YEAR GROUP: Year 2 **LONG TERM PLAN** **ACADEMIC YEAR**

	AUTUMN (7.5+ 6.5 Weeks)		SPRING (6+ 5.5 Weeks)		SUMMER (7+6 Weeks)	
Topic/theme	**Australia**	**Brunel - Bridges and Tunnels**	**London and Local History**		**Pirates - Grace O'malley**	**Oceans and Seas**
Curriculum Hooks/Cultural Capital – trips or visitors	**Australian Experience in school**	**Christmas Nativity Concert** **Pantomime**	**London Postal**	**Mantle of the Expert** **Fire Engine visit** **Forest school cooking**	**Whipsnade Zoo (May)**	**Story Museum**
Phonics- Read, Write Inc	**Year 1** (and **Year 2** children that did not pass their year 1 phonics screening)**-** Children will access daily phonics sessions following the Read Write Inc programme in groups that are specifically targeted to their ability. Assessments will be carried out every 6 weeks to ensure that children are able to move through the programme effectively and progress					
English **Narrative and non-fiction as alternative outcomes**	**The Story Tree**- tales to read aloud Recount Short Narrative Poetry **Pattan's Pumpkin**	**Traction Man** Setting description Diary writing	**The Jolly Postman** **The Lost Homework** **Claude in the City**		**Slug Life** Non-chronological report Diary entry - A day in the life of a slug Explanation (instruction) writing	**The Snail and the Whale** Poetry Recount from personal experience Short Narrative **Grandad's Island**
SPAG **Terminology for pupils – explicitly taught when first introduced and revisited thereafter throughout the year:** ● **Autumn 1:** noun, noun phrase, adjective ● **Autumn 2:** verb, adverb, tense (past, present) ● **Spring 1:** statement, question, exclamation, command, comma, **suffix, compound** ● **Spring 2:** apostrophe ● **Summer 1:** no new terminology — revisit and apply ● **Summer 2:** secure and apply all Year 2 terminology	**TEACH:** ● Expanded noun phrases for description and specification. ● Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. **REVISIT:** ● Joining words and joining clauses using *and*; how words can combine to make sentences.	**TEACH:** ● Co-ordination using *or, and, but*. ● Correct choice and consistent use of present tense and past tense throughout writing. ● Use of the progressive form of verbs in the present and past tense to mark actions in progress. **REVISIT:** ● Expanded noun phrases for description and specification; ● use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.	**TEACH:** ● How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. ● Subordination using *when, if, that, because*. ● Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. ● Commas to separate items in a list. ● Formation of nouns by compounding. **REVISIT:** ● Co-ordination using *or, and, but*; ● correct choice and consistent use of present tense and past tense throughout writing; ● expanded noun phrases for description and specification; ● statement, question, exclamation or command; ● use of the progressive form of verbs in the present and past tense to mark actions in progress; ● sentence demarcation.		**TEACH:** ● Commas to separate items in a list. ● Formation of nouns using the suffix -er. **REVISIT:** ● TEACH AND APPLY THROUGH RWI SPELLING: Word formation using -ness, -ful, -less, -er, -est and -ly, revisiting in English as taught. ● subordination and co-ordination; ● sentence functions; ● apostrophes; ● tense and progressive forms; ● expanded noun phrases; ● sentence punctuation ● commas to separate items in a list; ● formation of nouns by compounding.	**SECURE AND APPLY:** All Year 2 vocabulary, grammar and punctuation taught across the year, making appropriate grammatical choices independently in a range of writing. **REVISIT:** ● Expanded noun phrases; ● subordination and co-ordination; ● statement, question, exclamation and command; ● correct and consistent present/past tense; progressive forms; ● capital letters and sentence punctuation; ● commas in lists; ● apostrophes; ● Year 2 word formation.
Spelling/ Handwriting (YR.2)	Phonics	Year 2 - RWI Spelling Ruth Miskin Handwriting	Year 2 - RWI Spelling Ruth Miskin Handwriting	Year 2 - RWI Spelling Ruth Miskin Handwriting	Year 2 - RWI Spelling Ruth Miskin Handwriting	Year 2 - RWI Spelling Ruth Miskin Handwriting
Maths	Place Value Addition and Subtraction	Addition and subtraction Properties of shape	Money Multiplication and Division	Length and height Mass, capacity and temperature	Fractions Time	Statistics Position and direction Consolidation
Science	Animals including humans Wild and Wonderful Creatures	Everyday Materials Materials Matter	Animals, including humans Healthy animals	Habitats	Ready Steady Grow, Gardens and Allotments	Squash bend twist and stretch
History/Geography	G: Australia	H; History of Transport- Brunel	H: Local and UK history History : school and local high street H Sarah Forbes Bonetta and Queen Elizabeth II Great Fire of London		H: Should Grace O'malley be a pirate	G: Ocean and Seas - Hamilton Trust unit Block A - Oceans and Seas of the World

			G: Mapping - Geography Society (build into the unit)			Block G - Galapagos Islands and Darwin
Art **Access Art**	Access Art Stick transformation project	Access Art Be an architect	Exploring the world through monoprint	Expressive Painting	Explore and Draw	Music and art
DT		What is design and technology - Chris Quigley Unit 1.1 Frame Structures Unit 1.3		Chris Quigley Wheels and Axles		Chris Quigley Cous Cous
Computing **National Centre for Computing Education**	. Computing systems and networks – Technology around us		Data and information – Grouping data		Programming B - Programming animations	
PE Year A	Gymnastics Football - basic ball control sending and receiving	Fitness – balance and coordination Gymnastics	Dance Games – Dodgeball -	Orienteering Gymnastics 2	Handball Netball	Athletics Rounders
PE Year B	Hockey Tag- Rugby	Gymnastics 1 Fitness	Dance Golf and resilience building	Gymnastic 2 Orienteering	Basketball Volleyball	Athletics Cricket
RE	Christians: Is it possible to be kind to everyone all of the time?	Christians: Why do Christians believe God gave Jesus to the world?	Sikhism: Enquiry 1: Why do Sikhs admire their Gurus	Christianity: Why was Jesus welcomed as a King or celebrity by the crowds on Palm Sunday?	Sanatana Dharma: Enquiry 3 (with a brief intro to Santana Dharma)	Judaism: Enquiry 2: Is Shabbat important to Jewish children?
Music **Charanga**	BBC Music - Traditional Tales Unit https://www.bbc.co.uk/teach/school-radio/articles/zbx7qp3	Christmas concert	Recorders - Play it - London's Burning BBC Music - KS1 Great Fire of London	Oxford Choral Workshop	BBC pirates - Treasure Island	Sally Beamish - Ten pieces Listening and composing (Menna - workshop)
PSHE Big 5 and Me - Year 2	Big 5 and Me NSPCC Pants Project Evolve -Privacy and security	Big 5 and Me Self regulation safe for me drugs and alcohol primary	Big 5 and me Respectful Relationships Project evolve Online relationship/online bullying	Big 5 and Me Responsible decision making Road Safety - brake resources	Big 5 and Me Global goals - social awareness	RSE- clued up for growing up boys and girls Allergy schools - What shall I have on my pizza