

## Year 2 Long Term Plan 2023-2024

ENGLISH		
<b>Reading</b>	<p><b>Year 2</b> Daily phonics lesson to follow the school's sequence Phonics intervention for those identified 1:1 reading with an adult Lexia</p> <p><b>Content Domain Whole Class Lesson – 6 chunks of 2 weeks with same text</b>  <b>Chunk 1</b> – Teacher to read text – text orientation and vocabulary  <b>Chunk 2</b> – Vocabulary and retrieval + word meaning activity  <b>Chunk 3</b> – Inference modelled  <b>Chunk 4</b> – Alternating content domain modelled  <b>Chunk 5</b> – Alternating content domain questions  <b>Chunk 6</b> – Variety of content domain questions</p>	
<b>Reading objectives</b>	<b>Word Reading</b>	<p><b>Phonics / Blending</b> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent – sound out many unfamiliar words accurately (WTS TAF) Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes, especially recognising alternative sounds for graphemes (WTS TAF) Accurately read most* words of two or more syllables that contain the same grapheme (some WTS TAF, most ARE TAF)</p> <p><b>Prefixes / suffixes / root words / contractions</b> Read words containing common suffixes (ARE TAF) e.g. er, est, ment, ness and tion</p> <p><b>CEW</b> Read further* common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (*many – WTS, most – ARE TAF)</p> <p><b>Fluency</b> Read most* words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. (*many – WTS, most – ARE TAF) Read aloud books (closely matched to their improving phonic knowledge), sounding out most unfamiliar words accurately, automatically and without undue hesitation (ARE TAF) Check that the text makes sense to them as they read and to correct inaccurate reading (ARE TAF) Re-read books to build up fluency and confidence in word reading Knows the function of full stops, ! and ? and when reading takes account of these</p> <p><b>Range of texts</b> Listen to, discuss and express 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 Explain and discuss their understanding of books, poems and other material both those that they listen to and those that they read for themselves (GDS TAF) Can distinguish between fiction and non-fiction</p> <p><b>Familiarity with texts</b> Becoming increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. Recognise simple recurring literary language in stories and poetry To be introduced to non-fiction books that are structured in different ways Becoming increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. Is beginning to use contents and index page to locate information in non-fiction texts</p>
	<b>Comprehension</b>	<p><b>Vocab 1a</b> To discuss their favourite words and phrases To discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p><b>Retrieval 1b</b> Can locate specific information on a given page to a direct question (e.g. key events characters' names or key information on a non-fiction page).</p> <p><b>Sequencing 1c</b> Discussing the sequence of events in books and how items of information are related Can explain what has happened so far in what they have read (ARE TAF)</p> <p><b>Inference 1d</b> Make inferences on the basis of what is being said and done – make simple inferences (GDS TAF) Ask and answer questions about a text and make simple inferences (ARE TAF) To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p><b>Prediction 1e</b> Make plausible predictions about what might happen on the basis of what has been read so far (GDS TAF)</p>
	<b>Poetry and performance</b>	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.

	AUTUMN		SPRING		SUMMER	
	Autumn 1 (8 Weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
	<b>Reading for pleasure / class reads / novels</b>					
	Who's Afraid of the Big Bad Book? - Lauren Child	The Flower - John Light	Dr Xargle's Book of Earthlets - Jeanne Willis  Beegu – Alexis Deacon Emily Brown and the Thing - Cressida Cowell & Neil Layton	Flat Stanley - Jeff Brown  Not Now Bernard - David McKee	Gorilla - Anthony Browne  Pumpkin Soup - Helen Cooper	The Giraffe and the Pelly and Me -Roald Dahl  Amazing Grace - Mary Hoffman
<b>Writing Curriculum</b>	<b>Who was to blame for The Great Fire of London?</b>	<b>How does the weather change?</b>	<b>Were the journeys of Captain Cook and Neil Armstrong significant?</b>	<b>Is Australia like the UK?</b>	<b>What did the Wright Brothers do to make them famous?</b>	<b>What is significant about the River Tees?</b>
<b>Stimulus</b>	Toby and the Great Fire of London by Margaret Nash  Traction Man by Mini Grey	The Three Little Wolves & The Big, Bad Pig by Eugene Trivizas  Storm by Sam Usher	Neil Armstrong by Maria Isabel Sanchez Vegara  Meet Captain Cook by Roe Murdie	How the birds got their colours: Tales from the Australian Dreamtime by Helen Chapman	The Wright Brothers by Mary Nhin.  Flat Stanley by Jeff Brown	The River: an epic Journey to the Sea by Patricia Heggaty
<b>Writing Genres</b>	Recipe Harvest soup  Poetry by heart Tiny, Burning Flame (Twinkl)  Characterisation of Traction man  Diary of the Great Fire of London	Poetry Fireworks – Acrostic- Gervais Phinn  Narrative Alternative story of the Three Little Pigs  Explanation of Extreme Weather	Poetry by heart Shape poem The Moon Speaks- James Carter create own shape poem titled The Ship Speaks  Instructions How to look after a pet  Characterisation based on Neil Armstrong	Narrative based on How the Birds got their feathers  Descriptive poem about East Coast England  Letter home from East Coast Australia	Alternative narrative of Flat Stanley  Diary Entry linked to History	Instructions How to stay healthy  Sports Week  Descriptive poem based on the River Tees Quatrain– AABB or ABAB Journey to the River Sea  Non-Chronological report on The River Tees  Poetry by heart (3 days) Voices of Water – Tony Mitton

<b>Poetry</b>	Autumn 1-Poetry by heart – 1 Week A Tiny, Burning Flame (Twinkl)	Autumn 2-Poetry Bonfire night – 2 Weeks Fireworks – Acrostic- Gervais Phinn	Spring 1- Shape poem The Moon Speaks- James Carter create own poem titled The Ship Speaks (Captain Cook & Nicholas Patricks journey)- 1 Week	Spring 2- no poetry in lessons (prioritise poetry 10 mins end of day for 1 week) Cover non bold selection of poems	Summer 1- no poetry in lessons (prioritise poetry 10 mins end of day for 1 week) Cover non bold selection of poems	Summer 2 Poetry by heart – 1 Week Voices of Water – Tony Mitton
	Quatrain – AABB or ABAB  <b><i>A Tiny, Burning Flame (Twinkl)</i></b>	Acrostic Poems  <b>**Fireworks – Gervais Phinn (Local link: visiting Professor of Education at the University of Teesside)</b> Christmas - Gervais Phinn (Local link: visiting Professor of Education at the University of Teesside)**	Shape Poem  <b><i>The Moon Speaks - James Carter</i></b> <a href="http://www.jamescarterpoet.co.uk/poems.html">http://www.jamescarterpoet.co.uk/poems.html</a>	Excuses – Alan Ahlberg Peter Pan – Andrea Shavick Rumble in the Jungle (book) Giles Andreae & David Wojtowycz Commotion in the Ocean (book) Giles Andreae & David Wojtowycz Tasty Poems (book) by Jill Bennet & Nick Sharratt  What is he? – Liz Brownlee Aaaah!!!! At last it's Spring – James Carter Family Tree – Damien Harvey  I'm Walking with my Iguana – Brian Moses Solo with Chorus – Rose Fyleman The Rhythm of Life – Michael Rosen Nut Tree – Julia Donaldson The Dinosaur Rap – John Foster Cats – Eleanor Farjeon Shhhhhh! – Julia Donaldson	Performance Poetry  <b><i>Voices of Water – Tony Mitton</i></b> Nature Trail Poem – Benjamin Zephaniah Tan to Tamarind- Malathi Iyengar	
<b>Writing composition objectives</b>	Writing sentences that are sequenced to form a short narrative (real or fictional) Saying out loud what they are going to write about	Writing about real events, recording these simply and clearly Write simple, coherent narratives about personal experiences and those of others (real or fiction) Using present and past tense mostly correctly and consistently Planning writing through discussion and writing down ideas and/or key words Beginning to use past and present progressive tenses (e.g. was running / is running) Writing for purpose appropriate to genre and audience Proofreading and editing writing with additions, revisions and corrections	Make simple additions, revisions and proofreading corrections to their own writing: a. Proofreading corrections b. Simple additions c. Simple revisions Writing effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing			

<b>Grammar and Punctuation</b>	<p>Conjunctions – co-ordinating and some subordinating</p> <p>Capital letters and full stops</p> <p>Learning to use new and familiar punctuation correctly</p> <p>Adjectives</p>	<p>Noun Phrases</p> <p>Plurals (-es to words ending ‘-ch’ or ‘-sh’, -ies to words ending in ‘-y’)</p> <p>Sentence types – Questions and commands</p> <p>Subordinating conjunctions</p>	<p>Sentence types – Statement</p> <p>Sentence types - Exclamation</p> <p>Use of -ly to create adverbs</p> <p>Expanded noun phrases</p> <p>Compound words</p> <p>Commas</p>	<p>Apostrophes – contractions</p> <p>Apostrophes to mark Possession</p> <p>Present and past tenses</p> <p>Progressive form of verbs</p> <p>Suffixes -ment, -ful, -less, -ness, -er, -est</p>	<p>Consolidation of Grammar &amp; Punctuation</p>	<p>Consolidation of Grammar &amp; Punctuation</p>
<b>Grammar and Punctuation objectives</b>	<p>Demarcating some sentences with capital letters and full stops</p>	<p>Demarcating most sentences with capital letters and full stops</p> <p>Demarcating sentences with questions marks where appropriate</p> <p>Using co-ordination (or / and / but) to join clauses</p> <p>Using some subordination (when / if / that / because) to join clauses</p> <p>Using capital letters for proper nouns and the pronoun ‘I’</p> <p>Use a variety of sentence forms: a.</p> <ul style="list-style-type: none"> <li>b. Questions</li> <li>c. Exclamations</li> <li>d. Commands</li> </ul> <p>Using expanded noun phrases</p>	<p>Using the full range of punctuation taught at key stage 1 mostly correctly including^:</p> <ul style="list-style-type: none"> <li>a. Commas to separate items in a list</li> <li>b. Apostrophes to mark singular possession in nouns</li> <li>c. Apostrophes to mark where letters are missing</li> <li>d. Exclamation marks</li> </ul>			
<b>Spelling</b>	<p>The /j/ sound spelled –dge at the end of words. This spelling is used after the short vowel sounds (1)</p> <p>The /j/ sound spelled –ge at the end of words. This spelling comes after all sounds other than the ‘short vowels (2)</p> <p>The /j/ sound spelled with a g (3)</p>	<p>The /r/ sound spelled ‘wr’ at the beginning of words (1)</p> <p>The // or /ul/ sound spelled ‘-le’ at the end of words (2)</p> <p>The // or /ul/ sound spelled ‘-el’ at the end of words. This spelling is used after m, n, r, s, v, w and commonly s (3)</p>	<p>The long vowel ‘i’ spelled with a y at the end of words (1)</p> <p>Adding ‘-es’ to nouns and verbs ending in ‘y.’ (2)</p> <p>Adding ‘-ed’ to words ending in y. The y is changed to an i. (3)</p> <p>Adding ‘-er’ to words ending in y. The y is changed to an i. (4)</p>	<p>Adding ‘er’ to words ending in ‘e’ with a consonant before it. (1)</p> <p>Adding ‘-ing’ to words of one syllable. The last letter is doubled to keep the short vowel sound. (2)</p> <p>Adding ‘-ed” to words of one syllable. The last</p>	<p>Challenge Words (1)</p> <p>The /ee/ sound spelled ‘-ey’ (2)</p> <p>Words with the spelling ‘a’ after w and qu. (3)</p> <p>The /er/ and /or/ sound spelled with or or ar. (4)</p> <p>The /z/ sound spelled s. (5)</p>	<p>The suffixes ‘-ful’ and ‘-less’ If a suffix starts with a consonant letter. It is added straight onto most root words. (1)</p> <p>These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings (2)</p>

	The /s/ sound spelled c before e, i and y (4) The /n/ sound spelled kn and gn at the beginning of words (5) Assessment Week Challenge Words (7)	The // or /ul/ sound spelled '-al' at the end of words (4) Words ending in '-il. (5) Assessment Week Challenge Words (7)	Adding 'ing' to words ending in 'e' with a consonant before it. (5) Assessment Week Challenge Words (7)	letter is doubled to keep the short vowel sound. (3) The 'or' sound spelled 'a' before ll and ll (4)  The short vowel sound 'o' (5)	The suffixes '-ment' and '-ness' (6)	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings (3) Words ending in '-tion.' (4)  Contractions – the apostrophe shows where a letter or letters would be if the words were written in full. (5)  The possessive apostrophe (singular) (6) Challenge Words (7)
<b>Spelling objectives</b>	Segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonically-plausible attempts at others Spelling some KS1 Common Exception Words (challenge words)*		Spelling many KS1 Common Exception Words (challenge words) correctly* Segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others Distinguishing between common homophones within writing.		Spelling most KS1 Common Exception Words (challenge words) correctly* Adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly (English Appendix 1)	
<b>Handwriting (Letterjoin scheme)</b>	Pre-module assessment & Lessons 1 & 2 (1) Lessons 3 & 4 (2) Lessons 5 & 6 (3) Lessons 7 & 8 (4) Lessons 9 & 10 (5) Lessons 11 & 12 (6) Lessons 13 & 14 (7)	Lessons 15 & 16 (1) Lessons 17 & 18 (2) Lessons 19 & 20 (3) Lessons 21 & 22 (4) Lessons 23 & 24 (5) Lessons 25 & 26 (6) Lessons 27 & 28 (7)	Lessons 29 & 30 (1) Lessons 31 & 32 (2) Lessons 33 & 34 (3) Lessons 35 & 36 (4) Lessons 37 & 38 (5) Lessons 39 & 40 (6) Lessons 41 & 42 (7)	Lessons 43 & 44 (1) Lessons 45 & 46 (2) Lessons 47 & 48 (3) Lessons 49 & 51 (4) Lessons 52 & 53 (5)	Lessons 54 & 55 (1) Lessons 56 & 57 (2) Lessons 58 & 59 & 60(3) Lessons 61 & 62 & 63 (4) Lessons 64 & 65 & 66 (5) Lessons 67 & 68 & 69 (6)	Lessons 70 & 71 & 72 (1) Lessons 73 & 74 & 75 (2) Lessons 76 & 77 & 78 (3) Lessons 79 & 80 & 81 (4) Post-module assessment & 83 & 84 (5) Lessons 85 & 86 & 87 (6) Lessons 88 & 89 & 90 (7)

<b>Handwriting objectives</b>	Forming lower-case letters in the correct direction, starting and finishing in the right place Forming lower-case letters of the correct size relative to one another in some of their writing Using spacing between words	Forming capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Using spacing between words that reflects the size of the letters	Using the diagonal and horizontal strokes needed to join letters in most of writing
<b>Mathematics</b>	<ol style="list-style-type: none"> <li>1. Recognises the place value of each digit in a two-digit number (tens, ones) Reads and writes numbers to at least 100 in numerals and in words</li> <li>2. Compares and orders numbers from 0 up to 100 Uses &lt;, &gt; and = signs</li> <li>3. Recalls and uses addition and subtraction facts to 20 fluently, and derives and uses related facts up to 100 Shows that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>4. Adds and subtracts numbers using concrete objects, pictorial representations, and mentally, including:             <ol style="list-style-type: none"> <li>a. a two-digit number and ones</li> <li>b. a two-digit number and tens</li> <li>c. two two-digit numbers</li> <li>d. adding three one-digit numbers</li> </ol> </li> <li>5. Counts in steps of 2 and 5 from 0, and in tens from any number, forward or backward Recalls and uses multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>6. Recognises, finds, names and writes fractions <math>\frac{1}{3}</math> and <math>\frac{1}{4}</math> of a length, shape, set of objects or quantity (unit fractions)</li> <li>7. Tells and writes the time to five minutes, including quarter past/to</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognises and uses the inverse relationship between addition and subtraction and uses this to check calculations and 3. Solves problems with addition and subtraction:             <ol style="list-style-type: none"> <li>a. using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>b. applying their increasing knowledge of mental and written methods</li> </ol> </li> <li>2. Calculates mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> <li>3. Shows that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>4. And 6. Chooses and uses appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}</math>C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>5. Recognises, finds, names and writes fractions <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity (non-unit fractions)</li> <li>6. Writes simple fractions e.g. <math>\frac{1}{2}</math> of 6 = 3 and recognises the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> <li>7. Solves simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> <li>8. Compares and sorts common 2-D and 3-D shapes and everyday objects Identifies 2-D shapes on the surface of 3-D shapes,</li> </ol>	<ol style="list-style-type: none"> <li>1. Solves problems with addition and subtraction: applying their increasing knowledge of mental and written methods</li> <li>2. Uses place value and number facts to solve problems</li> <li>3. Identifies, represents and estimates numbers using different representations, including the number line</li> <li>4. Recognises and uses the inverse relationship between addition and subtraction and uses this to check calculations and missing number problems</li> <li>5. Counts in steps of 3 from any number, forward or backward</li> <li>6. Solves problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> <li>7. Writes simple fractions e.g. <math>\frac{1}{2}</math> of 6 = 3 and recognises the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> <li>8. Compares and sequences intervals of time Knows the number of minutes in an hour and the number of hours in a day</li> <li>9. Compares and orders lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> <li>10. Uses 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,</li> </ol>

	<p>the hour and draws the hands on a clock face to show these times</p> <p>8. Finds different combinations of coins that equal the same amounts of money</p> <p>9. Recognises and uses symbols for pounds (£) and pence (p) and combines amounts to make a particular value</p> <p>10. Identifies and describes the properties of 2-D shapes, including the number of sides and symmetry in a vertical line</p> <p>11. Identifies and describes the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>12. Orders and arranges combinations of mathematical objects in patterns and sequences</p> <p><b>Three additional weeks for assessments, revisiting areas of need and consolidation.</b></p>	<p>(for example a circle on a cylinder and a triangle on a pyramid)</p> <p>9. Interprets and constructs simple pictograms, tally charts, block diagrams and simple tables</p> <p><b>Two additional weeks for assessments, revisiting areas of need and consolidation.</b></p>	<p>half and three-quarter turns (clockwise and anti-clockwise)</p> <p>11. Asks and answers simple questions by counting the number of objects in each category and sorting the categories by quantity Asks and answers questions about totalling and comparing categorical data</p>	
<b>Science</b>	Everyday materials	Living things and their habitats	Animals including Humans	Plants
<b>Computing</b>	<p><b>Information Technology</b></p> <p>Word processing Data Handling Animation</p>		<p><b>Information Technology</b></p> <p>Photography and Digital Art Sound</p>	<p><b>Computing Science</b></p> <p>Computational Thinking Coding and Programming</p>
	On-going: communicate online safely and respectfully, recognise uses of IT outside of school			
<b>DT</b>	Axles and wheels – Fire engines	Food technology - packed lunch	Textiles / joining techniques -Sewing Puppets	
	<p><b>On-going:</b> To use construction toys to make and alter designs. To use a selection of materials and tools safely.</p>			

<b>Art</b>	Sparks and Flames		Space canvas		Self Portraits	
	<p><b>On-going:</b> Draw for a sustained time to draw people, objects and observations, work on different scales with different media.          To be able to cut and join materials and to name and use tools carefully.          To learn how to sew a simple stitch and thread a needle in Design technology.          To use drawing apps in computing.</p>					
<b>PE</b>	Games – Invasion, Striking and Fielding and Net	Dance	Gymnastics	Games Invasion, striking and Fielding and Net	Outdoor Adventurous Activities	Athletics
<b>On-going:</b> Importance of warm ups and cool downs						
<b>Music</b>	Eggescliffe Music Provision Rhythm & Pulse		Eggescliffe Music Provision Rhythm & Pulse		Eggescliffe Music Provision Rhythm & Pulse	
<b>History</b>	Who was to blame for the Great Fire of London?		Were the journeys of Captain Cook and Neil Armstrong significant?		What did the Wright brothers do to make them famous?	
<b>Geography</b>	How does the weather change?		Is Australia like the UK?		Why is significant about the River Tees?	
<b>PSHE</b>	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>RE</b>	The Torah: God's Law for the Jews	Why do Christians Celebrate at Christmas?	What did Jesus leave behind?	Why do Christians remember the Last Supper?	The Guru Granth Sahib: A Living Guru	Guru Nanak: an extraordinary life