

# Year 2 Long Term Intent

## Summer 1

<b>Key Texts</b>	George's Marvellous Medicine
<b>Genres</b>	Persuasive Letter and Story Innovation
<b>Trips/Visits/Visitors/Experiences</b>	Making medicines
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Write a range of simple and coherent pieces, for a range of audiences, including a persuasive letter and innovating a story based upon George's Marvellous Medicine</li> <li>• Use past and present progressive tense</li> <li>• Be confident segmenting spoken words into phonemes and will represent these using graphemes</li> <li>• Use a range of adjectives to add interest to their work for the readers and spell adjectives using suffixes such as -ful, -less, -er and -est</li> <li>• Use a range of conjunctions to join two ideas together such as and, but, so, that, because, when, or, if</li> <li>• Use expanded noun phrases for description</li> <li>• Use a range of punctuation including full stops, commas, question marks, exclamation marks and apostrophes.</li> <li>• Start their sentences in a range of ways including the use of time adverbials such as next, then, first, finally</li> <li>• Form letters of the correct size and orientation and begin to join some of their letters in a cursive writing style</li> <li>• Use ly suffix to turn adjectives into adverbs and add more information to a sentence through ly adverbs</li> <li>• Identify and use a range of sentence types in their writing: statement, command, question and exclamation.</li> <li>• Use a thesaurus to aid language choices</li> <li>• Use a range of persuasive language for affect</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Read accurately most words of two or more syllables</li> <li>• Read most words containing common suffixes*</li> <li>• Read most common exception words*</li> <li>• Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute</li> <li>• Sound out most unfamiliar words accurately, without undue hesitation</li> <li>• Self-correct spontaneously and at the point of error</li> <li>• Recognise and explain the difference between fiction and non-fiction</li> <li>• Sustain interest in longer narratives e.g. a short chapter book such as George's Marvellous Medicine</li> <li>• Make statements about characters on the basis of what is said and done, making note of how verbs and adverbs support their judgements</li> <li>• Demonstrate empathy with characters and be able to explain how a character is feeling and why they feel that way.</li> <li>• Identify the sequence of events e.g. answers questions such as 'Which event happened first? What happened before he fell over?'</li> <li>• Predicts some key events of a story based on the settings described in the story opening.</li> <li>• Discusses effective language choices e.g. 'slimy' is a good word there because...</li> <li>• Identifies elements of an author's style e.g. familiar characters, settings and themes</li> <li>• Identifies that the verbs used for dialogue tell us how a character is feeling</li> <li>• Use evidence from a text – may look through the book to help them remember</li> <li>• Evaluates simple persuasive devices</li> <li>• With support justifies what they have read</li> <li>• Begins to understand that written language (standard English) has conventions that don't apply in spoken language</li> </ul>
<b>Phonics</b>	<ul style="list-style-type: none"> <li>• Unit 39 &lt;g&gt; spelling</li> <li>• Unit 41 &lt;gh&gt; spelling</li> <li>• Unit 40 /f/ sound</li> <li>• Unit 42 /m/ sound</li> <li>• Unit 44 /h/ sound</li> <li>• Year 1 and Year 2 Common Exception Word Spelling Assessments</li> </ul>

<p><b>Handwriting</b></p>	<ul style="list-style-type: none"> <li>• Unit 27: practising joining to/from the letter s</li> <li>• Unit 28: practising joining from the letter e</li> </ul>
<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>• Recognise, find, name and write <math>\frac{1}{3}</math> , <math>\frac{1}{4}</math> , <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>• Recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> <li>• Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3</li> <li>• Unit and non-unit fractions</li> <li>• Compare and sequence intervals of time to the o'clock, half past, quarter past and quarter to</li> <li>• 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</li> </ul>
<p><b>Science Plants</b></p>	<ul style="list-style-type: none"> <li>• Plant their own seeds</li> <li>• Know and explain how seeds and bulbs grow into plants.</li> <li>• Know what plants need in order to grow and stay healthy (water, light and suitable temperature).</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>• Know how to set up a fair test and do so when finding out about how seeds grow best.</li> <li>• Draw conclusions from fair tests and explain what has been found out.</li> <li>• Use measures to help find out about how seeds and bulbs grow.</li> </ul> <p>Use equipment such as thermometers and rain gauges to help observe changes to the local environment as the year progresses.</p>
<p><b>History</b></p>	<ul style="list-style-type: none"> <li>• Use a wide vocabulary of everyday historical terms such as timeline, source, fact, evidence, beyond living memory, significant event)</li> <li>• Know about the key events of the Great Fire of London, an event that happened a long time ago, even before their grandparents were born</li> <li>• Know that children's lives today are different to those of children in the 1800's</li> <li>• Use pictures and role play to retell events of the Great Fire of London</li> <li>• Answer questions about the events of the Great Fire using historical sources (inventories, maps, letters and historical drawings).</li> <li>• Place events from the Great Fire of London and objects in chronological order</li> <li>• Differentiate between items that were here 100 years ago and items that were not (including buildings, tools, toys, jobs).</li> </ul>
<p><b>Geography</b></p>	<ul style="list-style-type: none"> <li>• Name at least 3 countries in the continent of Africa and focus closely on one</li> <li>• Describe the climate and weather of a focus country in Africa (Kenya)</li> <li>• Describe the physical features (such as desert, mountain, savannah and grasslands). of a focus country in Africa (Kenya)</li> <li>• Identify some of the animals and plants you would find in a focus country in Africa (Kenya).</li> <li>• Identify and describe some of the traditions that occur across Africa such as mask making; tribal painting; African painting; fabric patterns and traditional singing and dancing</li> <li>• Describe the similarities and differences between city life in Nairobi (Kenya) and Sandy in relation to housing, transport and daily life and make a comparison with their own life.</li> <li>• Use information books to compare places studied.</li> </ul>
<p><b>Religious Education</b></p>	<ul style="list-style-type: none"> <li>• Identify some core beliefs and concepts studied and give a simple description of what they mean.</li> <li>• Give clear, simple accounts of what stories and other texts mean to believers.</li> <li>• Give examples of how people use stories, texts and teachings to guide their beliefs and actions.</li> <li>• Think, talk and ask questions about whether the ideas they have been studying have something to say to them.</li> <li>• Give a good reason for the views they have and the connections they make.</li> <li>• Describe simple similarities in between religious beliefs and ideas.</li> <li>• Retell religious stories and suggest possible meanings</li> <li>• Explore similarities and differences in how religion is expressed in different world religions.</li> <li>• Make links between values and commitments, and their own attitudes and behaviour.</li> </ul>
<p><b>Physical Education</b></p>	<p><b>Active Athletes &amp; Fitness Frenzy</b></p> <ul style="list-style-type: none"> <li>• Sprint for up to 40ms</li> <li>• Run at least 400m without stopping and at a steady pace</li> <li>• Change direction when running, while maintaining balance</li> <li>• Use arms when jumping and jump with balance and fluency</li> <li>• Hurdle an obstacle and maintain effective running style</li> </ul>

	<ul style="list-style-type: none"> <li>• Learn a range of techniques for jumping for distance and height</li> <li>• Throw objects in a varieties of ways</li> <li>• Skip with control and balance</li> <li>• Observe and comment on others' performances</li> <li>• Improve their core strength, balance and agility</li> </ul>
<p style="text-align: center;"><b>Computing Unit 2.7 Making Music</b></p>	<p><b><i>Making Music</i></b></p> <ul style="list-style-type: none"> <li>• To be introduced to making music digitally using 2Sequence.</li> <li>• To explore, edit and combine sounds using 2Sequence.</li> <li>• To add sounds to a tune to improve it.</li> <li>• To think about how music can be used to express feelings and create tunes which depict feelings.</li> <li>• To upload a sound from a bank of sounds into the Sounds section.</li> <li>• To record their own sound and upload it into the Sounds section.</li> </ul> <p>To create their own tune using the sounds which they have added to the Sounds section.</p>
<p style="text-align: center;"><b>Art and D&amp;T African Masks and African Jewellery</b></p>	<ul style="list-style-type: none"> <li>• Investigate and evaluate different African masks, jewellery and fabrics</li> <li>• Investigate different beads and pattern for jewellery</li> <li>• Design and make their own African jewellery</li> <li>• Explain why they have chosen specific textiles</li> </ul> <p>Explain what went well with their African jewellery by evaluating it and how they can improve it</p>
<p style="text-align: center;"><b>Music Friendship Song</b></p>	<ul style="list-style-type: none"> <li>• Sign in unison and in tune the song Friendship Song Use: high voice, middle voice, low voice</li> <li>• Sing/clap increasing/ decreasing tempo while listening to the Friendship Song</li> <li>• Play simple rhythmic patterns on an instrument and improvise parts of a song</li> <li>• Listen and appraise Friendship Song by Joanna Mangona and Pete Readman, Count On Me by Bruno Mars, We Go Together (from Grease soundtrack You Give A Little Love from Buggy Malone That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John, You've Got A Friend In Me by Randy Newman</li> <li>• Play the glockenspiel learning the notes C and D and improvise when playing the glockenspiels and make connections between notations and musical sounds</li> <li>• Say what they like and do not like about others' performances.</li> <li>• Use given symbols to record long and short sounds. Make and change sound on an instrument.</li> </ul>
<p style="text-align: center;"><b>Personal, Social, Health Education</b></p>	<p><b><i>Belonging to a Community</i></b></p> <ul style="list-style-type: none"> <li>• Identify how people and other living things have different needs and about the responsibilities of caring for them</li> <li>• Know about the different groups they belong to</li> <li>• Understand the different roles and responsibilities people have in their community</li> <li>• Recognise the ways they are the same as and different to other people</li> </ul> <p><b><i>Growing &amp; Changing</i></b></p> <ul style="list-style-type: none"> <li>• Name the main parts of the body excluding genitalia</li> <li>• Know about growing and changing from young to old and how people's needs change</li> </ul>