Northborough School - Long Term Plan - Year 2

	Autumn Term		Spring Term		Summer Term	
Curriculum Project	Special Buildings	Festivals of Light	Here We Are	Rio De Vida	Living Things and Their Habitats	
Memorable experience	Visit to the local Church/ Synagogue/ Mosque	Christmas Production	Assembly presentation	Carnival Day	Hamerton Zoo	
English- Spoken Language	Pupils should be taught to: *listen and respond appropriately to adults and their peers *ask relevant questions to extend their understanding and knowledge *use relevant strategies to build their vocabulary *articulate and justify answers, arguments and opinions *give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings *maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments *use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas *speak audibly and fluently with an increasing command of Standard English *participate in discussions, presentations, performances, role play, improvisations and debates *gain, maintain and monitor the interest of the listener(s) *consider and evaluate different viewpoints, attending to and building on the contributions of others *select and use appropriate registers for effective communication.					
Reading Core Schemes and principles: • Good quality texts • Scholastic comprehension • Power of Reading • Inference training • Lighthouse reading • Book talk • Literacy Circle • Fluency- to bridge word reading and comprehension • PEEL reports	<u>Retelling</u> To discuss sequence of events in books and how items of information are related. To be introduced to non-fiction books that are structured in different ways.	<u>Literal Questioning</u> To ask and answer questions.	<u>Prediction</u> To recognise simple recurring literary languages in stories and poetry.	<u>Inference</u> To make inferences on the basis of what is being said and done. To predict what might happen. To explain and discuss their understanding of books, poems and other materials.	<u>Clarification</u> To check that the text makes sense to them as they are read and correcting inaccurate reading. To discuss word meanings, linking new meanings to known vocabulary.	<u>Evaluation and Review</u> Review of all skills covered in the preceding terms
	Word Reading * Continue to apply phonic and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. *Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. *Read accurately words of two or more syllables that contain the same graphemes as above. *Read words containing common suffixes. *Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. *Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. *Read aloud books matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. *Re-read these books to build up fluency and confidence in word reading.					
Lighthouse book	'The Most Magnificent Mosque' by Shelley Fowles and Ann Jungman	'The Owl Who is Afraid of the Dark' by Jill Tomlinson	'Here We Are' by Oliver Jeffers	The Great Kapok Tree: by Lynne Cherry.	'Fantastic Mr Fox' by Roald Dahl	'Harry the Poisonous Centipede' by Lynne Reid Banks

<table>
<tr><td rowspan="3">English – writing
Core Schemes and principles:
• Life experience
• Talk for writing
• Writing for a clear purpose and audience
• Scholastic comprehension
• Power of Reading
• Inference training
• PEEL reports</td><td><u>Non-fiction</u>
Recount of place of worship visit

Non-chronological report -A guide to ….(place of worship)

Biography- John Dunlop, Charles Macintosh or John McAdam (linked to science)</td><td><u>Non-fiction</u>
Fact file- Religious festivals/ Bonfire Night</td><td><u>Non-fiction</u>
Instructions for building a snow cave</td><td><u>Fiction</u>
Myths and legends from Brazil</td><td><u>Non-fiction</u>
Recount of trip- diary

Report about zoo animals - tri fold</td></tr>
<tr><td><u>Narrative</u>
‘Night of the Gargoyles’ by Eve Bunting- Description, diary entry, newspaper report

‘The Most Magnificent Mosque’ by Ann Jungman and Shelley Fowles</td><td><u>Narrative</u>
The Gunpowder Plot, Diwali, Hanukah, The Christmas Story- retell from different points of view</td><td><u>Narrative</u>
Next chapter of ‘Ice Palace’ by Robert Swindells (linked to Computing)

‘There was a Coyote who Swallowed a Flea’ by Jennifer Ward- make comparisons with ‘There was an Old Lady who Swallowed a Fly’</td><td><u>Non-fiction</u>
Recount- write a postcard from Rio</td><td><u>Narrative</u>
‘Tin Forest’- by Helen Ward
Extended story (dream)
Character description - the old man
Letter in character from the old man
Wish - prediction</td></tr>
<tr><td><u>Poetry</u>
Places of worship acrostic poems</td><td><u>Poetry</u>
Shape fire work poems</td><td><u>Poetry</u>
Read winter poems collection and act out</td><td><u>Poetry</u>
Free Verse poems</td><td><u>Poetry</u>
Animal haiku poems

What am I? riddles</td></tr>
<tr><td>Spelling</td><td colspan="2">Recap alternative spelling for phonemes e.g. ay ai a-e ea
Suffixes –ed –ing - -er
Common exception words
Dictation</td><td colspan="2">Suffixes y – i /double letter protection /drop e if ends with e
Contractions
High frequency words
Dictation</td><td>Suffixes - -ful – ness – ment – ly – less
Homophones /near homophones
Possessive apostrophe
High frequency words
Dictation</td></tr>
<tr><td>Handwriting
Core Schemes and principles:
• Nelson</td><td colspan="5">See policy
*Form lowercase letters of the correct size relative to one another.
*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.
*Write capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters.
*Use spacing between words that reflects the size of the letters.</td></tr>
<tr><td>Vocabulary, Grammar and Punctuation
Core Schemes and principles:
• Scholastic Grammar and Punctuation</td><td colspan="5">*Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).
*Learn how to use:
- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify
- the present and past tenses correctly and consistently use the progressive form
- subordination (when, if, that, or, because) and co-ordination (or, but, and)
-some features of written Standard English
*Learn, use and understand the grammatical terminology in English in discussing their reading and writing.</td></tr>
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Maths	Number: Place value *Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward, *Recognise the place value of each digit in a two-digit number. *Identify, represent and estimate numbers using different representations. *Compare and order numbers from 0 up to 100; use <,> and = signs. *Read and write numbers up to at least 100 in numerals and words. *Use place value and number facts to solve problems. Number: Addition and subtraction *Solve problems with addition and subtraction: -Using concrete objects and pictorial representations -Applying their increasing knowledge of mental and written methods *Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. *Add and subtract numbers using concrete objects, pictorial representations and mentally including: -a two-digit number and 1s -a two-digit number and 10s -2 digit numbers -adding 3 one-digit numbers *Show that addition of 2 numbers can be done in any order and subtraction of one number from another cannot. *Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	Measurement: Money *Recognise and use the 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. *Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. Number: Multiplication and Division *Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. *Calculate mathematical statements for multiplication and division within the multiplication tables and write them using multiplication, division and equals signs. *Show that multiplication of 2 numbers can be done in any order and division of 1 number by another cannot. *Solve problems using multiplication and division.	Statistics *Interpret and construct simple pictograms, tally charts, block diagrams and tables. *Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. *Ask and answer questions about totalling and comparing categorical data. Geometry: Properties of shapes *Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line. *Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. *Identify 2D shapes on the surface of 3D shapes. *Compare and sort common 2D and 3D shapes and everyday objects.	Number: Fractions *Recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity. *Write simple fractions and recognise the equivalence of 2/4 and ½. Measurement: Length and Height *Choose and use appropriate standard units to estimate and measure length/ height in any direction (m/cm) to the nearest appropriate unit, using rulers. *Compare and order lengths and record results.	Position and Direction *Order and arrange combinations of mathematical objects in patterns and in sequences. *Use mathematical language 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). Problem Solving and efficient methods Measurement: Time *Compare and sequence intervals of time. * Tell and write the time to five minutes, including quarter past/ to the hour and draw the hands on the clock to show these times. *Know the number of minutes in an hour and the number of hours in a day.	Measurement: Mass, Capacity and Temperature *Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature; capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels. *Compare and order mass, volume/capacity and record the results. Investigations

Computing Core scheme: www. ilearn2.co.uk	<u>E-Safety</u> Children will learn to use technology safely and respectfully, keeping personal information private. They will be able to identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. **Create a safety poster** Internet research	<u>Recognise uses of IT</u> Children will learn to recognise common uses of information technology beyond school. They will: * Understand what makes a computer a computer *Understand computers store and follow instructions. *Spot digital technology in school. *Understand how different technology helps us. **Complete computer spotter task**	<u>EBook Creation</u> Children will learn to use technology purposefully to create, organise, store, manipulate and retrieve digital content by creating a Digital Book. They will: * Add a book cover with title, author, colour and image. *Add multiple pages based on a theme. *Add text on different pages. *Add images on different pages to match the theme/text. *Add voice recordings to match the text and theme. **Ebook – Ice palace the next chapter!**	<u>Develop Programming</u> Children will understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. They will learn to program and code using Scratch JR. **Blocks coding – design and build a robot animal (link to Brazilian myths and legends)**	<u>Introduction to Animation</u> Children will learn to use technology purposefully to create, organise, store, manipulate and retrieve digital content by creating an animation. They will: *Add a background and objects to a frame. *Copy/clone a frame and move objects to create an animation. *Create an animation with multiple objects moving simultaneously. **Animated animals**	<u>Introduce Data Handling</u> Children will learn to use technology purposefully to create, organise, store, manipulate and retrieve digital content through data handling. They will: * Understand what data is and collect it as a tally. * Label a pictogram and add data to each column. *Edit a table with correct titles and numbers. *Create a bar chart/ pie chart/ line chart suitable for the data. *Interpret a pictogram/ bar chart/ line chart. **Holly Class's favourite animals**
Science	<u>Working Scientifically</u> Ask simple questions and recognising that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use their observations and ideas to answer questions. Gather and record data to help in answering questions.					
	<u>Materials</u> Recap Year 1 objectives Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	<u>Plants</u> Recap Year 1 objectives- plants/ trees in local area Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Introduce the children to the processes of reproduction in plants- seed dispersal. *Compare plants in hot and cold countries	<u>Animals/ Living Things and Their habitats</u> Explore and compare the differences between things that are living, dead and things that have never been alive. Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). 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. Identify and name a variety of plants and animals in their habitats, including microhabitats. 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.		

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<tr><td rowspan="2">History</td><td><u>Significant individuals</u>
To know about the lives of significant individuals in the past who have contributed to national and international achievements (John Dunlop, Charles Macintosh or John McAdam).</td><td><u>Significant events</u>
To know about events beyond living memory that are significant nationally or globally (events commemorated through festivals and anniversaries).

<u>Significant individuals</u>
To know about the lives of significant individuals in the past (Guy Fawkes).</td><td>Discrete</td><td>Discrete</td><td>Discrete</td><td>Discrete</td></tr>
<tr><td colspan="5"><u>Historical enquiry</u>
Children will be taught to:
*Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
*Identify similarities and differences between ways of life in different periods.
*Use a wide vocabulary of everyday historical terms, including common words and phrases relating to time.
*Understand the chronology of above events
*Ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
*Answer questions using a variety of historical sources</td></tr>
<tr><td rowspan="2">Geography
Location knowledge
Place knowledge
Human and physical geography
Geographical skills and fieldwork</td><td>Discrete</td><td>Discrete</td><td><u>Location Knowledge</u>
To be able to name and locate the world's 7 continents and 5 oceans.

<u>Human and Physical Geography</u>
To be able to locate hot and cold areas of the world in relation to the Equator and the North and South Poles.

<u>Geographical Skills and Fieldwork</u>
To use world maps, atlases and globes to identify the continents and oceans studied at this key stage.</td><td><u>Place Knowledge</u>
To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Brazil).

<u>Geographical Skills and Fieldwork</u>
To be able to use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</td><td>Discrete</td><td>Discrete</td></tr>
<tr><td colspan="5"><u>Geographical skills and fieldwork</u>
*Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
*Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map
*Use simple locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
*Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</td></tr>
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Art and Design Core Schemes and principles: • Northborough Primary School Progression of Art Skils	<u>Drawing</u> Sketch buildings from experience. **Record and explore ideas from first hand observation, experience and imagination.** **Develop techniques in using colour, pattern, texture, line, shape, form and space.** <u>Frottage (printing)</u> Take a rubbing from an uneven surface to form the basis of work of art (gargoyles). **Print using a variety of materials and objects .and techniques** **Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.**	<u>Printing</u> Firework/ bonfire pictures **Print using a variety of materials and objects and techniques.** <u>Clay</u> Make Diva lamps (3D) **Manipulate clay for a variety of purposes, inc. thumb pots and models**	<u>Painting</u> Mixing colours- hot/ cold **Mix a variety of colours and know which primary colours make secondary colours.** **Use a developed colour vocabulary.** <u>Printing</u> Angie Lewin – winter prints **Print using a variety of techniques.**	<u>Painting</u> Carnival paintings inspired by Li Smith	<u>Clay</u> Clay owls (flat) **Build a textured relief tile.** <u>Painting</u> Collaborative Rousseau (Tiger in a Tropical Storm, Little Greene Jungle) **Work collaboratively with others, on projects in 2 dimensions and on different scales**. Shell paintings inspired by Georgia O'Keefe **Experiment with different effects and textures.**
Design Technology	<u>Technical Knowledge</u> Make models of places of worship. **To build structures, exploring how they can be made stronger, stiffer and more stable.** *Look at gargoyles on medieval churches.	<u>Cooking and Nutrition</u> Make festival food. **To be able to cut ingredients safely and hygienically.** **To be able to assemble or cook ingredients.**	<u>Cooking and Nutrition</u> Understand where food comes from (linked to Georgaphy).	<u>Cooking and Nutrition</u> Make traditional brigadeiros. **To be able to cut ingredients safely and hygienically.** **To be able to assemble or cook ingredients.**	<u>Cooking and Nutrition</u> Healthy eating (linked to science and PSHE) <u>Textiles</u> Owl cushions **Join textiles using running stitch.** **Colour and decorate textiles using a number of techniques.** <u>Technical knowledge - Levers and sliders and Joining materials</u> Disassemble, plan, make and evaluate jungle animals with moving parts
	<u>Design, Make and Evaluate (ongoing)</u>				

Music Core Scheme: Music Express	<u>Unit 1 Ourselves – exploring sounds</u> The children discover ways to use their voices to describe feelings and moods. They create and notate vocal sounds, building to a performance. <u>Unit 2 - Toys - beat</u> The children move and play to a steady beat and to sound sequences. They learn to control changing tempo as they take a scooter ride.	<u>Unit 3 - Our land - exploring sounds</u> The children explore timbre and texture as they explore descriptive sounds. They listen to, and perform, music inspired by myths. <u>Unit 4 - Our bodies – beat</u> The children develop a sense of steady beat through using their own bodies. They respond to music and play rhythm patterns on body percussion and instruments.	<u>Unit 5 - Animals – pitch</u> The children link animal movement with pitch movement to help develop understanding and recognition of changing pitch. They interpret pitch line notation using voices and tuned instruments. <u>Unit 6 - Number – beat</u> The children explore steady beat and rhythm patterns. They play beats and patterns from Renaissance Italy to West Africa and create their own body percussion, voices and instruments.	<u>Unit 7 - Story time – exploring sounds</u> The children are introduced to famous pieces to stimulate composition. The children interpret a storyboard with sound effects, and develop their own ideas using voices and percussion. <u>Unit 8 - Seasons - pitch</u> The children develop understanding of pitch through movement, songs and listening games. They become familiar with pitch shapes and perform them in a variety of musical arrangements.	<u>Unit 9 -Weather – exploring sounds</u> The children have opportunities to create descriptive sounds and word rhythms with raps and songs about weather. They create a descriptive class composition using voices and instruments. <u>Unit 10 -Pattern – beat</u> Using simple notations, the children play, create and combine minibeast rhythms using body percussion and instruments	<u>Unit 11 - Water - pitch</u> The children sing and play a variety of pitch shapes, using movement and ready from scores. They create a class composition which describes the sounds and creatures of a pond. <u>Unit 12 - Travel - performance</u> The children learn a Tanzanian game song and accompany a travelling song using voices and instruments. They listen to an orchestral piece and improvise their own descriptive 'theme park' music.
PSHE Cambs Scheme Citizenship Myself and my relationships Helathy and safer life styles Economic well being	Rights, Rules and Responsibilities Cit 5 RR12	My emotions MMR5 Anti bullying MMR7 AB12	Working together Cit 3 WT12 Financial capacity EW1 FC12	Sex & relationship education HSL10 SR2 Drug edn HSL 8 DE12	Managing risk HSL4 MR12 Safety contexts HSL55C12	Healthy lifestyle HSL7 HL12
P.E Core scheme: Cambridgeshire Scheme of Work	Gymnastics – points of contact Unit 1	Gymnastics – Ball wall and tall -sequences Unit 2	Dance - Great Fire of London Unit 1	Dance – Magical Friendships Unit 2	Games - Fundamentals Multi-skills Unit 1	Games - Fundamentals Multi-skills Unit 2
	Master basic movements including jumping, as well as develop balance, agility and co-ordination. Apply these basic movements in a range of activities.		Perform dances using simple movement patterns.		Master basic movements including running, throwing and catching and begin to apply these in a range of activities.	
MFL	N/A	N/A	N/A	N/A	N/A	N/A

R.E Core scheme: The Peterborough Agreed Syllabus for Religious Education	Where do other people worship? (Christianity, Judaism and Islam)	Why do we remember? Who celebrates Festivals of light? BBC stories Story of the Macabees Sing Hannukah songs. Play dreidel.Sammy. Other faiths/Different cultures. Why do we celebrate Christmas? CHRISTMAS	What did Jesus say which was important? (Lord's prayer and 2 commandments) Why celebrate Harvest? BBC stories Guru Nanak	Personal unit - Jesus. Add Prodigal son story. Why did Jesus die? Why do we celebrate Easter? EASTER	Which writings are special to people of faith? Different scripts	Festivals Could do Tu b Shevat.
SMCS SMSC is included in everyday lessons. In addition, opportunities are given to learn, achieve and understand the values that underpin British Values.	Places of Worship Helping others- collection for the Food Bank at Harvest Annual Remembrance service Annual Christmas church service Festivals of light- different cultures		Local community - village study Stories from around the world Easter Church service		Different scripts- dual language books	