

## Year 2 Long Term Plan

Autumn Term	Spring Term	Summer Term
English		
<p><b>Phonics:</b> Phase 5: Wh, ph, ay, a-e, igh, ey, ei, ea, e-e, ie, ey, y(long e), ie, i-e, y, I (long i), ow, o-e, o/oe, ew, ue, u-e, u/oul, aw, au, al, ir, er, ear, ou, oy</p> <p>Irregular words: Oh, their, people, Mr, Mrs, Ms, looked, called, asked, water, where, who, again, thought, through, work, laughed, because, Thursday, Saturday, thirteen, thirty, different, many, any</p>	<p><b>Phonics:</b> Phase 5: Ere, eer, are, ear, c, k, ck, ch, ce, ci, cy, sc, stl, ge, gi, gy, dge, le, mb, kn, gn, wr, tch, sh, ea, (w)a, o</p> <p>Irregular words: Eyes, friends, two, once, great, clothes, it's, I'm, I'll, I've, don't, cant, didn't, first, second, third</p>	<p><b>Phonics:</b> Consolidate all of phase 5 sounds Consolidate spelling of all high frequency words and irregular words up to phase 5</p>
<p><b>Spelling:</b> Recap Y1 irregular words</p>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• Recap Y1 irregular words</li> <li>• -ey</li> <li>• -y (as igh)</li> <li>• al and all</li> <li>• c sound) before e, i and y)</li> <li>• -dge</li> <li>• -ge</li> <li>• wr-</li> <li>• kn-</li> <li>• -le</li> </ul>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• (u sound)</li> <li>• -tion</li> <li>• -ing to words ending in y</li> <li>• -er, -est, -ed to words ending in y</li> <li>• Double consonant when adding suffixes</li> <li>• -al, -el, -il ending</li> </ul>
<p><b>Reading:</b> Question Visualise Clarify Predict and Infer Summarise</p> <p>Ongoing reading and comprehension strategies</p> <p>Poet: Allan Ahlberg</p>	<p><b>Reading:</b> Application of all reading and comprehension skills</p> <p>Ongoing reading and comprehension strategies</p> <p>Poet: Dr Zeuss</p>	<p><b>Reading:</b> Application of all reading and comprehension skills</p> <p>Ongoing reading and comprehension strategies</p> <p>Poet: Enid Blyton</p>

<p><b>Class texts</b></p> <p>Linked to writing: Owl babies by Martin Waddell, Five minutes peace by Jill Murphy, Are you sad little bear by Rachel Rivett, The selfish Crocodile by Faustin Charla, Hair Love by Matthew Cherry, Rajivs Starry feelings by Niall Moorjani and Nanette Regan</p> <p><b>Book of the month:</b> Books of the month: Hair love, Daddy's going away, My Daddies, Blanket bears</p>	<p><b>Class texts</b></p> <p>Linked to writing: The Three Little Pigs, The Billy Goats Gruff, The Gingerbread Man</p> <p><b>Book of the month:</b> Betsy Biggalow is here, Sona Sharma very best big sister, Anna Hibiscus</p>	<p><b>Class texts</b></p> <p>Linked to writing: Percy the Park Keeper by Nick Butterworth, The Tunnel by Anthony Browne, Cloud Boy by Gregg Stobbs, Leo and the Octopus by Isabelle Marinov and Chris Nixon</p> <p><b>Books of the month:</b> We are family, The proudest blue</p>
<p><b>Writing genres:</b> Narrative: stories about feelings</p> <p>I like...I feel poetry</p>	<p><b>Writing genres:</b> Narrative: traditional tales</p> <p>Non-chronological report (apply science: materials and changing materials)</p> <p>Kennings poetry</p>	<p><b>Writing genres:</b> Narrative: stories with a familiar setting</p> <p>Letter writing (to school trip hosts)</p> <p>Acrostic poetry</p>
<p><b>Grammar and punctuation:</b></p> <ul style="list-style-type: none"> <li>• two main clause sentences</li> <li>• main clause and subordinate clause sentence</li> <li>• progressive past tense</li> <li>• progressive present tense</li> <li>• noun phrases</li> <li>• adverbs</li> <li>• commas in a list</li> <li>• contracted apostrophes</li> </ul>	<p><b>Composition</b> (new cohesive devices):</p> <ul style="list-style-type: none"> <li>• appropriate choice of adverbs</li> <li>• tense consistency</li> <li>• conjunctions across sentences</li> <li>• varied sentence types</li> <li>• subheadings</li> <li>• clear pattern /structure</li> </ul>	<p><b>Composition</b> (new cohesive devices):</p> <ul style="list-style-type: none"> <li>• time words</li> </ul>

<ul style="list-style-type: none"> <li>possessive apostrophes</li> <li>commands</li> <li>exclamations</li> </ul> <p><b>Composition</b> (new cohesive devices):</p> <ul style="list-style-type: none"> <li>appropriate choice of noun phrases</li> <li>repetition</li> <li>linking ideas</li> </ul> <p><b>Transcription:</b></p> <ul style="list-style-type: none"> <li>Form lower case letters the correct size and relative to one another (on lined paper)</li> </ul>	<p><b>Transcription:</b></p> <ul style="list-style-type: none"> <li>Use spacing between the words that reflects the size of the letters</li> </ul>	<p><b>Transcription:</b></p> <ul style="list-style-type: none"> <li>begin to use some diagonal and horizontal strokes needed to join letters</li> </ul>
<b>Maths</b>		
<p><b>Number and place value</b></p> <p><b>Addition and subtraction</b></p> <p><b>Shape</b></p>	<p><b>Money</b></p> <p><b>Multiplication and division</b></p> <p><b>Length and height</b></p> <p><b>Mass, capacity and volume</b></p> <p><b>Time</b></p>	<p><b>Fractions</b></p> <p><b>Position and direction</b></p> <p><b>Statistics</b></p> <p><b>Application of all areas of mathematics through reasoning and problem solving.</b></p>
<b>Science</b>		
<p><b>Materials</b></p> <p><b>Changing materials</b></p>	<p><b>Seasonal changes</b></p> <p><b>Animals</b></p>	<p><b>Classification</b></p> <p><b>Habitats</b></p>
<b>PSHE</b>		
<p><b>Living in the wider world:</b> shared responsibilities</p> <p><b>Health and Wellbeing:</b> mental health, keeping safe</p> <p><b>Relationships:</b> friendships, managing hurtful behaviours</p>	<p><b>Health and Wellbeing:</b> physical health</p> <p><b>Relationships:</b> families and close positive relationships</p> <p><b>Living in the wider world:</b> communities, aspirations</p>	<p><b>Health and Wellbeing:</b> ourselves, growing and changing, drugs alcohol and tobacco</p> <p><b>Relationships:</b> safe relationships</p>

and bullying, respecting self and others		<b>Living in the wider world:</b> media literacy and digital resilience, money, work and career
<b>Art and Design</b>		
<b>Painting</b>	<b>Drawing</b>  <b>Collage</b>	<b>Sculpture</b>
<b>Computing</b>		
<b>Systems</b>	<b>Programming A/B</b>	<b>Databases</b>
<b>Design and Technology</b>		
<b>Structures and Mechanisms</b>	<b>Textiles</b>	<b>Cooking and nutrition</b>
<b>Geography</b>		
<b>Continents and Oceans</b>	<b>Otley</b>	<b>Hot and cold regions around the world</b>
<b>History</b>		
<b>Toys</b>	<b>The Great Fire of London</b>	<b>Mary Seacole</b>
<b>French</b>		
Read 2 familiar words	Respond when asked own name	Respond when asked a question on feelings
<b>Music</b>		
<b>Sparkle in the Sun</b>	<b>Helping each other</b>	<b>The sunshine song</b>
<b>PE</b>		
<b>Invasion game skills:</b> Throwing and catching	<b>Gymnastics</b> Balance and shapes	<b>Athletics:</b> Running and jumping
<b>RE</b>		
<b>Christianity and Judaism</b>  <b>Christmas</b>	<b>Islam</b>  <b>Caring for the World</b>  <b>Easter Day</b>	<b>Sacred places</b>