



**Barrowford Primary School**



**Year 2 Long Term Plan**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Project Title</b>	There will be more plastic in the sea than fish by 2050. How can we help stop this?	There will be more plastic in the sea than fish by 2050. How can we help stop this?	Does poverty mean different things in different countries?	Does poverty mean different things in different countries?	Who has helped reduce inequality?	Who has helped reduce inequality?
<b>Writing</b> Expectation to: Plan, draft, edit, redraft & publish	Animal adventure story Stories by the same author	Persuasive poster Poetry as a theme.	Traditional tales with a twist Classic poetry	Animal adventure story Stories with a familiar setting	Non-chron report Stories as a theme	Poems with a structure – riddles
<b>Reading</b>	Developing retrieval and inference skills. Developing vocabulary skills.		Developing predicting skills		Developing sequencing skills	
<b>Spelling, punctuation &amp; grammar (SPAG)</b>	<ul style="list-style-type: none"> <li>Suffixes</li> <li>Expanded noun phrases</li> <li>Adjectives</li> <li>Nouns</li> <li>Imperative verbs</li> <li>Coordinating conjunctions</li> <li>Different sentence types</li> </ul>		<ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Subordinating and coordinating conjunctions</li> <li>Using the past tense</li> <li>Using commas in a list</li> </ul>		<ul style="list-style-type: none"> <li>Coordinating and subordinating conjunctions</li> <li>Using apostrophe for possession</li> <li>Expanded noun phrases</li> <li>Different sentence types</li> <li>Using subordination for time</li> </ul>	
<b>Oracy</b>	<ul style="list-style-type: none"> <li>To start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them.</li> <li>To ask questions to find out more about a subject.</li> <li>Confident delivery of short pre-prepared material.</li> </ul>		<ul style="list-style-type: none"> <li>To start to develop an awareness of audience e.g. what might interest a certain group.</li> <li>Confident delivery of short pre-prepared material</li> <li>To build on others' ideas in discussions.</li> </ul>		<ul style="list-style-type: none"> <li>To be aware of others who have not spoken and to invite them into discussion.</li> <li>To build on others' ideas in discussions.</li> <li>To use sentence stems to signal when they are building on or challenging others' ideas.</li> </ul>	
<b>Maths</b>	Number and Place Value Length and Mass/Weight Addition and Subtraction 2D and 3D shape	Counting, Multiplication and sorting Statistics Fractions Capacity and volume	Number and Place Value Mass/Weight 2D and 3D shape Counting and Money Multiplication	Length and Mass/Weight Addition/Subtraction Fractions Position and direction Time	Number and Place Value Statistics Addition/Subtraction Capacity/Temperature Fractions	Time Multiplication and Division Statistics including finding the difference

		Money Time	Division		Position and direction Time 2D and 3D shape	Measurement Sorting
Science	Living things and their habitats	Everyday materials/Uses of everyday materials	Health – How we grow and stay healthy	Plants	Animal survival and growth	Working scientifically
Computing  Continual reinforcement of e-safety	Algorithms J2e <b>Programming Children</b> use the basic commands in Logo to move and draw using the turtle on screen, and further develop algorithms using the "repeat" command. children to create algorithms in Scratch using a selection of blocks	Algorithms J2e <b>Presentation skills</b> Children develop skills needed for safe and effective computer use and introduce some further skills concerning the use of folders, searching for files and printing. Then children create a simple presentation	Algorithms J2e <b>Digital Research-</b> research Africa	Algorithms J2e <b>Digital researching</b>	Algorithms J2e <b>Computer Art</b> Children learn about reproducing the painting styles of great artists using computer programs	Algorithms J2e <b>E-safety Pupils</b> learn that they can go to exciting places online, but they need to follow certain rules to remain safe to understand that they should never give out private information
History	Pirates		Our Local Area		Inequality	
	Chronology	Events, People and changes		Communication		
	<p>Show their emerging knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> <li>Recognising the distinction between past and present.</li> <li>Identifying <i>some</i> similarities and differences between their own present and aspects of the past.</li> <li>Place <i>a few</i> events and objects in order by using common phrases to show the passing of time (<i>old, new/young, days and months</i>).</li> </ul> <p>Show their developing knowledge and understanding of the past by:</p>	<ul style="list-style-type: none"> <li>To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to <i>parts</i> of stories, and features of events.</li> <li>Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.</li> </ul> <p>Use simple stories and other sources to show that they know and understand key features of events.</p>		<ul style="list-style-type: none"> <li>Understand and use simple historical concepts such as now/then and same/different.</li> <li>To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>).</li> </ul> <p>Understand historical concepts and use them to make simple connections and draw contrasts.</p>		

	<ul style="list-style-type: none"> <li>▪ Recognising the distinction between present and past in their own and other people's lives.</li> <li>▪ Identifying some similarities and differences between ways of life in different periods.</li> <li>▪ Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, past...</i>).</li> </ul>					
Geography	Oceans		Our Local Area/comparisons with Africa			
	<p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>▪ Name and locate the world's seven continents and five oceans.</li> <li>▪ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <p>Place Knowledge</p> <ul style="list-style-type: none"> <li>▪ Small area of the United Kingdom.</li> <li>▪ Small area in a contrasting non-European country.</li> </ul> <p>Human and Physical Geography -</p> <ul style="list-style-type: none"> <li>▪ Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>▪ Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>- key <b>physical</b> features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key <b>human</b> features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>					
Art and Design technology	Oceans – Turtle observational drawing		Africa – African pattern, sunset paintings Savannah collages, Adinkra printing fabric			
	DT		Water aid – make African water jars			
	African mask making clay					
PE – coach taught lessons	• BFC	• BFC	• BFC	• BFC	• BFC	• BFC

PE – teacher taught sessions	Athletics Ball skills	Hockey (aiming) Netball/ Basketball (passing)	Gymnastics (rolling) Dance (responding to music) Africa PE assessments	Dance (partner work) Rounders (positioning)	Gymnastics (balancing on equipment) Tennis (hitting)	Athletics (running stamina, teamwork & tactics)
Music	Ocarina – Learning a new instrument		Ocarina – Learning the notes and how to read music		Ocarina – Rhythm and Beat	Ocarina - Performance
PSHE	Being me in my world	Celebrating Differences	Dreams and goals	Healthy Me	Relationships	Changing me