



St Joseph's
Catholic Primary School



Year 2 Long Term Plan 2019-2020

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Visits	Local Study: Newcastle		Cragside		Tynemouth	
English Power of Reading Texts	Halibut Jackson Pumpkin Soup Instructional texts Persuasive letter to ask to visit St James' Park Narrative	How to Find Gold Olga de Polga Write a fact file about a continent Explanatory text about the life cycle of a human Poetry	Rapunzel The Story Tree Moth/Leaf Character and setting descriptions Recount of trip Traditional story writing	Meerkat Mail (not PoR) Lonely Beast Report about Meerkats Postcard Poetry	The Hodgeheg The Snail and the Whale Postcard and diary entry Narrative in familiar and new settings	Lila and the Secret of Rain Anna Hibiscus Persuasive text as a travel agent Poetry
Class Reader	The Owl who was Afraid of the Dark by Jill Tomlinson	The Magic Finger by Roald Dahl	The Guard Dog by Dick King-Smith	Flat Stanley by Jeff Brown	Katie Morag Stories by Mairi Hedderwick	Fantastic Mr Fox By Roald Dahl
Spellings	The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y badge, edge, bridge, dodge, fudge, age, huge, change,	The /l/ or /əl/ sound spelt -le at the end of words table, apple, bottle, little, middle The /l/ or /əl/ sound spelt -el at the end of words	The /ɔ:/ sound spelt a before l and ll all, ball, call, walk, talk, always The /ʌ/ sound spelt o other, mother, brother, nothing, Monday	Adding -es to nouns and verbs ending in -y Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it	The /ʒ/ sound spelt s television, treasure, usual Contractions - can't, didn't, hasn't, couldn't, it's, I'll	Homophones and near-homophones there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son,

	<p>charge, bulge, village, gem, giant, magic, giraffe, energy, jacket, jar, jog, join, adjust</p> <p>The /s/ sound spelt c before e, i and y ice, cell, city, fancy</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words knock, know, knee, gnat, gnaw</p> <p>The /j/ sound spelt wr at the beginning of write, written, wrote, wrong, wrap</p> <p>Common exception words</p>	<p>camel, tunnel, squirrel, travel, towel, tinsel</p> <p>The /l/ or /əl/ sound spelt –al at the end of words metal, pedal, capital, hospital, animal</p> <p>Words ending –il, pencil, fossil, nostril</p> <p>The /aɪ/ sound spelt –y at the end of words cry, fly, dry, try, reply, July</p> <p>Common exception words</p>	<p>The /i:/ sound spelt –ey key, donkey, monkey, chimney, valley</p> <p>The /ɒ/ sound spelt a after w and qu want, watch, wander, quantity, squash</p> <p>The /ɜ:/ sound spelt or after w word, work, worm, world, worth</p> <p>The /ɔ:/ sound spelt ar after w war, warm, towards</p> <p>Common exception words</p>	<p>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</p> <p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>The suffixes –ment, –ness, –ful, –less and ‘-ly’</p> <p>Common exception words</p>	<p>The possessive apostrophe (singular nouns) Megan’s, Ravi’s, the girl’s, the child’s, the man’s</p> <p>Words ending in –tion station, fiction, motion, national, section</p> <p>Common exception words</p> <p>Topic words</p>	<p>to/too/two, be/bee, blue/blew, night/knight</p> <p>Common exception words</p> <p>Topic words</p>
Spelling, Grammar and Punctuation	<p>Capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Coordinating conjunctions</p>	<p>Commas to separate items in a list</p> <p>Expanded noun phrases</p> <p>Subordinating conjunctions</p>	<p>Apostrophes for contraction and possession</p> <p>Formation of nouns and adjectives using suffixes</p>	<p>Functions of a sentence - statement, question, exclamation and command</p>	<p>Use of progressive form of verbs in the present and past tense to mark actions</p>	<p>Use of suffixes to turn adjectives into adverbs</p> <p>Consolidation</p>
Phonics	Phase 3/4/5	Phase 3/4/5	Phase 4/5	Phase 4/5/6	Phase 5/6	Phase 5/6
Maths	<p>Place Value</p> <p>Addition and Subtraction</p>	<p>Money</p> <p>Multiplication and Division</p>	<p>Multiplication and Division</p> <p>Statistics</p>	<p>Shape</p> <p>Fractions</p> <p>Time</p>	<p>Position and Direction</p> <p>Problem Solving</p> <p>Length and Height</p>	<p>Measurement</p> <p>Investigations</p>

Times Tables	Counting in steps of 2, 5 and 10 in order from 0 up to 12x.	Count in steps of 2, 5 and 10 in order from 0 up to 12x fluently. Recall multiples of 10 up to 12x10 in any order, including missing numbers and related division facts with growing fluency.	Recall multiples of 2 up to 12x2 in any order, including missing numbers and related division facts. Recall multiples of 10 up to 12x10 fluently.	Recall multiples of 5 up to 12x5 in any order, including missing numbers and related division facts. Recall multiples of 2 up to 12x2 in any order, including missing numbers and related division facts with growing fluency.	Count in multiples of 3 to 12x3 in order from 0. Recall multiples of 2 up to 12x2 in any order, including missing numbers and related division facts fluently Recall multiples of 5 up to 12x5 in any order, including missing numbers and related division facts with growing fluency.	Count in multiples of 3 to 12x3 in order from 0 with growing fluency. Recall multiples of 5 up to 12x5 in any order, including missing numbers and related division facts fluently.
RE	Domestic Church: BEGINNINGS Other World Faith - Judaism: Shabbat Baptism/Confirmation: SIGNS AND SYMBOLS Advent/Christmas: PREPARATIONS		Local Church: BOOKS Other World Faith - Islam: Prayer at Home Eucharist: THANKSGIVING Lent/Easter: OPPORTUNITIES		Pentecost: SPREAD THE WORD Reconciliation/Anointing of the Sick: RULES Universal Church: TREASURES	
Science	Uses of everyday materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	Animals including humans Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including	Living things and their habitats Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to	Living things and their habitats (continued) Identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals obtain their food from plants and other animals,	Plants Observe and describe how seeds and bulbs grow into mature plants	Plants (continued) Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other	using the idea of a simple food chain, and identify and name different sources of food		
History/Geography	H: Why are some places special? Own locality, St Mary's Cathedral, St James' Park Class timeline Visit: St Mary's Cathedral and St James' Park	G: Why is my world wonderful? World maps, continents, oceans, mountains, rivers	H: Fantastic Firsts Significant events Timelines Electricity at Cragside Grace Darling Visit: Cragside	G: Wherever next? Location and journeys Hot and cold places, continents, oceans, key vocabulary	H: All change Changes within living memory and beyond Compare 1950s holidays with Victorian times: Tynemouth Visit: Tynemouth Beach	G: Holidays – where shall we go? Place comparisons – geographical features Focus: contrast area of UK with a non-European country
Art and Design Design Technology	Architecture: Bridges <u>Sculpture</u> Visual Element – Shape / Form	British artist: Maps <u>Drawing/mark making</u> Draw on smaller and larger scales Begin to add detail to line drawings Visual Element – Line	International artists *Exhibition <u>Printing</u> Visual Element – Colour / Tone	Famous RE/Easter <u>Painting</u> Create and experiment with shades of colour Explore mood and colour Create washes Visual Element – Colour / Tone	Landscapes <u>Collage</u> Weave using recycled materials Investigate texture through rubbings Richard Long mud painting Visual Element – Texture / Pattern	Landscapes <u>collage</u> Dye fabrics Weave with wool Visual Element – Texture / Pattern

Computing	E-safety Digital citizenship	Computer Science Code.org	Computer Science Code.org	Computer Science Code.org	Word Processing Data logger	Powerpoint/Publisher Create graph/chart
PE	NUFC - Fundamental Movement Gymnastics	NUFC - Multi-skills	Swimming Active Kids - Dance	Swimming Active Kids - Dance	Active Kids - Dance	NUFC – Athletics and Fitness Active Kids - Dance
PSHCE	Digital Citizenship	Diversity and celebrating differences	Keeping safe, mental health and well-being	Global issues and debate	Responsibility and local environment RSHE – Life to the Full	RSHE – Life to the Full
Music	Charanga: Hands, feet and heart	Charanga: Ho, ho, ho	Charanga: I wanna play in a band	Charanga: Zootime	Charanga: Friendship	Charanga: Reflect, rewind, replay