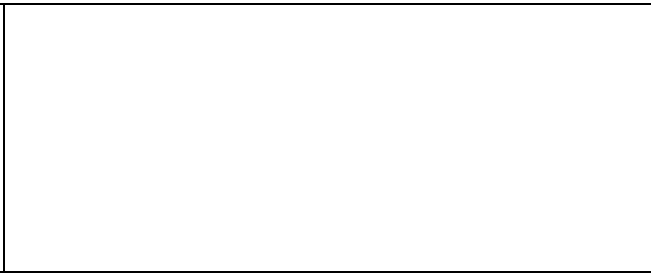
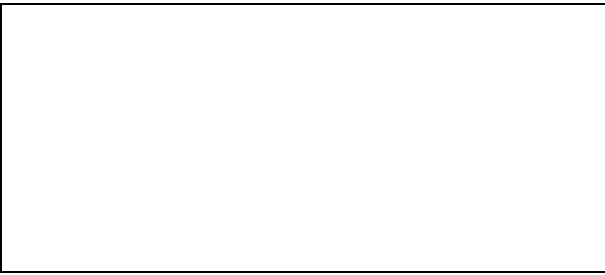
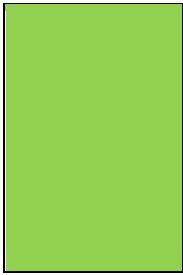


## St Mary's YEAR 2 LONG TERM PLAN

	Autumn		Spring		Summer	
Values Heartsmart	<u>LOVE</u> 'Get HEARTSMART'	<u>COMPASSION</u> 'Don't Forget to Let Love In!'	<u>RESPECT</u> 'Too much Selfie isn't healthy!'	<u>COURAGE</u> 'Don't Rub it in, Rub it Out!'	<u>HONESTY</u> 'Fake is a Mistake!'	<u>DETERMINATION</u> 'No Way through isn't true!'
Maths	<p><b><u>Number and place value</u></b></p> <p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</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>Read and write numbers to at least 100 in numerals and in words</p> <p>Use place value and number facts to solve problems.</p> <p><b><u>Addition and subtraction</u></b></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:</p> <ul style="list-style-type: none"> <li>• A two-digit number and ones</li> <li>• A two-digit number and tens</li> <li>• Two two-digit numbers</li> <li>• Adding three one digit numbers</li> </ul> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</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>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><b><u>Multiplication and division</u></b></p> <p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</p> <p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication 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 (x), division (÷) and equals (=) signs</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</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><b><u>Fractions</u></b></p> <p>Recognise, find, name and write fractions one third , one quarter , two quarters , three quarters of a length, shape, set of objects or quantity</p> <p>Write simple fractions for example, <math>1/2</math> of <math>6 = 3</math></p> <p>Recognise the equivalence of <math>2/4</math> and <math>1/2</math></p> <p><b><u>Properties of shape</u></b></p> <p>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><b><u>Money</u></b></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><b><u>Statistics</u></b></p> <p>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><b><u>Geometry – Position and Direction</u></b></p> <p>Order and arrange combinations of mathematical objects in patterns and sequences</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><b><u>Measures – Length, Height, Mass, Capacity &amp; temperature</u></b></p> <p>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</p> <p>Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</p> <p><b><u>Time</u></b></p>	



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 a clock face to show these times

Know the number of minutes in an hour and the number of hours in a day

**English****Troll Swap by Leigh Hodgkinson****Writing****Fiction – Story with character focus**

Plan or say out loud what is going to be written about  
Correct punctuation – full stops, capital letters  
Expanded noun phrases

Subordination (because) and coordination (and) **Final**

**Outcome:** To write a story based upon the model text using the pupils' ideas for characters.

**Greater Depth:** To write a story about two independently invented contrasting characters who swap places.

**The Troll by Julia Donaldson****Reading comprehension**

Discuss the sequence of events in books and how items of information are related

Make inferences on the basis of what is being said and done  
Answer and ask questions

Predict what might happen on the basis of what has been read so far

Participate in discussion about books, poems and other works

Explain and discuss their understanding of books, poems and other material

**The Owl Who Was Afraid of the Dark by Jill Tomlinson****Writing****Report- non-chronological**

Use co-ordination (but, or)

Add -ly to turn adjectives into adverbs

Write for different purposes

Commas to separate items in a list

**Final Outcome:** To write a fact sheet about owls using information gathered from the text.

**Greater Depth:** To have greater choice in how to represent the information.

**Above and Below by Patricia Hegarty and Hanako Clulow****Reading comprehension**

Discuss the sequence of events in books and how items of information are related

Make inferences on the basis of what is being said and done  
Answer and ask questions

Draw on what is already known or on background information and vocabulary provided by the teacher Participate in discussion about books, poems and other works

Explain and discuss their understanding of books, poems and other material

**The Christmas Story**

(cross-curricular R.E.) Re-telling

**The Dragon Machine by Helen Ward****Writing****Fiction – Story with adventure focus**

Plan or say out loud what is going to be written about

Write down ideas, key words, new vocabulary

Encapsulate what is to be written, sentence by sentence

Make simple additions, revisions and corrections

Evaluate writing with the teacher and other pupils Proof-read to check for errors in spelling, grammar and punctuation

Read aloud with intonation

**Final Outcome:** To write a story based upon the model text using own ideas for a change of character and machine. **Greater Depth:** To write the story in first person from new character's point of view to allow for description of emotions and viewpoint throughout the story.

**The Dragonsitter by Josh Lacey****Reading comprehension:**

Make inferences on the basis of what is being said and done

Answer and ask questions

Predict what might happen on the basis of what has been read so far

Check the text makes sense

**Major Glad, Major Dizzy by Jan Oke****Writing****Non-fiction – Recount (diary entry)**

Plan or say out loud what is going to be written about

Write down ideas, key words, new vocabulary

Encapsulate what is to be written, sentence by sentence

Make simple additions, revisions and corrections

Evaluate writing with the teacher and other pupils Proof-read to check for errors in spelling, grammar and punctuation

**Final outcome:** To write a recount of historical events from the text from Major Glad's point of view.

**Greater depth:** Include in the diary how Major Dizzy felt. What did Major Glad notice about him?

**Owen and the Soldier by Lisa Thompson****Reading comprehension:**

Read non-fiction books that are structured in different ways

Discuss and clarify the meaning of words

Answer and ask questions

Predict what might happen on the basis of what has been read so far

Explain and discuss their understanding of books, poems and other material

**The Last Wolf by Mini Grey****Writing****Non-Fiction -Letter**

Plan or say out loud what is going to be written about

Write about real events

Write narratives about personal experiences and those of others (real and fictional)

Make simple additions, revisions and corrections

Evaluate writing with the teacher and other pupils

Re-read to check sense

Proof-read to check for errors in spelling, grammar and punctuation

**Final Outcome:** To write a letter in role persuading characters to save the trees

**Greater Depth:** To write a letter as themselves persuading local people to save the trees.

**Fantastic Mr Fox by Roald Dahl****Reading comprehension:**

Become familiar with and re-tell a wider range of traditional tales

Draw on what is already known and on background information

and vocabulary provided by the teacher

Recognise simple recurring literary language

Predict what might happen on the basis of what has happened Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently

**Grandad's Secret Giant by David Litchfield****Writing****Fiction -story with a moral focus**

Make simple additions, revisions and corrections

Evaluate writing with the teacher and other pupils

Re-read to check sense

Write for different purposes

Write poetry

Proof-read to check for errors in spelling, grammar and punctuation

**Final outcome:** To write own version of the story with a focus on morals and acceptance of others.

**Greater Depth:** To write own version of the story including the point of view of the giant character.

**Illustrated Grimm's Fairy Tales****Reading comprehension:**

Discuss the sequence of events in books and how items of information are related.

Make inferences on the basis of what is being said and done

Ask and answer questions

Predict what might happen on the basis of what has happened Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently.

<p><b>Science</b></p>	<p><b>Work scientifically</b>  Learning the methodologies of the discipline of science.  <b>Pattern seeking</b> - raise questions about what things animals need for survival and what humans need to stay healthy  <b>Observing changes over time</b> - Observe through video or first- hand observation how different animals including humans, grow.</p> <p><b>Understand animals and humans</b>  The importance of exercise and hygiene for humans.</p> <p>Notice that animals, including humans have offspring that grow into adults.</p> <p>Find out about the basic needs of animals, including humans</p> <p>Explore what we need to stay alive.</p>	<p><b>Work scientifically</b>  Learning the methodologies of the discipline of science.  <b>Pattern seeking</b> – study of microhabitats  <b>Classification and identification</b> – sort according to living, dead and never alive.</p> <p><b>Investigate living things</b>  Investigate differences between things living, dead and never lived.</p> <p>Study of different habitats and microhabitats. Collect, represent and interpret data</p> <p>Food chains, interdependence of habitats.</p> <p>Adaptation – explore why animals are suited to their environments and how they have adapted over time.</p>	<p><b>Work scientifically</b>  Learning the methodologies of the discipline of science  <b>Observing changes over time</b> - the growth of a variety of plants as they change over time from a seed or bulb. <b>Fair test</b> - to show that plants need light and water to stay healthy  <b>Pattern seeking</b> - Use the local environment throughout the year to observe how different plants grow.  <b>Classification and identification</b> – sort materials according to their recyclable properties.  <b>Classification and identification</b> - identify and classify the uses of different materials and their suitability to their use.</p> <p><b>Understand plants</b>  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</p> <p><b>Investigate materials</b>  Identify and compare suitability of everyday materials for particular uses.</p> <p>Becoming familiar with a range of materials, their properties, uses and how they may be altered or changed.</p> <p>Recycling of materials</p>
<p><b>R.E</b></p>	<p><u><b>2.1 The Bible: Why is the Bible such a special book?</b></u></p> <p><u>Do people of all world faiths have holy books?</u>  <b>Judaism – The Torah Scroll</b>  <b>Islam – The Qur’an</b>  <b>Sikhism – Guru Granth Sahib</b></p> <p><u><b>2.2 Christmas: Why was the birth of Jesus such good news?</b></u></p>	<p><u><b>2.3 Jesus: Why did Jesus welcome everyone?</b></u></p> <p><u><b>2.4 Easter: How do symbols help us to understand the Easter story?</b></u></p>	<p><u><b>2.5 The Church: Why is the church a special place for Christians?</b></u></p> <p><u>Why are holy buildings important to people of faith?</u>  <b>Judaism – The Synagogue</b>  <b>Islam – The Mosque</b>  <b>Hinduism – The Shrine and Mandir</b></p> <p><u><b>2.6 Ascension and Pentecost: What happened at the Ascension and Pentecost?</b></u></p>

<b>Geography</b>	<p><b><u>The UK: what kind of place is it?</u></b></p> <p><b>Investigate places</b> Learn, locate and identify the countries of the UK and its surrounding seas. Learn and locate the capital cities of the UK.</p> <p><b>Investigate patterns</b> Investigate the geographical features in England, Scotland, Wales and northern Ireland.</p> <p><b>Communicate geographically</b> Use maps to plot the countries, capital cities and surrounding seas of the UK.</p>	<p><b><u>Cold places: what is it like at the North and South Poles?</u></b></p> <p><b>Investigate places</b> Learn, locate and identify the world's cold places. Learn and locate the North and South Poles.</p> <p><b>Investigate patterns</b> Investigate arctic wildlife. Investigate life in the Arctic and Antarctic. How has it changed?</p> <p><b>Communicate geographically</b> Use maps to explore the North and South poles.</p>	<p><b><u>Local area: why is (our place) special? What is it like to live in Australia?</u></b></p> <p><b>Investigate places</b> Learn and locate the key features of our local area. Locate the key human and physical features of Australia.</p> <p><b>Investigate patterns</b> Investigate Australia's climate. Compare Sydney, Australia with a UK city.</p> <p><b>Communicate geographically</b> Create maps of areas to visit within the local area.</p>
<b>History</b>	<p><b><u>Queens of England</u></b></p> <p><b>Investigate and interpret the past</b> Find out about what life was like both for Queen Victoria and Queen Elizabeth II and during their reigns for ordinary people. How are they the same and different?</p> <p><b>Build an overview of world history</b> Investigate the lives of Queen Victoria and Queen Elizabeth and how their reigns have shaped our lives and the world in which they lived.</p> <p><b>Understand chronology</b> Timeline of important events in their lives.</p> <p><b>Communicate historically</b> Using historical vocabulary and techniques to convey information about the past.</p>	<p><b><u>Events That Have Changed Our World</u></b></p> <p><b>Investigate and interpret the past</b> Investigate what evidence we have for the past; focusing on the first moon landing.</p> <p><b>Build an overview of world history</b> Investigate the first moon landing and the race to get to space and how this has shaped our lives.</p> <p><b>Understand chronology</b> Understand the key events and significant people during the first moon landing. Chart these on a time line, recognising that some aspects of history studied were happening at similar times in different places across the globe.</p> <p><b>Communicate historically</b> Using historical vocabulary and techniques to convey information about the past.</p>	<p><b><u>Would I Rather Live On the Other side of the World?</u></b></p> <p><b>Investigate and interpret the past</b> Study our local area. Investigate how life has changed. Take a local walk and investigate the past in Halton.</p> <p><b>Build an overview of world history</b> Find out about what life was like in Runcorn in the past. Local history study - find out about how the area has changed with a focus on Norton Priory, St Mary's Church and Halton Castle.</p> <p><b>Understand chronology</b> Chart significant dates in our local history. Look at some key dates and identify what was happening elsewhere in the world.</p> <p><b>Communicate historically</b> Using historical vocabulary and techniques to convey information about the past.</p>
<b>Computing</b>	<p>IT around us Self-image and identity Digital photography Online relationships</p>	<p>Pictograms Making music Managing online information</p>	<p>Robot algorithms Privacy and security Introduction to quizzes</p>

<p><b>P.E</b></p>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</b></p> <p>Sending and receiving (Invasion) Kicking and dribbling (Invasion) Gymnastics – Balance and Co-ordination</p>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</b></p> <p>Rule Making (Outdoor Adventure) Dance Fictional Characters – Pirates Striking for accuracy (Net Games)</p>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</b></p> <p>Movement (Athletics) Kinetics (Tag Rugby) Group games (Striking and fielding)</p>
<p><b>Art</b></p>	<p><b>‘Food’</b></p> <p><b>Take inspiration from the greats</b> Study artists Paul Cezanne Create still life in the style of Giuseppe Arcimboldo.</p> <p><b>Develop ideas</b> Research how Cezanne developed his art style and who influenced him. Still life paintings and use of colours.</p> <p><b>Master techniques</b> Look at the effects of light Explore a range of brushstrokes Develop painting techniques.</p>	<p><b>‘The Jungle’</b></p> <p><b>Take inspiration from the greats</b> Study artist Henri Rousseau Find out who inspired them and what techniques they used. <b>Develop ideas</b> Looking at how artists can create a range of different emotions. Design and compose art works inspired by and using things found in nature.</p> <p><b>Master techniques</b> Use natural materials to create a jungle collage background. Use textiles with different textures to create a jungle animal to add to the collage. Use media techniques to add to/enhance. Compare and contrast effects of colour.</p>	<p><b>‘At the Seaside’</b></p> <p><b>Take inspiration from the greats</b> Study artists Claude Monet, JMW Turner and Edgar. Compare and contrast Impressionist and Romantic styles. Look at emotions.</p> <p><b>Develop ideas</b> Look at how artists experimented whilst developing their style. Study effects of light. Critique paintings, offering own ideas and opinions.</p> <p><b>Master techniques</b> Compare and contrast effects of colour in different landscapes (warm and cool) Experiment with texture (mixing materials with paint). Techniques used to show movement.</p>
<p><b>DT</b></p>	<p>Master practical skills Explore and create effective levers.</p> <p>Design, make, evaluate and improve Design and make a simple lever mechanism using a fulcrum to pick up litter.</p> <p>Take inspiration from design throughout history Take inspiration from objects with levers, including scissors. Discuss how the parts are made and the importance of design</p>	<p>Master practical skills Develop techniques for constructing frame structures.</p> <p>Design, make, evaluate and improve Design a chair using a frame structure.</p> <p>Take inspiration from design throughout history Take inspiration from both natural, coral, leaf, skeleton and manufactured chairs, bridges and bicycles</p>	<p>Master practical skills Design and make a wheel and axle mechanism.</p> <p>Design, make, evaluate and improve Design and make a wind powered car that has chassis, wheels and an axle.</p> <p>Take inspiration from design throughout history Take inspiration from everyday objects e.g. screwdrivers, cars and taps.</p>

<p><b>Music - Charanga</b></p>	<p><b><u>Unit 1 Questions and Answers</u></b> Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Understand what timbre means and identify percussion instruments by their sound.</li> <li>2. Improvise using Question and Answer phrases on untuned instruments.</li> </ol> <p>If I close my eyes and listen, I know which of the instruments we use is being played.</p> <p>I can clap and play rhythms that I have made up by myself.</p> <p>I enjoy singing clearly and I can also hum the tune of the songs I have learnt.</p> <p><b><u>Unit 2 Let's Keep Singing</u></b> Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Enjoy learning to sing songs and start to understand the phrase "in tune with each other".</li> <li>2. Demonstrate an understanding of dynamics and tempo following written or visual instructions.</li> </ol> <p>I can enjoy singing songs and join in with confidence, showing that I am engaged and having a good time. I can sing in tune with others, listening carefully to match pitch and stay together as a group. I can maintain a steady tempo while singing, adjusting my pace as the song or teacher requests. I can use gestures, facial expressions, and movements to bring the story or mood of the song to life. I can sing loudly or quietly, fast or slow, and know the difference.</p>	<p><b><u>Unit 3 Sound And Symbol 1</u></b> Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Play three notes on a tuned instrument, understanding which is the lowest, middle and highest pitch.</li> <li>2. Recognise the sound of different families of instruments and how each make a sound.</li> </ol> <p>I can play short pieces using one, two and three notes. I can tell which note is the highest pitch, which is the lowest and which is in the middle. I can tell you how instruments make sound: a part of them has to vibrate I can recognise the sound of a brass instrument, a percussion instrument, a string instrument and a woodwind instrument. I know you can make sound by using a bow or plucking a violin's strings, buzzing your lips for a trumpet, blowing air in a recorder, or hitting a drum to make them all vibrate.</p> <p><b><u>Unit 4 Sound And Symbol 2</u></b> Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Recognise and write music using dots (blobs), sticks and stave notation.</li> <li>2. Understand and use gradations of dynamics, such as crescendo (getting louder), to add interest to a performance.</li> </ol> <p>I can make up my own music using our classroom instruments. I can write and play from dots, sticks and stave notation. I can identify the strong beat in a bar of music. I can write and play patterns using the Rhythm Grid tool/printouts. I can follow the music we have written using Music Explorer I can demonstrate changes in dynamics, singing quietly and loudly, and follow instructions for getting louder (crescendo) or softer (decrescendo).</p>	<p><b><u>Unit 5 Around The World</u></b> Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Listen to music from around the world.</li> <li>2. Explore tempo, understanding that music can be at different speeds.</li> </ol> <p>I can listen to songs from all over the world and talk about the sounds I hear, like if it's fast or slow or if the speed changes. I know that tempo means speed. I can sing songs I know, using high and low notes and the right beat. I can even add my own dance moves! I can name the different instruments I hear in a song. I can play simple tunes on instruments by following a pattern. I can make music with my friends by singing and playing together as a team. I can talk about how performing music makes me feel and what I like about a song.</p> <p><b><u>Unit 6 The Power of Communication</u></b> Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Communicate the meaning of the song with our voices and sign language.</li> <li>2. Sing short vocal phrases independently.</li> </ol> <p>I can show what a song is about using my singing voice and my hands. I can sing parts of a song all by myself and show feelings with my voice. I can use puppets to share happy thoughts and feelings. I can practice with my friends to get ready for a show and perform our songs or rhymes for others. I can think about my feelings and my friends' feelings to help me sing with my whole heart</p>
<p><b>PSHE/RSHE</b></p>	<p>Caring friendships</p> <p>Mental Well-Being</p> <p>Families and people who care for me</p> <p>Healthy eating</p> <p>Respectful relationships</p> <p>Physical Health and fitness</p>	<p>Caring friendships</p> <p>Respectful relationships</p> <p>Being Safe</p> <p>Online Relationships</p> <p>Mental Well-Being</p> <p>Internet Safety and Harms</p> <p>First Aid Calling for Help</p>	<p>Caring friendships</p> <p>Mental Well-Being</p> <p>Respectful relationships</p> <p>Health and Prevention</p> <p>First Aid Head injuries.</p>
<p><b>Courageous Advocacy</b></p>	<p><b>Litter Picking</b></p>	<p><b>Fairtrade</b></p>	<p><b>Improving our school environment – Cake sale</b></p>