

St Mary's YEAR 2 LONG TERM PLAN 2018 - 2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Values Heartsmart	LOVE 'Get HEARTSMART'	DETERMINATION 'No Way through isn't true!'	RESPECT 'Two much Selfie isn't healthy!'	COMPASSION 'Don't Forget to Let Love In!'	HONESTY 'Fake is a Mistake!'	COURAGE 'Don't Rub it in, Rub it Out!'
Visits/Visitors		Christmas Pantomime	Fairtrade visitor		New Brighton Day trip Beeston Residential	
Maths	<p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. 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:</p> <ul style="list-style-type: none"> • A two-digit number and ones • A two-digit number and tens • Two two-digit numbers • Adding three one-digit numbers <p>Add and subtract numbers using concrete objects, pictorial representations including:</p> <ul style="list-style-type: none"> • A two-digit number and ones • A two-digit number and tens • Two two-digit numbers • Adding three one-digit numbers 	<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 (×), division (÷) 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, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ 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 $\frac{2}{4}$ and $\frac{1}{2}$</p>	<p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°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 >, < and =</p> <p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value 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, including giving change.</p> <p>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>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>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 three quarter turns (clockwise and anti-clockwise).</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. 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>

	<p>Progression shown through:</p> <ul style="list-style-type: none"> • TU ± U (no bridging) • TU ± U (bridging 10) • TU ± multiples(s) 10 (no bridging 100) • TU ± multiple(s) 10 (bridging 100) • TU ± TU (no bridging) • TU ± TU (bridging 10) • TU + TU (bridging 100) • TU + TU (bridging 10) <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p>					
<p>English</p>	<p><u><i>The Hungry Caterpillar by Eric Carle</i></u> Performance recital & patterns and language</p> <p><u><i>The Big Book of Bugs - Yuval Zommer</i></u> Writing fact-files Non-chronological report</p> <p><u><i>Beegu by Alexis Deacon</i></u> Diary entry Retell a story with an additional event Instructional writing Persuasion</p> <p><u><i>Footprints in the snow</i></u> Speech Bubbles/thought bubbles Alternative endings of story Letter writing Recipe instructions Invitations</p> <p><u><i>The Christmas Story</i></u> (cross-curricular R.E.) Re-telling</p>	<p><u><i>Meerkat Mail</i></u> Postcards Email Factual Report Labels Lists</p> <p><u><i>The Turtle and the Crane</i></u> (cross-curricular Geography-China) Stories other cultures Characters Settings Fact files- Chinese Animals</p> <p><u><i>Poetry (various)</i></u> Performance Poetry</p>	<p>(cross-curricular - History/Geography Seaside)</p> <p><u><i>Seahorses</i></u> Fact-files/Reports Diary</p> <p><u><i>The Lighthouse Keepers'...</i></u> Story structure Healthy Eating report Information writing structure Instructions-recipes</p> <p><u><i>Jack and the baked beanstalk</i></u> Yr2 revision unit</p>			
<p>Spelling</p>	<p>Phonics- letters and sounds programme - phase 5</p> <p>No Nonsense Spelling Revisit Phase 5 GPCs as required by pupils</p> <p>Homophones Introduce Year 2 homophones when relevant.</p> <p>Year 2 phonics</p> <ul style="list-style-type: none"> •The sound /dʒ/ spelt '-ge' and '-dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'. •The /s/ sound spelt 'c' before 'e', 'i' and 'y' •The /n/ sound spelt 'kn' and (less often) 'gn' at the 	<p>Phonics- letters and sounds programme - phase 5</p> <p>No Nonsense Spelling Revisit The /l/ or /əl/ sound spelt '-le' at the end of words</p> <p>Homophones and near homophones quite/quiet, night/knight, new/knew, not/knot, they're/there/their and others as relevant</p> <p>Apostrophe The possessive apostrophe (singular nouns) Apostrophe for contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)</p> <p>Year 2 phonics The /ai/ sound spelt 'y' at the end of words The /i:/ sound</p>	<p>Phonics- letters and sounds programme - phase 5</p> <p>Non Nonsense Spelling Revisit The possessive apostrophe (singular nouns)</p> <p>Homophones Revision of all homophones taught so far</p> <p>Apostrophe The possessive apostrophe (singular nouns)</p> <p>Year 2 phonics The /l/ or /əl/ sound spelt '-el' at the end of words The /l/ or /əl/ sound spelt '-al' at the end of words The /l/ or /əl/ sound spelt '-il' at the end of words (unusual spelling) The /ɔ:/ sound spelt 'a' before 'l' and 'll' The /ɔ:/ sound spelt 'ar' after 'w'</p>			

	<p>beginning of words</p> <p>Common exception words /aɪ/ sound spelt 'i' in common exception words: find, kind, mind, behind, child (children), wild, climb as well as others as needed by pupils.</p> <p>Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies:</p> <ul style="list-style-type: none"> •Segmentation •Using a GPC chart •Using spelling journals, word banks, the environment, a working wall. •Word sort •Which one looks right? <p>Proofreading After writing, teach pupils to:</p> <ul style="list-style-type: none"> •Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage. •Check writing for mistakes in common exception/tricky words. •Ensure that guidance on marking is used to support children's proofreading. <p>Learning and practising spellings Teach children how to learn and practise spell- ings including words taught in new knowledge, common exception or tricky words and individual target words.</p> <ul style="list-style-type: none"> •Identify the tricky part of the word •Segmentation strategy •Look, Say, Cover, Write, Check •Rainbow write •Saying the word in a funny way 	<p>spelt '-ey'</p> <p>The /r/ sound spelt '-wr' at the beginning of words The /ɒ/ sound spelt 'a' after 'w' and 'qu' The sound /ʒ/ spelt 's'</p> <p>Common exception words Examples include: most, only, both, could, would, should, move, prove, improve and others as needed by pupils</p> <p>Suffixes Adding endings '-ing-', '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it Adding '-ing-', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter Adding '-es' to nouns and verbs ending in 'y' The suffixes '-ful', '-less' and '-ly' Words ending in '-tion'</p> <p>Strategies at the point of writing</p> <ul style="list-style-type: none"> •Have a go •Using the working wall to find correct spellings of high frequency and common exception words •Using an alphabetically-ordered word bank <p>Proofreading: After writing, teach pupils to:</p> <ul style="list-style-type: none"> •Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage. •Check writing for mistakes in common exception / tricky words. •Use dictionary skills <p>Ensure that guidance on marking is used to support pupils' proofreading.</p> <p>Learning and Practising spellings</p> <ul style="list-style-type: none"> •If not already introduced, introduce the use of spelling journals. •Focus on learning of knowledge and patterns taught this term <p>Remind pupils of the following strategies:</p> <ul style="list-style-type: none"> •Segmentation •Look, Say, Cover, Write, Check •Using mnemonics •Saying the word in a funny way 	<p>The /ʌ/ sound spelt 'o' The /ɜ:/ sound spelt 'or' after 'w'</p> <p>Common exception words All Year 2 words not taught so far</p> <p>Suffixes Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y' The suffixes '-ment', '-ness',</p> <p>Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies</p> <ul style="list-style-type: none"> •Introduce individual Have a Go sheets if not established already •Teach using analogy to spell a word you don't know <p>Proofreading After writing, secure routines for proofreading:</p> <ul style="list-style-type: none"> •Use a reliable source (word bank, environmental print and dictionary) to check their spelling at the proofreading stage. •Check writing for mistakes in common exception or tricky words. •Ensure that guidance on marking is used to support pupils' proofreading. <p>Learning and practising spellings</p> <ul style="list-style-type: none"> •Secure learning routines with resources, for example spelling journals or environmental print. <p>Remind pupils of the following strategies:</p> <ul style="list-style-type: none"> •Writing in the air •Tracing over the word •Rainbow writing •Look, say, cover, write, check
<p>Grammar</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling</p> <p>Expanded noun phrases for description and specification</p>	<p>Formation of nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding (e.g. <i>whiteboard</i>, <i>superman</i>)</p> <p>Formation of adjectives using suffixes such as <i>-ful</i>, <i>-less</i> Use of the suffixes <i>-er</i>, <i>-est</i> in adjectives and <i>-ly</i> to turn adjectives into adverbs</p> <p>Subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>)</p>	<p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</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</i>, <i>he was shouting</i>)</p>

	<i>(e.g. the blue butterfly, plain flour, the man in the moon)</i>					
RE	Good News God	Christian Community Incarnation	Kingdom of God	Forgiveness Salvation Resurrection	Discipleship Holy Spirit Creation	Other Religions Judaism
Computing	You've Got Mail	Whatever the Weather	Code-tastic	Super Sci-Fi	Let's Fix IT	Vehicles
SCIENCE	Animals including humans		Living things and their habitats		Materials & Plants	
GEOGRAPHY/ HISTORY	Florence Nightingale		China		Seaside	
PE	Net/Wall Games Fundamentals	Dance Fundamentals	Gymnastics Fundamentals	Invasion Games Fundamentals	Athletics Fundamentals	Striking & Fielding Fundamentals
DT/ART	Painting(Portraits)/Textiles		Digital media(Picture this)/ Structures		Sculpture/Food technology	
MUSIC	Exploration pitch		Pulse and Rhythm		Exploring Timbre	