

# Year 2 Spring Term Long term Plan

English	Genre	Aspect	Programme of Study
	<p><b>Narrative</b> – Familiar settings</p> <p><b>Non-fiction</b> features of information texts linked to science</p> <p><b>Poetry</b> – On a theme</p>	<p><b>Reading</b></p>	<p>This term pupils will develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>*listening to, discussing and expressing views about stories, poetry and non-fiction at a level beyond that at which they can read independently</li> <li>*discussing the sequence of events in books and how items of information are related</li> <li>*recognising simple recurring literary language in stories and poetry</li> <li>*discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>*discussing their favourite words and phrases</li> <li>*understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <li>*drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>*checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>*making inferences on the basis of what is being said and done</li> <li>*answering and asking questions</li> <li>*predicting what might happen on the basis of what has been read so far</li> <li>*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</li> <li>*explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>
		<p><b>Writing</b></p>	<p>Pupils will be taught to <b>develop positive attitudes towards and stamina for writing by:</b></p> <ul style="list-style-type: none"> <li>*writing narratives about personal experiences and those of others (real and fictional)</li> <li>*writing about real events</li> <li>*writing for different purposes</li> </ul> <p><b>consider what they are going to write before beginning by:</b></p> <ul style="list-style-type: none"> <li>*planning or saying out loud what they are going to write about</li> <li>*writing down ideas and/or key words, including new vocabulary</li> <li>*encapsulating what they want to say, sentence by sentence</li> <li>*make simple additions, revisions and corrections to their own writing by:</li> <li>*evaluating their writing with the teacher and other pupils</li> <li>*re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> </ul>

			<p>*proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>*read aloud what they have written with appropriate intonation to make the meaning clear.</p>
		<b>Grammar</b>	<p>Continue to ensure the correct use of full stops, capital letters.</p> <p>Use question marks and exclamation marks.</p> <p>Use expanded noun phrases to describe and specify</p> <p>Use the present and past tenses correctly and consistently including the progressive form</p> <p>Understand and use; subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>
		<b>Spelling</b>	<p>In this term we will look at these common exception words: eye, water, class, grass, pass, plant, bath, path, great, break, steak, pretty, beautiful hour, should would, could, parents, wild, climb, move, prove, improve</p> <p>We will also look at the following spelling patterns: Adverbs ly, adding ing and ed using suffixes; ment, ness, ful, less</p>
		<b>Handwriting</b>	<p>Pupils will continue to develop their ability to:</p> <ul style="list-style-type: none"> <li>*form lower-case letters of the correct size relative to one another</li> <li>*start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>*write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>*use spacing between words that reflects the size of the letters</li> </ul>

Maths	Topic	Objectives
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<b>Number and place Value</b>	<ul style="list-style-type: none"> <li>- Recognise odd and even numbers</li> <li>- Count objects and read and write numbers to at least 100 in <b>words</b>.</li> <li>-Continue to solve problems using number facts and place value.</li> <li>-Continue counting forwards and backwards in steps of 2 and 5, and begin to count in <b>steps of 3, from 0</b>.</li> <li>-Count forwards and backwards in steps of ten from <b>any number</b>.</li> <li>- Understand place value using numbers up to 100, rounding numbers to the nearest 10.</li> <li>-Rapid recall of number facts.</li> </ul>
<b>Addition and subtraction</b>	<p><b>( Use the Ra Pa Co Da Numbo Mnemonic to explain their mental strategies for addition and subtraction)</b></p> <ul style="list-style-type: none"> <li>- add two multiples of tens within 100</li> <li>- a two digit number and a multiple of ten</li> <li>- any two two digit numbers</li> <li>- adding 3 one digit numbers</li> <li>-Use partitioning to add.</li> <li>-Subtract by counting up/back and finding the difference.</li> <li>- Learn how to solve problems with addition and subtraction: <ul style="list-style-type: none"> <li>-applying an increasing knowledge of mental methods, informal jottings and more formal written methods.</li> <li>-using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> </ul> </li> </ul>
<b>Fractions</b>	<ul style="list-style-type: none"> <li>- recognise, find, name and write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a shape, set of objects or quantity</li> <li>- begin to write simple fractions for example <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> </ul>
<b>Money</b>	<ul style="list-style-type: none"> <li>-Recognise and use symbols for pounds (£) and pence (p);</li> <li>-Combine amounts to make a particular value</li> <li>-Find different combinations of coins that equal the same amounts of money</li> <li>-Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</li> </ul>
<b>Multiplication and Division</b>	<ul style="list-style-type: none"> <li>-Calculate mathematical statements for multiplication and division within the multiplication and division tables and write them using multiplication (X), division (<math>\div</math>) and equals (=) signs</li> <li>- Solve problems involving multiplication and division using resources, arrays, repeated addition, mental methods and multiplication/division facts, including problems in context</li> </ul>

		<ul style="list-style-type: none"> <li>- Know times tables for 10, 2 and 5 out of order and know the corresponding division facts. Begin to know the 3x table in order then out of order.</li> <li>-Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>-To be able to add, subtract, multiply and divide within 100 using practical equipment and jotting and beginning to explore some informal written methods which can found in the calculation policy on the school website.</li> </ul>
	<b>Measure</b>	<p>Pupils will be taught to know, understand and use units of measure for time, weight and capacity.</p> <ul style="list-style-type: none"> <li>- compare and sequence intervals of time</li> <li>- 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</li> <li>- know the number of minutes in an hour and the number of hours in a day-</li> <li>-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</li> <li>- compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul>
	<b>Geometry</b>	<ul style="list-style-type: none"> <li>- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>- identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>- compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul>
	<b>Statistics</b>	<p>(Ongoing and cross curricular)</p> <ul style="list-style-type: none"> <li>- interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>- ask and answer questions about totalling and comparing categorical data.</li> </ul>

Science	Topic	Objectives covered
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	<b>Working scientifically</b>	<p>These objectives will be covered through every science topic.</p> <ul style="list-style-type: none"> <li>*asking simple questions and recognising that they can be answered in different ways</li> <li>*observing closely, using simple equipment</li> <li>*performing simple tests</li> <li>*identifying and classifying</li> <li>*using their observations and ideas to suggest answers to questions</li> <li>*gathering and recording data to help in answering questions.</li> </ul>
	<b>Plants and life cycles</b>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>☒ observe and describe how seeds and bulbs grow into mature plants</li> <li>☒ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>☒ notice that animals, including humans, have offspring which grow into adults</li> <li>☒ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>☒ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>
	<b>Animals and humans life cycles</b>  <b>Habitats</b>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>☒ explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>☒ 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</li> <li>☒ identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>☒ 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.</li> </ul> <p><b>Continued into the Summer term</b></p>

History	Topic	Skills and knowledge
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	<p><b>The Mexico disaster</b></p> <p><b>The Titanic</b></p> <p>changes within and beyond living memory.</p>	<p><b>Chronological Understanding:</b></p> <p>Throughout this unit pupils will</p> <p>*Use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’;</p> <p>*Use the words past and present correctly.</p> <p>Pupils will be taught about:</p> <p>Events in living memory that are significant nationally or globally</p> <p>Events beyond living memory</p>
	<p><b>The Cadbury brothers</b></p> <p><b>Joseph Rowntree</b></p>	<p><b>Pupils will learn about Events beyond living memory that are significant nationally</b></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>
		<p><b>Historical Enquiry:</b></p> <p>Pupils will find out something about the past by talking to an older person.</p> <p>Pupils will answer questions by using a specific source, such as an information book or internet.</p>
		<p><b>Organisation and Communication</b></p> <p>Communicate their knowledge in a variety of ways</p>

PE	Unit	
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	<b>Gymnastics 2</b>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>*develop balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>
	<b>Invasion games 2</b>	<p>Pupils will be taught :</p> <ul style="list-style-type: none"> <li>*master basic movements including running, jumping, throwing and catching</li> <li>*participate in team games, developing simple tactics for attacking and defending</li> </ul>

<b>Music</b>	<b>Theme</b>	
	<b>Composing</b>	<p><b>The Ugly Bug Ball</b></p> <p><b>During this Music topic the pupils will have the opportunity to:</b></p> <ul style="list-style-type: none"> <li>-Create their own music based on the movements of mini beasts. They will</li> <li>-listen to animated programmes (such as James and the Giant Peach) and</li> <li>-appraise the music that represents each character.</li> <li>-read written representations of sounds</li> </ul> <p>write their own ideas as written representations of sounds based on the movements of mini beasts.</p> <ul style="list-style-type: none"> <li>-start creating music from different starting points such as various insect characters so that they can tell the story of their chosen insect through music.</li> <li>-listen to and be taught the difference between sounds that move by steps and by leaps and incorporate these into their compositions</li> </ul>

<b>PSHE</b>		
	<b>E safety</b>	

	<b>(taught alongside computing)</b>	Pupils will use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
	<b>Safety in the home</b>	To develop an understanding of what is safe/unsafe in the home and surroundings <ul style="list-style-type: none"> <li>• To develop an understanding of what is safe/unsafe when using the internet (Online Safety)</li> </ul>
	<b>Life processes</b>	<ul style="list-style-type: none"> <li>• To recognise and name the main body parts of humans and animals</li> <li>• To know that humans and other animals can produce offspring</li> </ul>

Art	Theme	
		<p><b>Throughout Spring term we will practise drawing, painting and collage skills on a weekly basis.</b></p> <p><b>Spring 1: A study of Matisse and his work ,‘The Snail.’</b></p> <p>*To explore a range of starting points - To use “The Snail” by Matisse as a starting point.</p> <p>*To use <b>Snail Trail</b> by Jo Sexton as a vehicle to explore and compare the techniques, colours, tones and media used by Matisse with other artists.</p> <p>*To explore the form and texture of snail shells through tonal work in pencil and other drawing media, and through modelling in playdough or clay</p> <p>*To explore the movement, flow and line of snail trails using drawing and painting media and low relief materials such as string, wool etc</p> <p>*To be able to use a range of materials and processes.</p> <p>*To “paint with scissors” in the style of Matisse (ie. Collage), understanding the reasons for Matisse’s choice of materials and techniques.</p>

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