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Long Term Overview of Learning at Belmont School for 2021/22

Year 2

	Autumn 2021	Spring 2022	Summer 2022
Exploration	Once upon a me...	Know, Now and Next...	The Great Outdoors...
Personal, Social, Health and Economic (PSHE)	<ul style="list-style-type: none"> Understanding behaviour for learning expectations. (All year groups). Learning to self-regulate and how to deal with uncertainty (All year groups). Learning about who can help me in and out of school (All year groups). Develop a vocabulary to describe their feelings to others and simple strategies for managing feelings (Zones of Regulations) Importance of respecting other privacy – online safety. 	<ul style="list-style-type: none"> Recognise that they share a responsibility for keeping themselves and others safe To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) To identify and respect the differences and similarities between people To learn about money and spending To learn about a range of festivals 	<ul style="list-style-type: none"> Learning more about parts of the body and how the body works* Understanding the process of growing from young to old To learn about babies and birth To learn how people's needs change and responsibilities that increasing independence may bring To learn about what food is healthy and use their learning to plan a healthy lunchbox To learn about exercise and what makes places healthy <p>*Subject to consultation</p>
Core Texts	<ul style="list-style-type: none"> Once upon a me Jack and the Beanstalk The three little wolves and the big bad pig The story of London Underground 	<ul style="list-style-type: none"> Tuesday The Bear and the Piano A planet full of plastic Poems Aloud 	<ul style="list-style-type: none"> The Green Ship The Giraffe Pelly and Me The day the crayons quit
Reading/Phonics Focus	<ul style="list-style-type: none"> Phonics phase 5 sounds Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. 	<ul style="list-style-type: none"> Phonics phase 5 and 6 Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Discussing the sequence of events in books and how items of information are related Predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Making inferences on the basis of what is being said and done Drawing on what they already know or on background information and vocabulary provided by the teacher Explain and discuss their understanding of books, poems and other materials, both



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	<ul style="list-style-type: none"> • Checking that the text makes sense to them as they read and correcting inaccurate reading • Revisit Year 1 Common Exception Words • Year 2 Common Exception Words • Homophones • Sound spelt 'c' before 'e', 'i' and 'y' • Sound spelt 'kn' and 'gn' at the beginning of words • Sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y' 	<ul style="list-style-type: none"> • Explain and discuss their understanding of books both those that they listen to and those that they read for themselves. • Discussing their favourite words and phrases • Sound spelt 'y' • Sound spelt 'le' at the end of words and following a consonant. • Adding endings '-ing', '-ed', to words ending in 'e' with a consonant before it • Adding endings '-er', '-est' to words ending in 'e' with a consonant before it • Adding the ending '-y' to words ending in 'e' with a consonant before it • Contractions • 'wa' saying /wo/ and 'qua' saying /quo/ • Words ending '-tion' • Sound spelt 's' • Homophones 	<p>those that they listen to and those that they read for themselves</p> <ul style="list-style-type: none"> • Sound spelt '-el' at the end of words • Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'y' • The sound spelt 'a' before 'l' and 'll' • The sound spelt 'ar' after 'w' • Adding the suffixes '-ment' • Adding the suffixes '-ness'
<p>English Language/Grammar</p>	<ul style="list-style-type: none"> • To consolidate reading aloud what they have written with appropriate intonation to make the meaning clear. • Learning how to use both familiar and new punctuation correctly including full stops and capital letters. • Consider what they are going to write before beginning by planning or saying out loud what they are going to write about. • Drama and role-play can contribute to the quality of pupils' writing. 	<ul style="list-style-type: none"> • Encapsulating what they want to say, sentence by sentence. • To continue to talk about 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. • Write in the present/past tense correctly and consistently including the progressive form. 	<ul style="list-style-type: none"> • Develop their understanding of how to use full stops, capital letters, question marks and commas for lists. • Develop positive attitudes towards and stamina for writing. • Expanded noun phrases to describe and specify [for example, the blue butterfly] • Subordination (using when, if, that, or because) and co-ordination (using or, and, or but). • To continue to write in the present/past tense correctly including the progressive form.



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	<ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (real and fictional). 	<ul style="list-style-type: none"> • Writing down ideas and/or key words, including new vocabulary. • Writing about real events, writing for different purposes. 	
Writing genre	<ul style="list-style-type: none"> • Recount • Traditional Tales Narrative • Poetry • Instructions • Narrative – character description & settings • Letter Writing 	<ul style="list-style-type: none"> • Narrative – non-fiction short story • Poetry • Instructions • Non-chronological report 	<ul style="list-style-type: none"> • Narrative - fiction short story • Persuasive letter • Recount • Non- chronological report • Diary Entry • Poetry
Maths	<ul style="list-style-type: none"> • Number – Place Value • Number – Addition and Subtraction • Measurement – Money • Number – Multiplication and Division 	<ul style="list-style-type: none"> • Statistics • Number – Fractions • Geometry - Shapes • Geometry - Position and Direction 	<ul style="list-style-type: none"> • Measurement- Time • Measurement - Length and Height • Measurement – Weight, Volume, Temperature • Problem Solving and Efficient Methods
Science	<ul style="list-style-type: none"> • Animals Including Humans • Animal Classification 	<ul style="list-style-type: none"> • Living Things • Materials 	<ul style="list-style-type: none"> • Plants
Computing	<ul style="list-style-type: none"> • Logging in – using One Note and Microsoft Teams • Internet Safety – implications of inappropriate online searches. • Photographers – create, name, save and edit digital data • Detectives – develop an understanding of using email safely (2Type) 	<ul style="list-style-type: none"> • Gamers – learning about algorithms and to identify and correct some errors by debugging (Purple Mash Coding) • Materials – organise data using branching database (Purple Mash 2 Question) 	<ul style="list-style-type: none"> • Researchers – use a range of media in creating power points including photos, text and sound. Effectively using a search engine. • Astronauts – design simple programs with algorithms so they can be converted into code (Scratch)
Geography	<ul style="list-style-type: none"> • Use different kinds of maps, atlases and globes to locate geographical features – countries that make up the United Kingdom. • To name key physical features, including: cliff, coasts, valley, season, river etc. 	<ul style="list-style-type: none"> • Ask and answer questions about places using geographical vocabulary • Use books, pictures and websites to find out about places. 	<ul style="list-style-type: none"> • Geographical similarities and differences, through studying a non-European country • Describe the location of features and routes on a map. • Use simple compass directional language



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History	<ul style="list-style-type: none"> To identify differences and similarities between the ways of life in different time periods. To use words and phrases that relate to the passage of time (centuries, decades etc) 	<ul style="list-style-type: none"> To understand simple chronology To make a simple time line of the Great Fire of London To use topic words that are linked to the history. 	<ul style="list-style-type: none"> To find out about life in the past by looking at stories, information books, picture etc. To ask and answer questions about the past
Art	<ul style="list-style-type: none"> Painting – experiment with different colours by mixing paints 	<ul style="list-style-type: none"> Drawing – Select a particular drawing technique for a given purpose (hatching for a shadow) 	<ul style="list-style-type: none"> Painting- explore and experiment with different painting techniques
Design and Technology	<ul style="list-style-type: none"> Textiles/Collage - draw and cut simple shapes and patterns out of different fabrics and paper 	<ul style="list-style-type: none"> Printing- create simple printing blocks using cardboard, foam or sponge 	<ul style="list-style-type: none"> Sculpture – manipulate materials by rolling, joining and kneading
Religious Education	<ul style="list-style-type: none"> Hinduism/Jainism - What makes a home? Humanism/Christianity - How do we remember people and why? 	<ul style="list-style-type: none"> Buddhism- What does faith say about change? Christianity- Why is the cross important to Christians? 	<ul style="list-style-type: none"> Islam/Bahai - How are we all same/different? Judaism- What rules do you follow?
Physical Education	<ul style="list-style-type: none"> Dance - coordination and team work Gymnastics - balancing on different body parts 	<ul style="list-style-type: none"> Multi skills – receiving Multi skills – aiming and carrying 	<ul style="list-style-type: none"> Athletics – running, jumping and throwing Multi skills- throwing
Music	<p>Music Staff Notation;</p> <p>How to clap in time to a beat; How to count in fours; How to read “noughts and crosses” symbols, progressing onto crotchets and crotchet rests. How to move in time to a beat. Body percussion COMPOSING: Making up their own rhythms (SET WORK: LET’S GET DOWN)</p>	<p>Musical Elements: exploring sounds made by percussion instruments using PITCH, DYNAMICS, TEMPO, TIMBRE, DURATION</p> <p>SET WORK: L’APRES MIDI D’UN FAUNE BY FRENCH COMPOSER CLAUDE DEBUSSY CARNIVAL OF THE ANIMALS BY CAMILLE SAEN-SAINT THE SORCERER’S APPRENTICE BY FRENCH COMPOSER PAUL DUKAS</p> <p>Skills learned: 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.</p>	<p>KEYBOARD UNIT 1:</p> <p>Keyboard Unit: Reading the notes C, D and E Extended work; Reading the notes F, G and A SET WORK: MARY HAD A LITTLE LAMB KEY WORDS: STAVE; TREBLE CLEF; 4 BEATS IN A BAR; C IS TO THE LEFT OF THE TWO BLACK KEYS; THE NOTES C, D, E, 1-BEAT NOTE/CROTCHET PROGRESSION: Reading the notes C, D, E, F, G and A Extended work: reading bass clef</p>



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Modern Foreign Languages - Spanish

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| <ul style="list-style-type: none">• Spanish greetings• Emotions• Colours• Numbers 1-15• Halloween | <ul style="list-style-type: none">• At school• Parts of the body-Big green monster-• Animals under the sea• Pets• Our house | <ul style="list-style-type: none">• All about Sports• Healthy food• Spanish culture (Food, festivals, music)• Spanish party- end of year celebration-• End of year review |
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