



UNCRC Article 2: The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from.

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## Long Term Planning 2020/21

### Year 2

	Autumn 2020	Spring 2021	Summer 2021
Exploration	Reconnecting & Mindful Me	One World	Olympians
<b>Personal, Social, Health and Economic (PSHE)</b>	<ul style="list-style-type: none"> <li>Transitioning back to school (All year groups).</li> <li>Understanding behaviour for learning expectations (All year groups).</li> <li>Learning to self-regulate and how to deal with uncertainty (All year groups).</li> <li>Learning about who can help me in and out of school (All year groups).</li> <li>Importance of good hygiene</li> </ul>	<p><b>Health and Wellbeing</b></p> <p><b>RSE</b></p> <ul style="list-style-type: none"> <li>To learn more about parts of the body and how the body works*</li> <li>Understand who looks after them and how to attract attention if they need it</li> <li>Recognise that they share a responsibility for keeping themselves and others safe</li> <li>Discuss rules for safety in the environment (including rail, water and fire safety)</li> <li>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</li> <li>To identify and respect the differences and similarities between people</li> <li>Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</li> </ul> <p>*Subject to consultation</p>	<p><b>Health and Wellbeing</b></p> <p><b>RSE</b></p> <ul style="list-style-type: none"> <li>Understand that animals, including humans, have offspring which grow into adults and how their needs change*</li> <li>To learn about exercise and what makes places healthy</li> <li>To begin to learn how to make real, informed choices that improve their physical and emotional health</li> <li>To plan and carry out a programme of exercise</li> <li>To learn about what food is healthy and use their learning to plan a healthy lunchbox</li> </ul> <p>*Subject to consultation</p>
<b>Reading/Phonics/ Spelling Focus</b>	<ul style="list-style-type: none"> <li>Phonics phase 3 and 4</li> <li>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Phonics phase 4 and 5</li> <li>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>Discussing the sequence of events in books and how items of information are related</li> <li>Predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>Phonics phase 5 and 6</li> <li>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>Making inferences on the basis of what is being said and done</li> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>



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	<ul style="list-style-type: none"> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>• Explain and discuss their understanding of books both those that they listen to and those that they read for themselves.</li> <li>• Discussing their favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Explain and discuss their understanding of books, poems and other materials, both those that they listen to and those that they read for themselves</li> </ul>
<b>English Language/Grammar</b>	<ul style="list-style-type: none"> <li>• Read aloud what they have written with appropriate intonation to make the meaning clear.</li> <li>• Learning how to use both familiar and new punctuation correctly including full stops and capital letters.</li> <li>• Writing down ideas and/or key words, including new vocabulary</li> <li>• Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</li> <li>• Drama and role-play can contribute to the quality of pupils' writing</li> </ul>	<ul style="list-style-type: none"> <li>• Encapsulating what they want to say, sentence by sentence</li> <li>• Writing narratives about personal experiences and those of others (real and fictional)</li> <li>• Consider what they are going to write before beginning by planning or saying out loud what they are going to write about sentences with different forms: statement, question, exclamation, command</li> <li>• Write in the present/past tense correctly and consistently including the progressive form</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their understanding of how to use full stops, capital letters, question marks and commas for lists.</li> <li>• Develop positive attitudes towards and stamina for writing by writing poetry</li> <li>• Writing about real events, writing for different purposes</li> <li>• Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> </ul>
<b>Writing Genre</b>	<ul style="list-style-type: none"> <li>• Recount</li> <li>• Traditional Tales Narrative</li> <li>• Poetry</li> <li>• Instructions</li> <li>• Narrative – character description &amp; settings</li> <li>• Letter Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative – non-fiction short story</li> <li>• Poetry</li> <li>• Instructions</li> <li>• Non-chronological report</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative - fiction short story</li> <li>• Persuasive letter</li> <li>• Recount</li> <li>• Non- chronological report</li> <li>• Diary Entry</li> <li>• Poetry</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Number – Place Value</li> <li>• Number – Addition and Subtraction</li> <li>• Measurement – Money</li> <li>• Number – Multiplication and Division</li> </ul>	<ul style="list-style-type: none"> <li>• Statistics</li> <li>• Number – Fractions</li> <li>• Geometry - Shapes</li> <li>• Geometry - Position and Direction</li> <li>• Measurement - Time</li> </ul>	<ul style="list-style-type: none"> <li>• Measurement- Length and Height</li> <li>• Measurement – Weight, Volume, Temperature</li> <li>• Problem Solving and Efficient Methods</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Animals Including Humans</li> <li>• Materials</li> </ul>	<ul style="list-style-type: none"> <li>• Living Things</li> <li>• Animal Classification</li> </ul>	<ul style="list-style-type: none"> <li>• Plants</li> </ul>



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<b>Computing</b>	<ul style="list-style-type: none"> <li>Internet Safety – implications of inappropriate online searches.</li> <li>We are photographers – create, name, save and edit digital data</li> <li>We are Detectives – develop an understanding of using email safely (2Type)</li> </ul>	<ul style="list-style-type: none"> <li>We are Gamers – learning about algorithms and to identify and correct some errors by debugging</li> <li>We are Zoologists – organise data using branching database</li> </ul>	<ul style="list-style-type: none"> <li>We are Researchers – use a range of media in creating power points including photos, text and sound. Effectively using a search engine.</li> <li>We are astronauts – design simple programs with algorithms so they can be converted into code</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>Use different kinds of maps, atlases and globes to locate geographical features – countries that make up the United Kingdom.</li> <li>To name key physical features, including: cliff, coasts, valley, season, river etc.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about places using geographical vocabulary</li> <li>Use books, pictures and websites to find out about places.</li> </ul>	<ul style="list-style-type: none"> <li>Geographical similarities and differences, through studying a non-European country</li> <li>Describe the location of features and routes on a map.</li> <li>Use simple compass directional language</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>To understand simple chronology</li> <li>To make a simple time line of the Great Fire of London</li> <li>To use topic words that are linked to the history.</li> </ul>	<ul style="list-style-type: none"> <li>To identify differences and similarities between the ways of life in different time periods.</li> <li>To use words and phrases that relate to the passage of time (centuries, decades etc)</li> </ul>	<ul style="list-style-type: none"> <li>To find out about life in the past by looking at stories, information books, picture etc.</li> <li>To ask and answer questions about the past.</li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>Painting – mix primary colours and use own colours in work.</li> </ul>	<ul style="list-style-type: none"> <li>Drawing - Record clearly observable light and dark areas.</li> </ul>	<ul style="list-style-type: none"> <li>Drawing – work on a sustained drawing, reviewing and refining.</li> <li>Printing – Apply paint to a printing block.</li> </ul>
<b>Design and Technology</b>	<ul style="list-style-type: none"> <li>Textiles/Collage - simplify observed shapes and lines into easily cut shapes.</li> </ul>	<ul style="list-style-type: none"> <li>Textiles/Collage - Select a range of coloured and textured paper to represent ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Sculpture – manipulate malleable material in a variety of ways.</li> <li>Printing – Apply paint to a printing block.</li> </ul>
<b>Religious Education</b>	<ul style="list-style-type: none"> <li>Hinduism/Jainism - What makes a home?</li> <li>Humanism/Christianity - How do we remember people and why?</li> </ul>	<ul style="list-style-type: none"> <li>Buddhism- What does faith say about change?</li> <li>Christianity- Why is the cross important to Christians?</li> </ul>	<ul style="list-style-type: none"> <li>Islam/Bahai - How are we all same/different?</li> <li>Judaism- What rules do you follow?</li> </ul>
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>Fundamental movement – flight</li> <li>Dance - coordination and team work</li> <li>Gymnastics - balancing on different body parts</li> </ul>	<ul style="list-style-type: none"> <li>Fundamental movement – weight</li> <li>Multi skills – receiving</li> <li>Multi skills – aiming and carrying</li> <li>Pentathlon- Sitting Volleyball</li> </ul>	<ul style="list-style-type: none"> <li>Fundamental movement – travelling</li> <li>Athletics – running, jumping and throwing</li> <li>Multi skills- throwing</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>Music Staff Notation;</li> <li>How to clap in time to a beat;</li> </ul>	<ul style="list-style-type: none"> <li>Musical Elements: exploring sounds made by percussion instruments using</li> </ul>	<ul style="list-style-type: none"> <li>KEYBOARD UNIT 1:</li> <li>Twinkle Twinkle Little Star</li> </ul>



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	<ul style="list-style-type: none"> <li>• How to count in fours;</li> <li>• How to read “noughts and crosses” symbols, progressing onto crotchets and crotchet rests.</li> <li>• How to move in time to a beat.</li> <li>• Body percussion</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PITCH, DYNAMICS, TEMPO, TIMBRE, DURATION</b></li> <li>• Set work: L’apres midi d’un faune by French composer Claude Debussy</li> <li>•</li> <li>• <b>Skills learned:</b></li> <li>• <b>Understand the basic concepts of pitch (high and low), dynamics (loud and quiet) and tempo (fast and slow) duration (long and short) and timbre (tone colour) and recognise the words.</b></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Skills learned:</b></li> <li>• <b>Recognising a wider range of notes on a keyboard (eg: C,D, E, F, G)</b></li> <li>• <b>Learning to play a simple song on the keyboard using these notes</b>KEYBOARD UNIT 3:</li> <li>• KEYBOARD UNIT 2:</li> <li>• Ode To Joy</li> <li>•</li> </ul>
<p><b>Modern Foreign Languages - Spanish</b></p>	<ul style="list-style-type: none"> <li>• Introduction: Y tú, ¿Cómo te llamas? ¿Cómo estás? / <i>And you, what’s your name? How are you?</i></li> <li>• El otoño y sus colores (Autumn season and its colours). Spanish Week.</li> </ul>	<ul style="list-style-type: none"> <li>• Mi familia y el invierno (Winter and family)</li> <li>• Cross-Curriculum: Materials --&gt; Three Little Pigs. The use of plastic.</li> <li>• Carnival in Spain.</li> <li>• Hasta luego cocodrilo (See you later alligator)</li> <li>• Easter in Spain</li> </ul>	<ul style="list-style-type: none"> <li>• Sports in Spring! Me gusta la fruta (I like fruit)</li> <li>• Olympic games in Spain --&gt; Barcelona 1992</li> <li>• Summer holidays --&gt; Means of transport.</li> <li>• End of the year task --&gt; Final catch up</li> </ul>