

Year 2 long term plan



Eynsham Community
Primary School

Everybody Learning, Every Day.

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Speaking & Listening Objectives

(Across Years 1 to 6)

- 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 to others
- select and use appropriate registers for effective communication

Year 2 – English Curriculum

Reading objectives

Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far

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.

Explain and discuss their own understanding of books, poems and other material, both those that they listen and those that they read for themselves.

Word Reading

Children should be taught to:

- continue to apply phonic knowledge 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

Writing objectives

Composition

Children should be taught to:

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
 - writing about real events, writing poetry, writing for different purposes
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- 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
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

Handwriting

Children should be taught to:

- form lower-case 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 lower case letters
- use spacing between words that reflects the size of the letters.

Transcription

Children should be taught to:

spell:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms

<ul style="list-style-type: none"> read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Apply spelling rules and guidance (English Appendix 1)</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>
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Grammar and Punctuation Objectives

Pupils should be taught to:

- understand how spoken language can be represented in writing by learning to use the elements below.
- use and understand the grammatical terminology below in discussing their writing.

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
<p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>Use of the suffixes –er and est to form adjectives and adverbs.</p>	<p>Subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>)</p> <p>Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)</p> <p>Sentences with different forms and how grammatical patterns indicate it's function as a statement, questions, exclamation and command</p>	<p>The consistent use of present tense versus past tense throughout texts</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>Capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark contracted forms in spelling</p> <p>Comma after –ly opener e.g. <i>Fortunately,Slowly,....</i></p> <p>Introduce Inverted commas for direct speech</p>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix,</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p> <p><i>NB. All terms in bold should be understood (see Glossary for meanings)</i></p>

Text Structure Narrative	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p>Consolidate Year 1 list</p> <p>Introduce:</p> <p>Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid</p> <p>Telling stories/Drama: Retell familiar stories using narrative structure and dialogue. Include relevant details and sustain the listener's interest. Tell own, real and imagined stories. Explore character' feelings and situations using improvisation. Dramatise parts of own or familiar stories and perform to class or group.</p> <p>Character:</p> <p>Understand that we know what characters are like from what they do and say as well as their appearance. Make predictions about how characters may behave. Notice that characters can change during the course of the story. Create characters e.g. by adapting ideas about typical story characters.</p> <p>Dialogue:</p> <p>Understand that the way characters speak reflects their personality. Understand the verbs used for dialogue tell us how a character is feeling e.g. sighed, shouted, joked.</p> <p>Settings:</p> <p>Settings are created using descriptive words and phrases. Particular types of story can have typical settings – use this to predict the</p>	<p>Consolidate Year 1 list</p> <p>Introduce: (See Conjunctions and Sentence Signposts doc.)</p> <p>Types of sentences:</p> <p>Statements</p> <p>Questions</p> <p>Exclamations</p> <p>Commands</p> <p>-‘ly’ starters</p> <p>e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p>Vary openers to sentences</p> <p>Embellished simple sentences using:</p>	<p>Consolidate Year 1 list</p> <p>Introduce:</p> <p>Prepositions:</p> <p><i>behind above along before between after</i></p> <p>Alliteration</p> <p>e.g. <i>wicked witch</i></p> <p><i>slimy slugs</i></p> <p>Similes using...like...</p> <p>e.g.</p> <p><i>... like sizzling sausages</i></p> <p><i>...hot like a fire</i></p>	<p>Consolidate Year 1 list</p> <p>Introduce:</p> <p>Demarcate sentences:</p> <p>Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Commas to</p>	<p>Consolidate</p> <p>:</p> <p>Punctuation Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Question mark</p> <p>Exclamation mark</p> <p>Speech bubble</p> <p>Bullet points</p> <p>Singular/plural</p>

<p>events of a story based on the setting described in the story opening.</p> <p>Story Structure:</p> <p>Plan opening around character(s), setting, time of day and type of weather.</p> <p>Understanding 5 parts to a story with more complex vocabulary</p> <p>Opening e.g. <i>In a land far away....</i> <i>One cold but bright morning.....</i></p> <p>Build-up e.g. <i>Later that day</i></p> <p>Problem / Dilemma e.g. <i>To his amazement</i></p> <p>Resolution e.g. <i>As soon as</i></p> <p>Ending e.g. <i>Luckily, Fortunately,</i></p> <p>Identify temporal conjunctions and talk about how they are used to signal the passing of time.</p> <p>Make deductions about why events take place in a particular order by looking at characters' actions and their consequences.</p> <p>Story endings should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p> <p>Write familiar stories by borrowing and adapting structures.</p> <p>Write complete stories with a sustained, logical sequence of events.</p> <p>Use past tense and third person consistently.</p> <p>Write stories which include settings, characters and some dialogue.</p>	<p>adjectives e.g. <i>The boys peeped inside the dark cave.</i></p> <p>adverbs e.g. <i>Tom ran quickly down the hill.</i></p> <p>Secure use of compound sentences (Coordination) using conjunctions: <i>and/ or / but / so</i> (coordinating conjunctions)</p> <p>Complex sentences (Subordination) using:</p> <p>Drop in a relative clause:</p> <p>who/which e.g. Sam, who was lost, sat down and cried. The Vikings, who came from Scandinavia, invaded Scotland. The Fire of London, which started in Pudding Lane, spread quickly.</p>	<p>Two adjectives to describe the noun</p> <p>e.g. <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i></p> <p>Adverbs for description</p> <p>e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p>Adverbs for information e.g.</p>	<p>separate items in a list</p> <p>Comma after -ly opener e.g. <i>Fortunately,Slowly,</i></p> <p>Speech bubbles /speech marks for direct speech</p>	<p>Adjective Verb Connective Alliteration Simile – 'as' / 'like'</p> <p>Introduce:</p> <p>Apostrophe (contractions and singular possession)</p> <p>Commas for description</p> <p>'Speech marks'</p> <p>Suffix</p> <p>Verb / adverb</p>
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<p>Viewpoint: Begin to understand elements of an author's style e.g. look at books about the same character or common themes.</p> <p>Non-Fiction (Refer to Conjunctions and Sentence Signposts document for Introduction and Endings alongside non-fiction progression document)</p> <p>Introduce: Secure use of planning tools: Text map / washing line / 'Boxing –up' grid</p> <p>Introduction: Heading Hook to engage reader Factual statement / definition Opening question</p> <p>Middle section(s) Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams Make final comment to reader Did-you-know? facts / True or false?</p> <p>The consistent use of present tense versus past tense throughout texts</p>	<p>Additional subordinating conjunctions: <i>what/while/when/where/ because/ then/so that/ if/to/until</i></p> <p>e.g. While the animals were munching breakfast, two visitors arrived</p> <p><i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i></p> <p>Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p> <p>Expanded noun phrases e.g. <i>lots of people, plenty of food</i></p> <p>List of 3 for description e.g. <i>He wore old shoes, a dark cloak and a red hat.</i></p>	<p>Lift the pot carefully onto the tray. The river quickly flooded the town.</p> <p>Generalisers for information, e.g. Most dogs.... Some cats....</p> <p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the spelling appendix.)</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p>	<p>Apostrophes to mark contracted forms in spelling e.g. <i>don't, can't</i></p> <p>Apostrophes to mark singular possession e.g. <i>the cat's name</i></p>	<p>Statement question exclamation Command (Bossy verbs)</p> <p>Tense (past, present, future) ie not in bold</p> <p>Adjective / noun</p> <p>Noun phrases Generalisers</p>
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Use of the **continuous** form of **verbs** in the **present** and **past tense** to mark actions in progress (e.g. *she is drumming, he was shouting*)

African elephants have long trunks, curly tusks and large ears.

Year 2 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place value			Number: Addition and Subtraction					Measurement: Money		Number: <u>Multiplication</u> and Division	
Spring	Number: Multiplication and <u>Division</u>		Statistics		Geometry: Properties of Shape			Number: Fractions			Measurement: length and height	Consolidation
Summer	Position and direction			Problem solving and efficient methods		Measurement: Time		Measurement: Mass, Capacity and Temperature		Investigations		

Credit: White Rose Maths

Year 2 Autumn Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
<p><u>Number – Place Value</u></p> <p>Read and write numbers to at least 100 in numerals and in words.</p> <p>Recognise the place value of each digit in a two digit number (tens, ones)</p> <p>Identify, represent and estimate numbers using different representations including the number line.</p> <p>Compare and order numbers from 0 up to 100; use <, > and = signs.</p> <p>Use place value and number facts to solve problems.</p> <p>Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.</p>			<p><u>Number – Addition and Subtraction</u></p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.</p> <p>Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> <p>Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>					<p><u>Measurement: Money</u></p> <p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</p> <p>Find different combinations of coins that equal the same amounts of money.</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p>		<p><u>Multiplication and Division</u></p> <p>Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.</p> <p><u>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign.</u></p> <p><u>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</u></p> <p><u>Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</u></p>			

Credit: White Rose Maths

Year 2 Spring Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p>Multiplication and Division Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs.</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</p> <p>Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p>	<p>Statistics Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>Ask and answer questions about totalling and comparing categorical data.</p>	<p>Geometry- properties of shape Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p> <p>Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.]</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p>	<p>Number – fractions Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.</p> <p>Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p>	<p>Measurement: <u>length and height</u></p> <p>Choose and use appropriate standard units to estimate and measure <u>length/height in any direction</u> (m/cm); mass (kg/g); temperature ($^{\circ}$C); capacity (litres/ml) to the nearest appropriate unit, <u>using rulers, scales, thermometers and measuring vessels</u>.</p> <p><u>Compare and order lengths, mass, volume/capacity and record the results using >, < and =</u></p>	<h1>Consolidation</h1>						

Year 2 Summer Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p><u>Position and Direction</u></p> <p>Use mathematical vocabulary 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).</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences</p>			<p>Problem solving and Efficient methods.</p>		<p><u>Measurement: Time</u></p> <p>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.</p> <p>Know the number of minutes in an hour and the number of hours in a day.</p> <p>Compare and sequence intervals of time.</p>		<p><u>Measurement: Mass, Capacity and Temperature</u></p> <p><u>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</u></p> <p><u>Compare and order lengths, mass, volume/capacity and record the results using >, < and =</u></p>			<p>Investigations</p>	

Science long-term planning: Year 2

Autumn

Spring

Summer

Working scientifically

Ongoing throughout year

Ask simple questions.

- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify.
- Use observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions.

Biology:

Plants

- Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.
- Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.
- 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.

Animals and humans

- Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).
- Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.
- Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

living things	<ul style="list-style-type: none"> • Explore and compare the differences between things that are living, that are dead and that have never been alive. • 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 micro-habitats. • 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.
evolution and inheritance	<ul style="list-style-type: none"> • <i>Identify how humans resemble their parents in many features.</i>

Chemistry: Investigating materials

materials	<ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.
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Physics:

Move	<ul style="list-style-type: none"> • <i>Notice and describe how things move, using simple comparisons such as faster and slower.</i> • <i>Compare how different things move.</i>
Light	<ul style="list-style-type: none"> • <i>Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes.</i>

Sound

- *Observe and name a variety of sources of sound, noticing that we hear with our ears.*

Art and Design long-term plans: Year 1 and 2

Skills	Media	
To develop ideas	n/a	<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop.
To master techniques	Painting	<ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels.
	Collage	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture.

	Sculpture	<ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving.
	Drawing	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils.
	Print	<ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints.

	Textiles	<ul style="list-style-type: none"> • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques.
	Digital media	<ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes.
To take inspiration from the greats (classic and modern)		<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.

Computing long-term planning: Year 1 and 2

To code (using Scratch)	Motion	<ul style="list-style-type: none"> • Control motion by specifying the number of steps to travel, direction and turn.
	Looks	<ul style="list-style-type: none"> • Add text strings, show and hide objects and change the features of an object.

	Sound	<ul style="list-style-type: none"> • Select sounds and control when they are heard, their duration and volume.
	Draw	<ul style="list-style-type: none"> • Control when drawings appear and set the pen colour, size and shape.
	Events	<ul style="list-style-type: none"> • Specify user inputs (such as clicks) to control events.
	Control	<ul style="list-style-type: none"> • Specify the nature of events (such as a single event or a loop).
	Sensing	<ul style="list-style-type: none"> • Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?).
To connect		<ul style="list-style-type: none"> • Participate in class social media accounts. • Understand online risks and the age rules for sites.
To communicate		<ul style="list-style-type: none"> • Use a range of applications and devices in order to communicate ideas, work and messages.
To collect		<ul style="list-style-type: none"> • Use simple databases to record information in

		areas across the curriculum.
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Design and Technology long-term planning: Year 1 and 2

Skill	Context	
To master practical skills	Food	<ul style="list-style-type: none"> • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients.
	Materials	<ul style="list-style-type: none"> • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing,

		<p>cutting, folding and curling).</p> <ul style="list-style-type: none"> • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).
	Textiles	<ul style="list-style-type: none"> • Shape textiles using templates. • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).
	Electricals and electronics	<ul style="list-style-type: none"> • Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).
	Computing	<ul style="list-style-type: none"> • Model designs using software.
	Construction	<ul style="list-style-type: none"> • Use materials to practise drilling, screwing, gluing and nailing materials to

		make and strengthen products.
	Mechanics	<ul style="list-style-type: none"> • Create products using levers, wheels and winding mechanisms.
To design, make, evaluate and improve		<ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design.
To take inspiration from design throughout history		<ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created.

Geography long-term planning: Year 2

<h3>To investigate places</h3>	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans.
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To communicate geographically	<p>Ongoing throughout all geography lessons</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).
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History long-term planning: Year 2

To build an overview of world history	<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.
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To understand chronology	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate.
To communicate historically	<p>Ongoing throughout history lessons</p> <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

Music long-term planning: Year 1 and 2

To perform	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch.
To compose	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases.
To transcribe	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance.
To describe music	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.

To understand beliefs and teachings	<ul style="list-style-type: none"> • Describe some of the teachings of a religion. • Describe some of the main festivals or celebrations of a religion.
To understand practices and lifestyles	<ul style="list-style-type: none"> • Recognise, name and describe some religious artefacts, places and practices.
To understand how beliefs are conveyed	<ul style="list-style-type: none"> • Name some religious symbols. • Explain the meaning of some religious symbols.
To reflect	<ul style="list-style-type: none"> • Identify the things that are important in their own lives and compare these to religious beliefs. • Relate emotions to some of the experiences of religious figures studied. • Ask questions about puzzling aspects of life.
To understand values	<ul style="list-style-type: none"> • Identify how they have to make their own choices in life. • Explain how actions affect others. • Show an understanding of the term 'morals'.

Religious Education long-term planning: Year 1 and 2

