> Instructions <i>*How to write instructions using command/ sequence/number</i> Songs and repetitive Poetry <i>*Planning or saying out loud what they are going to write</i> <i>*Write ideas</i> <i>*Drama and role-play</i> Grammar <i>*Use punctuation correctly</i> <i>*Sentences with different forms: Statement, question, exclamation, command</i>	Information texts 2a <i>* Great Fire of London report headings/ questions/ labels/ diagrams/ text layout/ lists/charts</i> Recount <i>*Diary accounts of Great fire</i> <i>*Compare fact and fictional recounts</i> Postcards and letters 1a <i>*Writing narratives (real and fictional)</i> <i>*Writing for different purposes postcard/ letter/ telegram/email</i> Grammar <i>*Use punctuation correctly</i> <i>*Sentences with different forms: Statement, question, exclamation, command</i> <i>*Using expanded noun phrases to describe and specify</i>	Stories by the same Author- <i>*Marie Hedderwick- Katie Morag stories characters/ setting/ planning</i> Traditional Poetry <i>*Rhyme</i> <i>*Alliteration</i> <i>*Similes</i> Grammar <i>*Use conjunctions (and, or, but etc)</i> <i>*Use punctuation correctly</i> <i>*Sentences with different forms: Statement, question, exclamation, command</i> <i>*Using expanded noun phrases to describe and specify</i>	Traditional tales <i>*Patterned language</i> <i>*Formal story language</i> <i>*Prepare/ retell/ compare</i> <i>*Role play</i> <i>*Story map/ modern twists</i> Senses <i>*Memories familiar poems</i> <i>*Look and language</i> Letter writing <i>*Rescue letters/ messages in bottle</i> Grammar <i>*Co-ordination: Using conjunctions and or but etc and when where if because to create subordinate clauses.</i> <i>*Using expanded noun phrases to describe and specify</i>	Stories from other cultures <i>*Patterns within stories familiar and unfamiliar</i> Information text <i>*Reports about plants</i> <i>*Headings/ questions/ labels/ diagrams/ text layout/ lists/charts</i> <i>*Pose questions</i> <i>*Use dictionaries/ glossaries</i> Diary <i>*Diary of a seed growth</i> Grammar <i>*Use past and present tense correctly</i> <i>*Use and identify sentences with different forms</i> <i>*Distinguish past and present tense</i> <i>*Use familiar and new punctuation</i>	Fantasy stories <i>*Read /compare /contrast</i> <i>*Create setting and fantasy</i> <i>*Look at features</i> <i>*Create own characters</i> Humorous poetry <i>*Read, listen to, perform, recite and respond to poetry</i> <i>*Use imagination to produce original descriptions.</i> Grammar <i>*Use adjectives to describe nouns. and join sentences.</i> <i>*Use familiar and new punctuation</i> <i>*Use and identify sentences with different forms</i>
Science	*How do living things know where to live? Habitats link- What do bugs need to survive? Recognise key components required for animals/ living things to live and flourish.	*What is our school made of? Compare the use of everyday materials in and around school and in other places. Observe, identify, and classify use of different	How do babies grow? Observe; ask questions about what humans need to stay healthy. Notice how animals including humans have offspring; understand their basic needs and the importance of food and hygiene.	Where did that racket come from? Compare different sound sources and look for patterns. Carry out tests to find out sound level and how it travels. Children can experiment	How do plants grow? Look at living and non-living things. What do plants need to grow? Growing from seeds and bulbs/ planting seeds under specific conditions.	How do you make a bulb light?

Y2 Long Term Planning

		materials and record. observations.		with musical instruments and sounds etc.		
Computing	We are programmers Espresso Coding 2A/Logo	Multimedia Electronic communications/ Digital Imagery. Great Fire of London as starting point.	Information research About Islands using a Search engine. Create mind map and copy and paste in information to raised questions.	We are programmers Espresso Coding 2B	We are Travel Agents Multi Media PowerPoint- About Africa Information technology	We are composers 2 Simple Music Toolkit We are learner drivers Probots
History		Fire- *What was it like when Samuel Pepys was alive? *What was the impact of Guy Fawkes and Samuel Pepys?		What did it used to be like by our Local Seaside? What was sea rescue like in the past? Redcar/Saltburn Life boat History		What was life like for Queen Elizabeth 11 since her coronation?
Geography	* Why do I need a map to find my way around?		*What do we know about Islands and Mainland's? Investigate key physical features of the beach/ cliff/coast/ forest/ hill/ mountain/ sea/ ocean/ river/ soil/ valley/ vegetation- factory, farm house office, port,		Barnaby Bear - *Where would you prefer to live: England or Africa?	
Art	Create drawings and paintings of living and non-living things. E.g. minibeasts / leaves. Collect and draw from observation.	Colour pattern and shape- Materials Wax relief. Printing with materials. Collage of the Great Fire of London using materials. Christmas.	Looking at the composition of landscapes. Children experiment with texture in 2D to create 6 techniques for grass, sky, and wood, mud etc then in 3D materials.	Take one picture- seaside scene. Use viewfinders. Draw to music.	Observational drawings of plants. Colour matching greens/ paint mixing. Drawings of seeds. African patterns- made with seeds.	Significant artists in portraiture. Portrait artists- Andy Warhol/Picasso etc. Children to create line portraits in the style of a studied

Y2 Long Term Planning

							artists and use colour mixing.	
DT	Design and make a 3d living thing environment for a living thing and create inside a shoebox using craft materials.		Plan and design an Island section. Design and make 3 dimensional buildings for Islands/ land furniture.	Children design and make their own musical instrument to a given specification.	Design your own amazing seed packet. <u>Food</u> - Experience foods from a variety of cultures. Make an African Dish/ Salad		Clay sculpture of facial features.	
RE	Christianity *Living with others.	Christianity *Events following the birth of Jesus. *Christingle.	Christianity *The Bible. *Stories Jesus told.	Generic *Celebrations. Christianity *Lent and Easter	Judaism *What is the Torah?		Generic Visiting a place of worship.	
French	*Ou habites- tu? *En Ville *Toutes Directions	*A l'ecole *Objects de la classe *Quelle heure est-il?	*Quelle temps fait il? *Les nombres 40-200 *L'euro	*Qu'est-ce tu aimes? *Bon appetite *Les glaces	*Les passe temps *Les vetements *La maison		*Les animaux *Boucle d'or et les trois ours *Les transport	
Music *Sound of Music *Music Express	*Repeat and contrast *The long and the short of it.	*Music for special occasions *Feel the pulse	*Animals *Taking off	*Cold countries *What's the score	*Going up and coming down *Rain Rain go away		*Transport *Sounds interesting	
PE	Dance	Striking and fielding – see TOPs Cards	MFC - games	Gym	Multi skills	MFC-games	Net and wall – see TOPs cards	MFC - OAA

Y2 Long Term Planning