

## St Mary's YEAR 2 LONG TERM PLAN 2017-18

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Values Heartsmart</b>	<b>LOVE</b> 'Get HEARTSMART'	<b>DETERMINATION</b> 'No Way through isn't true!'	<b>RESPECT</b> 'Two much Selfie isn't healthy!'	<b>COMPASSION</b> 'Don't Forget to Let Love In!'	<b>HONESTY</b> 'Fake is a Mistake!'	<b>COURAGE</b> 'Don't Rub it in, Rub it Out!'
<b>Visits/Visitors</b>	Fire Brigade (fire safety) Premier Sport	Christmas Pantomime	Premier Sport Fairtrade		Summer Trip - visit a Synagogue Premier Sport	Local area walk Beeston trip
<b>Maths</b>	<p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</p> <p>Read and write numbers to at least 100 in numerals and in words</p> <p>Recognise the place value of each digit in a two-digit number (tens, ones)</p> <p>Identify, represent and estimate numbers using different representations, including the number line</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</p> <p>Add and subtract numbers mentally, including: • A two-digit number and ones</p>	<p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables including recognising odd and even numbers</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <p>Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math> and of a length, shape, set of objects or quantity</p> <p>Write simple fractions for example, half of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></p>	<p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}</math>C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>Compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and =</p> <p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>Find different combinations of coins that equal the same amounts of money</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit,</p>	<p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p>Order and arrange combinations of mathematical objects/shapes in patterns and sequences</p>	<p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>Ask and answer questions about totalling and comparing categorical data.</p> <p>Revision of previous and continuous objectives</p> <p>(Revision of previous objectives and targeted support to meet the programme of study)</p>	<p>Revision of previous objectives and targeted support to meet the programme of study)</p>

	<ul style="list-style-type: none"> <li>• A two-digit number and tens</li> <li>• Two two-digit numbers</li> <li>• Adding three one-digit numbers</li> </ul> <p>Add and subtract numbers using concrete objects, pictorial representations including:</p> <ul style="list-style-type: none"> <li>• A two-digit number and ones</li> <li>• A two-digit number and tens</li> <li>• Two two-digit numbers</li> <li>• Adding three one-digit numbers</li> </ul> <p>Progression shown through:</p> <ul style="list-style-type: none"> <li>• <math>TU \pm U</math> (no bridging)</li> <li>• <math>TU \pm U</math> (bridging 10)</li> <li>• <math>TU \pm \text{multiples}(s) 10</math> (no bridging 100)</li> <li>• <math>TU \pm \text{multiple}(s) 10</math> (bridging 100)</li> <li>• <math>TU \pm TU</math> (no bridging)</li> <li>• <math>TU \pm TU</math> (bridging 10)</li> <li>• <math>TU + TU</math> (bridging 100)</li> <li>• <math>TU + TU</math> (bridging 10)</li> </ul> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p>		<p>including giving change Compare and sequence intervals of time</p> <p>Know the number of minutes in an hour and the number of hours in a day. Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p>	<p>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and threequarter turns (clockwise and anti-clockwise).</p>		
<p><b>Literacy</b></p>	<p><u>Katie in London</u> (cross-curricular History-Fire of London/British Values PSHE) Information texts Diary</p> <p><u>Mother Goose</u></p>		<p><u>Toys in Space</u> (cross-curricular- DT making puppets/Science-Materials/ History-Toys) Labels Characters Story structure Party invitations</p>		<p><u>Katie Morag</u> (cross-curricular DT- moving toys-axles) Instructions- following a map on Struay Newspaper Report Posters/Labels</p> <p><u>Poetry ( various)</u></p>	

	<p>Story writing</p> <p><u>How Rabbit stole the fire</u>  Story from another culture  Compare to Aesops fables- animal characteristics  Fact-file about animals  Fire songs and chants  Descriptive writing</p> <p><u>Lost &amp; Found</u>  Fact-files/Information  Leaflets/Posters  Speech-Bubbles</p> <p><b>Phonics-</b> letters and sounds programme  <b>Spelling:</b> Suffix -ment, -ness, The /dʒ/ sound spelt as ge and dge at the end of words, The /s/ sound spelt c before e, i and y, Homophones: Homophones and near-homophones (there/their/they're, here/hear, to/two/too), The /l/ or /ə/ sound spelt -le at the end of words (table, apple, bottle), The /n/ sound spelt kn and (less often) gn at the beginning of words, The /r/ sound spelt wr at the beginning of words (write, wrote, wrong), Apostrophe: Contractions.</p>	<p>Instructions- party games/ making puppets</p> <p><u>Man in the Moon</u>  Postcards  Recipes  Recount  Poster  Comic-strip  Rules  Information</p> <p><b>Phonics-</b> letters and sounds programme  <b>Spelling:</b> The /i:/ sound spelt -ey as in donkey, key,valley, The /ɒ/ sound spelt after w &amp; qu want, watch, squash, The sound spelt or after w /ɜ:/ word, work, worm,</p>	<p>Performance</p> <p><u>The Storm Whale</u>  Newspaper article  Diary entry  Instructions  Debate</p> <p><b>Phonics-</b> letters and sounds programme  <b>Spelling:</b> W Adding -es to nouns and verbs ending in -y (flies, tries, replies)w ords ending in tion (station, fiction, motion, national, section), Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it (copied, copier, happier)</p>
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<b>Grammar:</b>	<p>Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding (e.g. <i>whiteboard, superman</i>)</p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i></p> <p>Use of the suffixes <i>-er, -est</i> in adjectives and <i>-ly</i> to turn adjectives into adverbs</p>	<p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p> <p>Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling</p>
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<b>RE</b>	Good News God	Christian Community Incarnation	Kingdom of God Forgiveness	Salvation Resurrection	Discipleship Holy Spirit	Creation Judaism
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<b>Computing</b>	eSafety - Digital Citizenship and Technology					
	You've Got Mail	Whatever the Weather	Code-tastic	Super Sci-Fi	Let's Fix IT	Vehicles
<b>Science</b>	Everyday Materials Seasonal Changes (throughout the year)		Animals including humans		Plants	
<b>Geography/History</b>	London The Great Fire of London		Toys		Where we live	
<b>PE</b>	Games	Dance	Gymnastics	Dance	Games	Athletics
<b>DT/Art</b>	Weaving/Moving pictures		Picture this/Vehicles		Buildings/Food	
<b>Music</b>	Duration		Exploring Sound		Exploring Timbre	