


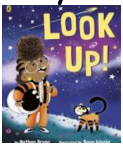


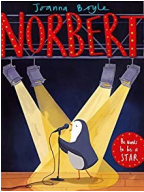



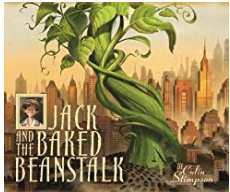

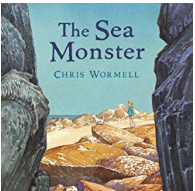

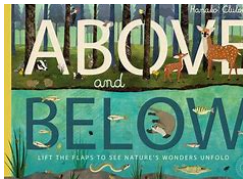
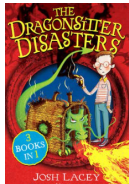
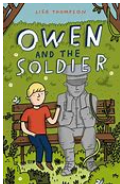

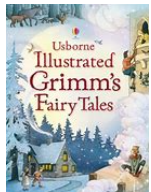




Year 2 Long Term Plan 2021 - 2022

Year group: Two	Autumn 1 6 weeks 2 days	Autumn 2 7 weeks 3 days	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Maths	<ul style="list-style-type: none"> • Number & Place Value • Addition & Subtraction 	<ul style="list-style-type: none"> • Multiplication Division 	<ul style="list-style-type: none"> • Number & Place Value • Mass/Weight • Counting & Money 	<ul style="list-style-type: none"> • Length/Mass & weight • Shape 2D and 3 D Assess & Review 	<ul style="list-style-type: none"> • Number/Place Value/Statistics • Addition & Subtraction • Capacity/Volume/ Temperature • Fractions • Position/Direction /Time • 2D and 3D shape • Length and Mass • Time 	<ul style="list-style-type: none"> • Capacity, Volume, temperature • Statistics • Statistics (including finding the difference) Assess & Review

<p>Poetry</p>		<p>The Owl and the Pussycat by Edward Lear (1 week)</p>  <p>Outcome: Narrative poem, experimenting with words and patterns</p>	<p>From a Railway Carriage by Robert Louis Stevenson (1 week)</p> <p>Outcome: Rhyming Bird's Eye-view poem</p>	<p>Night Sounds by Berliue Doherty (1 week)</p>  <p>Outcome: Senses poem</p>	<p>Father and I in the Woods by David McCord (1 week)</p> <p>Outcome: Shape poems</p>	<p>Fox by Kathy Henderson (1 week)</p>  <p>Outcome: Descriptive poem</p>
<p>English</p>	<p>Look Up! by Nathan Bryon  Keep Believing Theme (3 weeks)</p> <p>Troll Swap Leigh Hodgkinson (3 weeks) </p>	<p>The Owl who was afraid of the dark Jill Tomlinsons (4 weeks) </p> <p>Norbert by Joanne Boyle (2 weeks) </p>	<p>The Dragon Machine Helen Ward (3 weeks) </p> <p>Man on the Moon by Simon Bartram (2 weeks) </p>	<p>Major Glad, Major Dizzy Jan Oke (3 weeks) </p> <p>The Disgusting Sandwich by Gareth Edwards (2 weeks) </p>	<p>The Last Wolf Mini Grey (3 weeks) </p> <p>Jack and the Baked Beanstalk by Colin Stimpson (2 weeks) </p>	<p>Grandad's Secret Giant David Litchfield (3 weeks) </p> <p>The Sea Monster by Chris Wormell (3 weeks) </p>

<p style="text-align: center;">Outcome</p>	<p>Primary writing outcome: 1. Non-fiction: To write a diary entry about space flight 2. Fiction: To write a story based upon the model text using the pupils' ideas for characters</p> <p>Additional writing outcomes: Character descriptions Setting descriptions Lists Instructions Letter Diary Poem</p>	<p>Writing outcome: 1. Non-Chronological report To write a non chronological about owls using information gathered from the text 2. To repeat skills and write a non-chronological report about penguins</p> <p>Additional writing outcomes: Setting descriptions Character descriptions Poem Letter Diary</p>	<p>Writing outcome: 1. Fiction To write a story based upon the model text using own ideas for a change of character and machine 2. Fiction To retell the story</p> <p>Additional writing outcomes: Poster - commands Character descriptions Letter Diary Instructions (leaflet)</p>	<p>Writing outcome: 1. Recount Diary entry from the point of view of a toy 2. Narrative : To write a story with a change of character and food item</p> <p>Additional writing outcomes: Description of toys Setting description Letter to inform Letter to persuade Recount</p>	<p>Writing outcome: 1. Persuasive letter To write a letter in role persuading characters to save the trees 2. Recount in the form of a diary for Jack</p> <p>Additional writing outcomes: List Instructions (giving advice/giving directions) Journey description Setting description Character description Diary Letters/ messages to give advice</p>	<p>Writing outcome: 1. Fiction To write a story with a moral focus 2. Narrative: To write a story in the style of Sea Monster</p> <p>Additional writing outcomes: Setting description Character description Diary Letter Poem Instructions</p>
<p>Non Fiction Apply (Previously taught to apply across LC or English)</p>	<p>Recount</p>	<p>Instructions (how to look after an animal) Recount trip tp the theatre</p>	<p>Non-chronological reports linked to topic keeping healthy</p>	<p>Descriptions of healthy and unhealthy plants</p>	<p>Persuasion - letter to Mrs Hewson asking to go to the beach</p>	<p>Recount of trip to the beach (real life)</p>
<p>Pathways to Read</p>	<p>P2R Text: Trolls Go Home Alan McDonald</p> 	<p>P2R Text: Above and Below Patricia Hegarty</p> 	<p>P2R Text: The Dragonsitter disasters Josh Lacey</p> 	<p>P2R Text: Owen and the Soldier Lisa Thompson</p> 	<p>P2R Text: Fantastic Mr Fox Roald Dahl</p> 	<p>P2R Text: Grimm's Fairytales Usborne</p> 

Class Author Study	Julia Donaldson	Mini Grey	Emily Gravett	Raymond Briggs	Roald Dahl	Jeanne Willis
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Science (CUSP)	Biology - Living things and their Habitats Biology - Animals including Humans	Chemistry - Use of everyday materials Revisit living things and their habitats/material	Biology - Plants Revisit living things and their habitats/animals including humans
History (CUSP)	Events beyond living memory - The Great Fire of London	Significant historical events people and places in our own locality	Significant historical events people and places in our own locality Revisit events beyond living memory
Geography (CUSP)	Revisit Continents and Oceans, Countries and Capital Cities of the UK Human and Physical features local area study Human and physical features (UK and Non European country)	Human and physical features (UK and Non European country) Fieldwork and Map skills	Fieldwork and map skills Human and physical features (UK and Non European country) compare a non European location to our locality - Amazon Rainforest
Art and Design (CUSP)	Drawing Painting	Print Making Textiles	Collage 3D
Design Technology	Textiles	Mechanisms - Sliders and Levers	Food

Music (Charanga)	Hands, Feet, Heart Style: South African Music	Ho Ho Ho Style: Christmas, Big Band, Motown	I Wanna Play In A Band Style: Rock	Zootime Style: Reggae	Friendship Song Learning to sing songs about being a good friend.	Reflect, rewind and replay
Listening Whole School	<i>Classical</i> Gustav Holst 'The Planets'	<i>Music for Film</i> Collection of Works by John Williams	<i>Classical</i> Collection of Works by Mozart, Beethoven and Bach	<i>Music Through the Ages</i> Live and Recorded Music from 1950s - 1980s.	<i>Music Through the Ages</i> Live and Recorded Music from 1990s - Present Day.	<i>Music from Other Cultures</i> Listening to traditional music of tribes and cultures across the globe.
Computing	Computer Networks	Creativity	Productivity	Creativity	Programming <i>Review prior objectives</i>	Communication <i>Review prior objectives</i>
Purple Mash Unit	Unit 2.5 Effective Searching	Unit 2.8 Presenting Ideas	Unit 2.3 Spreadsheets Unit 2.4 Questioning	Unit 2.7 Making Music	Unit 2.1 Coding	Unit 2.2 Online Safety
Digital Literacy (eAWARE)	Passwords <i>Password Rules</i>	Friends <i>My Online Community</i>	Time Online <i>How long am I online</i>	Digital Footprint <i>My Footprint</i>	Private Information <i>My Private Information</i>	Positive Communication <i>Positive Poster</i>
Physical Education	REAL PE - Unit 1 (Personal) FUNS: 10 - Co-ordination - Floor Movement Patterns 1 - Static Balance - One Leg Standing	REAL PE - Unit 2 (Social) FUNS: 6 - Dynamic Balance to Agility 2 - Static Balance - Seated	REAL PE - Unit 3 (Cognitive) FUNS: 5 - Dynamic Balance 4 - Static balance - small base	REAL PE - Unit 4 (Creative) FUNS: 9 - Co-ordination - Balls Skills 7 - Counter Balance in Pairs	REAL PE - Unit 5 (Applying Physical Skills) FUNS: 8 - Co-ordination with Equipment 12 - Agility - Reaction/Response	REAL PE - Unit 6 (Health & Fitness) FUNS: 11 - Agility - Ball chasing 3 - Static Balance - Floor work
	GAMES - Football <i>Focus on: Ball control</i>	Team games focusing on fundamentals e.g.	ATHLETICS - Sports Day Practice	Gymnastics - Val Sabin	Dance - Val Sabin	Striking and Fielding games focusing on throwing and catching

		agility, balance, co-ordination. Missed the team game element in Year 1				for improvement as well building up strategic game play. Missed the throwing and catching focus in Year 1
Religious Education	<p>Introduction to RE What is it? Why do we learn about it? What can we learn from it?</p> <p>Christianity Substantive Knowledge</p> <p><i>General knowledge of the religion.</i> Year group expectations.</p>	<p>Islam Substantive Knowledge</p> <p><i>General knowledge of the religion.</i> Year group expectations.</p>	<p>Hinduism Substantive Knowledge</p> <p><i>General knowledge of the religion.</i> Year group expectations.</p>	<p>Christianity Revisit substantive knowledge Personal Knowledge</p> <p><i>Values and importance of lessons from religion- Lancashire planning.</i></p>	<p>Islam Revisit substantive knowledge Personal Knowledge</p> <p><i>Values and importance of lessons from religion- Lancashire planning.</i></p>	<p>Hinduism Revisit substantive knowledge Personal Knowledge</p> <p><i>Values and importance of lessons from religion- Lancashire planning.</i></p>
PHSCE	<i>Being Me in My World</i>	<i>Celebrating Difference</i>	<i>Relationships</i>	<i>Changing Me</i>	<i>Healthy Me</i>	<i>Dreams and Goals</i>
	<p>Friendship. Feeling lonely. How to manage arguments/conflict. **Kidsfe Revision Unit**</p>	<p>Behaviour; What is bullying? Appropriate words and actions. Showing respect for others.</p> <p>** Pants - NSPCC** Revision</p>	<p><i>Keeping safe; recognising risk.</i> <i>Following rules.</i> <i>Trust; trusted adults and secrets.</i></p>	<p><i>Feelings; identifying a range of feelings.</i> <i>Times of change; loss and bereavement.</i> <i>Sharing feelings with trusted people.</i></p>	<p><i>Being healthy.</i> <i>What makes us healthy; eating, drinking, playing and sleeping.</i> <i>Sunshine; safety of the sun. Growth.</i></p>	<p><i>People and jobs; jobs within the community.</i> <i>Importance of money.</i> <i>Strengths and weaknesses linked to skills. Use of internet.</i> <i>Managing change.</i></p>
Chatacter Education - Missions	The Queen The Longest Reign		Pochahontas Trouble in the Tribe		Samuel Pepys London's Burning	