

## Long term Planning

### Yearly overview of skills

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic/Theme</b>	Animals		Explorers		Seaside	
<b>Resources needed</b>	Owl workshop	Northern Stage – The Snow Queen	Science Centre Captain Chemistry	Hartlepool Marina	Washington Wetlands	Beach
<b>Visit/Visitor</b>	Class set of The Owl who was Afraid of the Dark Class set of Fantastic Mr Fox Great Fire of London resource box Judaism resource box The Literacy Shed The Spelling Shed Power Maths resources		Class set of Flat Stanley Famous People resource box Islam resource box The Literacy Shed The Spelling Shed Power Maths resources		Resource box Seaside Holidays in the past resource box The Literacy Shed The Spelling Shed Power Maths resources	
<b>English Literature – text(s)</b>	The Owl who was Afraid of the Dark All About Orangutans The Owl and the Pussycat Fantastic Mr Fox Mog's Christmas Calamity	Shackleton's Journey Flat Stanley Polar Bear Explorers' Club The Pirates Next Door Giant Jelly Jaws and the Pirates	Hibernation Hotel The Hodgeheg The Mousehole Cat		The Explorer (DLR) Ultimate Explorers (Wordsmith) Exploring the Maya Empire (DLR) Survivors The Chocolate Tree The Ridge	
<b>Speaking and Listening</b>	<p>Speak confidently, audibly and effectively, including through: Using Standard English when the context and audience require it</p> <p>Working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines</p> <p>Listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary</p> <p>Planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates</p> <p>Listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation</p> <p>Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</p>					

<p><b>Reading</b></p>	<p><b>Word reading</b>          Applies phonic knowledge and skills consistently to decode age-appropriate texts accurately and without undue hesitation          Sounds out unfamiliar words accurately, without undue hesitation          Automatic decoding, using phonics, is embedded and reading is fluent          Recognises and effortlessly decodes alternative sounds for graphemes          Reads accurately words of two or more syllables, containing known graphemes          Recognises and effortlessly decodes most cew          Reads most words quickly and accurately, without overt sounding and blending, when they have been encountered frequently          Reads words containing common suffixes          Reads age-appropriate texts with fluency and confidence          Notices when reading does not make sense and takes appropriate action          Begins to use expression and intonation to engage a listener, when reading aloud          Self-corrects and re-reads to make ensure fluency and meaning  <b>Comprehension</b>          Regards reading as a pleasurable activity          Identifies sequences of events in texts and offers simple explanations of how items of information relate to one another          Demonstrates familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales          Recognises and understands the different structures of non-fiction books that have been introduced          Shares favourite words and phrases, and clarifies the meaning of new words through discussion, and by making links to known vocabulary          Learns and recites a repertoire of poems by heart, using appropriate intonation to help make the meaning clear          Demonstrates understanding of what is read independently, or listened to, by drawing on own knowledge, and information and vocabulary provided          Constructs meaning whilst reading independently, self-correcting where the sense of the text is lost          Makes inferences on what has been read          Asks and answers questions appropriately, including those based on inference of what is said and done          Makes predictions on the basis of what has been read so far          Participates in discussion, offering opinions and explanations for these about books, poems and other materials          Exercises choice in selecting books</p>
<p><b>Writing</b></p>	<p>Writes narratives about personal experiences and those of others (real and fictional)          Writes for different purposes (including poetry)          Uses plans to support writing          Links ideas and events using strategies to create 'flow'          Evaluates the effective use of word choice, grammar and punctuation          Makes appropriate additions, revisions and corrections          Proof reads to check for errors in spelling, grammar and punctuation          Re-reads writing to check for correct and consistent tense          Evaluates writing with teachers and peers</p>

<b>Vocabulary, Grammar and Punctuation</b>	<p>Recognises and writes (grammatically correct) different types of sentences: <b>statements, questions, commands</b> and <b>exclamations</b></p> <p>Understands and uses coordinating and subordinating conjunctions to construct and extend sentences</p> <p>Uses the past and present tense correctly throughout writing inc. The progressive form</p> <p>Uses capital letters for proper nouns accurately</p> <p>Uses a range of punctuation almost always correctly – full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction and apostrophe for singular possession</p> <p>Uses expanded <b>noun phrases</b>, adjectives and adverbs for description and specification</p>		
<b>Spelling</b>	<p>Spelling Rules: uses phonic knowledge to spell simple monosyllabic and polysyllabic words</p> <p>Y2 CEW / HFW</p> <p>Spells frequently used homophones / near homophones</p> <p>Words using the possessive apostrophe (singular nouns)</p> <p>Adding <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words of one syllable ending in a single letter after a short vowel</p> <p>Words with the suffixes <i>-ment, -ness, -ful</i> and <i>-less</i></p> <p>Words ending in <i>-tion</i></p> <p>Recognises own spelling errors and makes some attempt to correct these</p> <p><u>Compound</u> nouns</p>		
<b>Mathematics</b>	<p>Place Value</p> <p>Addition and subtraction</p> <p>Money</p> <p>Multiplication and division</p>	<p>Multiplication and division</p> <p>Statistics</p> <p>Length and height</p> <p>Properties of shapes</p> <p>Fractions</p>	<p>Position and direction</p> <p>Problem Solving and efficient methods</p> <p>Time</p> <p>Weight, volume and temperature</p>
<b>Science</b>	<p>Animals including Humans</p>	<p>Materials</p>	<p>Plants</p> <p>Living things and their habitats</p>
<b>RE</b>	<p>Beginnings</p> <p>Signs and Symbols</p> <p>Judaism</p> <p>Preparations</p>	<p>Books</p> <p>Thanksgiving</p> <p>Islam</p> <p>Opportunities</p>	<p>Spread the Word</p> <p>Rules</p> <p>Treasures</p>
<b>History</b>	<p>Events beyond living memory - Great Fire of London</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p>	<p>Lives of significant individuals - Famous People: Ernest Shackleton, Captain James Cook, Neil Armstrong</p> <p>Describe significant people from the past.</p> <p>Label timelines with words or phrases such as: past, present, older and newer.</p>	<p>Changes within living memory - Holidays in the Past.</p> <p>Use words and phrases such as:</p> <ul style="list-style-type: none"> <li>• a long time ago</li> <li>• recently</li> <li>• when my parents/carers were children</li> <li>• years, decades and centuries to</li> </ul>

		Use dates where appropriate.	describe the passing of time
<b>Geography</b>	Human and Physical – Use geographical vocabulary to refer to key human and physical features. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Locational and Place knowledge – Name and locate the world’s seven continents and five oceans.	Understand geographical similarities and differences through studying UK and a contrasting non-European country - Australia
<b>Computing</b>	Computer Science - understand that algorithms are implemented as programs on digital devices Make routes using precise instructions Debug simple programs Digital Literacy IT Database	Computer Science - understand that algorithms are implemented as programs on digital devices Digital Literacy IT - use technology purposely to organise & manipulate digital content	Computer Science – use logical reasoning to predict the behavior of simple programs Digital Literacy Use technology safely ICT -use technology purposely to manipulate digital content
<b>Art</b>	Use a range of art and design techniques for colour and pattern.	Recognise warm and cold colours. Explore the relationship between mood and colour.	Describe the work of Andy Goldsworthy. Look at sculptures as starting points for own work.
<b>Design and Technology</b>	Textiles – joining fabrics to make a sock puppet	Cooking and Nutrition – use basic principles of a healthy and varied diet to prepare dishes.	Mechanism - make a vehicle with wheels
<b>Music</b>	Develop a sense of Pulse and Rhythm Introduction to violin	Violin tuition	Violin tuition
<b>PE</b>	Athletics Dance	Games Gymnastics	Athletics Games
<b>PSHE</b>	RRS – Class charter Anti-Bullying	E-safety Drugs Education	Eco schools - environment RSE