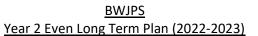


<u>BWJPS</u> Year 2 Even Long Term Plan (2022-2023)

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | | |
|------------------------------------|--|--------------------------------------|---|---|---|--|--|--|
| English | Taught through topics and whole texts | | | | | | | |
| | | | | | | | | |
| Writing | E – Sentence | I – Instructions | P – Poster (Wanted | I – Recount (possibly link | E – Diamonte Poem | P – Persuasive letter to Mrs Kobak | | |
| Expectation to: Plan, draft, edit, | Building | (How to make a | Goldilocks poster) | to tree planting day) | I – Non-chronological | E – Own linear story (fantasy genre) | | |
| redraft & | E – Character | spell for a creature) | E – Dialogue | E – Traditional tale with | report | | | |
| publish. | description (Giant | E - Rhyming Poem | between characters | a twist (different ending) | E – Diary of a fantasy | | | |
| And Distant | Teddy Robber) | (Gunpowder plot) | (link to traditional | , | character | | | |
| Aut - Picture books/books | , , | E – Re-tell narrative | tales) | | | | | |
| from other | | (Room on the | E – Poetry (Riddles) | | | | | |
| cultures | | Broom) | | | | | | |
| Sp – Traditional tales | | 2.00, | | | | | | |
| Sum - Fantasy | | | | | | | | |
| Reading | | Gunpowder Plot Story | | Little Red Riding Hood | | How to Find Gold | | |
| | Teddy Robber Room on the Broom Whole Class Guided Reading – Vipers | | Jack and the Beanstalk Goldilocks and the Three Bears Whole Class Guided Reading – Vipers | | Pirates love underpants The Pirates who lived Next Door Whole Class Guided Reading – Vipers | | | |
| | | | | | | | | |
| | | Club | | Bug Club | | Bug Club | | |
| Spelling, | What starts a | Punctuation for | Identify noun, adjective | Prefixes (un, anti) | Identify past and present | Commas in a list | | |
| Punctuation and Grammar | sentence. CL for names and | commands and questions. | and verb. What is a noun? | Suffix (ness, er) Suffix (ful, less) | tense Past and present tense | Contractions Simple and compound sentences | | |
| (SPAG). | places. | Nouns, verbs. | Co-ordinating and | Suffix (er, est, ing) | continuous verbs. | Consolidation | | |
| , , | Punctuation for | Effective adjectives. | subordinating | Past tense | Was or were | | | |
| | statements, exclamations | How do words fit to make a sentence. | conjunctions. | Present tense | When/why do we use conjunctions | | | |
| | exciamations | make a semence. | | | Conjunctions | | | |
| | Place Value | 1 | Money | | Fractions | | | |
| Maths | Addition and Sub | | Multiplication and Division | | • Time | | | |
| | • Shape (Geometry) | | Length and HeightMass, capacity and temperature | | StatisticsPosition and Direction | | | |
| | | | | | Consolidation | | | |
| | | | | | 00.100.1100.11 | | | |
| 0-1 | Seasons | | Animals including humans | | Plants | Everyday materials | | |
| Science | Poem about seasons. | | Fact-file about an animal. | | Instructions about growing a | Biography about a Scientist | | |
| | | | . 333 33.33. 3 3 | | plant. | 3,7,3,3,3,3,3,3,3,3,3,3,3,3,3,3,3,3,3,3 | | |
| | | | | | | | | |
| | | | | | Can they name the | | | |
| | Can they observe changes across the | | | | petals, stem, leaf, bulb, | | | |
| | four seasons? | the form one or the | | | flower, seed, stem and | | | |
| | Can they name order? | the four seasons in | | | root of a plant? Can they identify and | | | |
| | Can they observe and describe | | | | name a range of | | | |





| • | weather associated with the seasons Can they observe and describe how day length varies? |
|---|--|
| | |

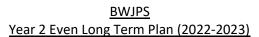
- •Can they point out some of the differences between different animals? Can they sort photographs of living things and non-living things? Can they identify and name a variety of common animals? (birds. fish. amphibians, reptiles, mammals, invertebrates) •Can they describe how an animal is suited to its environment? Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores?
- ·Can they name the parts of the human body that they can see? Can they draw & label basic parts of the human body? Can they identify the main parts of the human body and link them to their senses? •Can they name the parts of an animal's body? •Can they name a range of domestic animals? Can they classify animals by what they eat? (carnivore, herbivore, omnivore) •Can they compare the bodies of different animals?
- common plants and trees?
 •Can they recognise
- deciduous and evergreen trees?

 Can they name the
- trunk, branches and root of a tree?
 •Can they describe t
- Can they describe the parts of a plant (roots, stem, leaves, flowers)?
- Can they distinguish between an object and the material from which it is made?
- Can they describe materials using their senses?
- Can they describe materials using their senses, using specific scientific words?
- Can they explain what material objects are made from?
- Can they explain why a material might be useful for a specific job?
- Can they names some different everyday materials? e.g.wood, plastic.metal,waterandrock
- Can they sort materials into group by a given criteria?
- Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching?

Working Scientifically

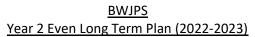
Observing closely **Performing Tests** Identifying and Classifying **Recording findings** •Can they talk about what they <see, touch, smell, •Can they perform a simple test? Can they identify and classify things •Can they show their work using pictures, labels hear or taste>? •Can they tell other people about what they they observe? and captions? •Can they use simple equipment to help them make have done? •Can they think of some questions to •Can they record their findings using standard observations? ask? units? •Can they answer some scientific •Can they put some information in a chart or auestions? table? •Can they give a simple reason for their

answers?





•Can they explain what they have found out? Understanding Understanding Instructions and Text and Computing Multimedia in Instructions and **Digital Photography** e-communication Searching and sorting information making things happen ICT/Sounds Programming with Scratch Jr making things Year 1 & happen Painting Using the Internet Email 2 Can they create a simple series Word of instructions - left and right? processing Programming To use technology Can they find information on a Do they recognise Can they record their routes? skills Toys purposefully to website? what an email Do they understand forwards. create, organise, Can they click links in a website? address looks like? backwards, up and down? Can they word Can they create Can they print a web page to use store, manipulate Have they joined in and retrieve digital process ideas a simple series as a resource? sending a class using a of instructions – content email? left and right? keyboard? Can they use the @ Can they use Can they record Computer Art key and type and the spacebar, their routes? email address? back space. Do they Can they use the Can they print out a enter, shift and understand shape tools to page from the arrow keys? forwards, draw? internet? backwards, up Can they send and Presentation and down? reply to messages skills Can they put two sent by a safe email instructions partner (within Can they together to school)? record a sound control a programmable and play it back? toy? Can they begin Can they record pupils' to plan and test a voices as a Bee-bot journey? voice over? Can they capture images with a camera? Can they print out a photograph from a camera with help?





| History | Toys Old and New (Autumn 1) Persuasive piece about your favourite toy. Gunpowder Plot (Autumn 2) Diary (English) Fact-file | Great Explorers Including Matthew Henson & Neil Armstrong Diary of an explorer. Biography of an explorer. | Travel and Transport Biography of George Stephenson and Trains. | | | |
|-----------------|---|---|--|--|--|--|
| | me about things that happened when they were the past? Can they retell a familiar story set in th Knowledge and interpretation. Do they appreced people have helped our lives be better today? Do that we have a queen who rules us and that Brita objects from the past, such as vinyl records? Historical enquiry: Can they ask and answer questions using an artefact/ ph | little? Can they recognise that a story that is read to them is e past? Can they explain how they have changed since the ciate that some famous they recognise that we celebrate certain events, such as | bonfire night, because of what happened many years ago? Do they understand in to identify the main differences between old and new objects? Can they identify I new things in a picture? about what an object was used for in the past? | | | |
| Geography | Wonderful Weather Weather Report | Our School Instruction about how to get from home to school | Our Country Leaflet about country/London | | | |
| Art & Design | y answer questions about the weather? Can they keep a weather and cold place? Can they describe a locality using words and pictures? Can they be village, e.g. 'church', 'farm', 'shop', 'house'? he year? Can they tell something about the people who live in hot and cold name some of th pole are on a globe or atlas? Pop Art (including Andy Warhol American artist and digital art) | | | | | |
| with a chalk | riment and begin to control the marks made a range of media such as: crayons, pastels, s, felt tips, pen and chalk. or on different surfaces and experiment with ing media. or for a sustained period of time and nunicate something about themselves gh their artwork. | Painting Experiment with different media using a range of tools e.g. different brush sizes, hands, rollers and pads. Begin to show control over the types of marks made. Work on a range of surfaces, scales and with different media. Mix secondary colours and shades using different types of paint. | D Sculpture Use and explore a variety of tools, materials and techniques. Experiment with a range of materials such as recycled, natural and malleable to make models and structures. Continue to explore the use of shape and form. Responding to art Describe some of the art and design techniques they have used in their work and can see in the work of others e.g. drawing, painting and sculpting. Talk about what they like about their own work and that of others. Begin to discuss anything | | | |

<u>BWJPS</u> Year 2 Even Long Term Plan (2022-2023)



| | | | <u>De</u> | esign and Technology | | | | |
|--|--|---|--|---|---|--|---|--|
| Fruit Salads Developing, planning and communicating ideas Working winders products | | | Moving pictures and Traditional Tales th tools, equipment, materials and components to make quality Evalua | | | | Design and make a vehicle | |
| | | | | | | raluating processes and products | | |
| •Can they explain | of some ideas of their ow n what they want to do? ctures and words to plan | •Can they ex | xplain what they are making xplain which tools are they u | | •Car | n they describe n they talk about tole have done? | e how something works? ut their own work and things that other ? | |
| Breadth of study Cooking and nutrition •Can they cut food safely? •Can they describe the texture of foods? •Do they wash their hands and make sure that surfaces are clean? •Can they think of interesting ways of decorating food they have made, eg, cakes? Textiles •Can they describe how different textiles feel? •Can they make a product from textiles gluing? | | *Can they make a product which moves? *Can they cut materials using scissors? *Can they describe the materials using different words? *Can they say why they have chosen *Can they make a product which moves? *Can they cut materials using materials using with the control of | | tructure/model using different naterials? •Can theysele tools for their loan they make their model •Can they male | | ney talk with others about how they oconstruct their product? neyselect appropriate resources and or their building projects? ney make simple plans before making of the control of the co | | |
| Music | Listen to and create weather music | Chanukah concert / beat and pulse. | Rhythm and pitch | Music Evening | Compo | osing | Rhythm and Blues | |
| | Performing | | Composing | (incl notation) | Аррі | raising | | |
| | Can they use their voice to speak/sing/chant? Do they join in with singing? Can they use instruments to perform? Do they look at their audience when they are performing? Can they clap short rhythmic patterns? Can they copy sounds? | | Can they make different sounds with their v Can they make different sounds with instrur Can they identify changes in sounds? Can they change the sound? Can they repeat (short rhythmic and melodi patterns? Can they make a sequence of sounds? Can they show sounds by using pictures? | | Can they say how a piece of music makes them fee Can they say whether they like or dislike a piece of music? Can they choose sounds to represent different thing Can they recognise repeated patterns? Can they follow instructions about when to play or see | | a piece of music makes them feel? ther they like or dislike a piece of counds to represent different things? e repeated patterns? | |
| | Keeping/Staying | Keeping/Staying Safe | Computer Safety | Money Matters | Feelings and Emo | otions | Hazard Watch | |
| PSHE Year 1 and 2 | Healthy ● Healthy eating | Road Safety Respectful | Online bullying | Types of money Money around the world | Anger Jealo | | Spotting dangers | |



<u>BWJPS</u> Year 2 Even Long Term Plan (2022-2023)

| (Even years) | Brushing teeth Washing Hands Keeping/Staying Safe | Relationships • Importance of self respect Importance of permission seeking in friendships with friends, peers and adults. | Image sharing (Street Wise) | | Worry Grief | |
|--------------|--|---|-----------------------------|---|--|---|
| | Black History Month – Tuesday 1 st October World Mental Health Day – 10 th October | Anti- bullying week- 11 th November 2019 Children in Need Road Safety Week | | 16 th – 15 th March – Science week Fair-trade fortnight European Athletics | | Wimbledon |
| P:E | Agility, balance co- ordination programme | Kicking, bouncing and throwing | Dance | Music Evening dancing Striking, receiving and throwing | Dance to a piece of 60's music Running, landing and jumping | Sports day practice Catching, receiving and throwing |