

Year 2 Long Term Intent

Summer 2

All the animals were sleeping, range of African non-fiction texts

Narrative, recount, non-fiction (Travel guide)

Trips/Visits/Visitors/Experiences

Whipsnade Zoo trip

Writing

- Write a narrative based on All the Animals Were Sleeping
- Use knowledge of adjectives when making correct choice of spelling
- Use expanded noun phrases for description and specification
- Use subordination and coordination
- Use ly to turn adjectives into adverbs
- Use past progressive tense
- Use a thesaurus to aid language choices
- Use apostrophes to mark singular possession
- Use apostrophes to mark where letters are missing in spelling
- Form nouns using suffixes such as -ment, -less, -ness and -er
- Create a plan to aid independent writing
- Write about real events regarding zoo trip to Whipsnade Zoo
- Use a range of time adverbials to aid sequencing
- Use a range of adverbials of place to describe where things are to the reader
- Use emotions and feeling in a recount to make it more personalised
- Use a the regular 'ed' suffix for past tense
- Use a range of non-fiction books, texts and digital media to research facts and information

Reading

- Read accurately most words of two or more syllables
- Read most words containing common suffixes
- Read most common exception words
- Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- Sound out most unfamiliar words accurately, without undue hesitation
- Check it makes sense to them, correcting any inaccurate reading
- Answer questions and make some inferences
- Explain what has happened so far in what they have read
- Make inferences
- Make a plausible prediction about what might happens based on what has been read
- Make links between the book they are reading and other books they have read
- Discusses effective language choices e.g. 'slimy' is a good word there because...
- Sustains interest in a longer narrative e.g. short chapter book
- Identifies elements of an author's style e.g. familiar characters, settings and themes
- Predict some key events of a story based on the settings described in the story opening
- Predicts with increasing accuracy during reading and then adapts prediction in light of new information.
- Identifies that the verbs used for dialogue tell us how a character is feeling
- Use evidence from a text – may look through the book to help them remember
- Evaluates simple persuasive
- With support justifies what they have read
- Begins to understand that written language (standard English) has conventions

Phonics

- Unit 45 /k/ sound
- Unit 46 /r/ sound
- Unit 47 /t/ sound
- Unit 48 /z/sound
- Unit 49 /eer/ sound

Handwriting	<ul style="list-style-type: none"> Recap and review
Maths	<ul style="list-style-type: none"> Compare and sequence intervals of time 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 Know the number of minutes in an hour and the number of hours in a day Interpret and construct simple pictograms, tally charts, block diagrams and simple tables Ask and answer simple questions by counting the number of objects in each category by quantity Ask and answer questions about totalling and comparing categorical data Order and arrange combinations of mathematical objects in patterns and sequences Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)
Science All living things and their habitats	<ul style="list-style-type: none"> Classify things by living, dead or never lived Know how a specific habitat provides for the basic needs of things living there (plants and animals) Match some living things to their habitat Name some different sources of food for animals Know about and explain a simple food chain
History Great Fire of London	<ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms such as timeline, source, fact, evidence, beyond living memory, significant event) Know about the key events of the Great Fire of London Answer questions about the events of the Great Fire using historical sources (inventories, maps, letters and historical drawings). Differentiate between items that were here 100 years ago and items that were not (including buildings, tools, toys, jobs). To find out about a significant person (Sir Christopher Wren) and explore his role in rebuilding London To make comparison between the fire service in 1666 and fire service today and say how things have changed
Geography	<ul style="list-style-type: none"> Know the names of and locate the seven continents of the world Know the names of and locate the five oceans of the world Name at least 3 countries in the continent of Africa Identify some of the animals and plants you would find in Africa To use a range of sources to research an African animal.
Religious Education	<ul style="list-style-type: none"> Give examples of how people use stories, texts and teachings to guide their beliefs and actions Recognise that sacred texts contain stories which are special to many people and should be treated with respect. Identify how religion is expressed in different ways Use religious words and phrases to identify some features of religions Retell religious stories and suggest possible meanings Explore how different religions appreciate and care for the Earth and say why this is important
Physical Education	<p>Swimming</p> <ul style="list-style-type: none"> Get in and out of the pool safely Follow all the safety rules for swimming Submerge head under water and blow bubbles. Develop their water confidence within the pool Develop different floating techniques Begin to swim a width without tummy bands Begin to move confidently around the pool on their front (with floats) Begin to move confidently around the pool on their back (with floats)

<p style="text-align: center;">Computing Unit 2.7 Making Music Unit 2.8 Presenting Ideas</p>	<p>Unit 2.7 Making Music</p> <ul style="list-style-type: none"> • To be introduced to making music digitally using 2Sequence. • To explore, edit and combine sounds using 2Sequence. • To add sounds to a tune to improve it. • To think about how music can be used to express feelings and create tunes which depict feelings. • To upload a sound from a bank of sounds into the Sounds section. • To record their own sound and upload it into the Sounds section. • To create their own tune using the sounds which they have added to the Sounds section. <p>Unit 2.8 Presenting Ideas</p> <ul style="list-style-type: none"> • To explore how a story can be presented in different ways. • To make a quiz about a story or class topic. • To make a fact file on a non-fiction topic. • To make a presentation to the class
<p style="text-align: center;">Art Create a piece of work inspired by African Patterns</p>	<ul style="list-style-type: none"> • Learn how to make different effects using their pencil • Learn how pressure changes the pencil marks • Sketch a Tings Tale inspired African animal • Explore the properties of clay and how we can manipulate it in different ways (stretching, rolling, pinching, twisting) • Know how to join clay together in different ways • Plan a design for a Tinga Tale inspired clay animal • Use a range of size brushes for different effects: dab, smooth, wash, sponge, stipple and stroke to decorating clay animal
<p style="text-align: center;">Music Reflect, Rewind, Replay</p>	<ul style="list-style-type: none"> • Listen and appraise a range of classical music such as Peer Gynt Suite: Anitra's Dance by Edvard Grieg – Romantic, Brandenburg Concerto No 1 by Johann Sebastian Bach – Baroque From the Diary Of A Fly by Béla Bartók - 20th Century Fantasia on Greensleeves by Vaughan Williams - 20th Century Dance Of The Sugar Plum Fairy by Tchaikovsky – Romantic The Robots (Die Roboter) by Kraftwerk • Discuss where each piece of music comes in history and the type of music • Compose and evaluate their own compositions and order sounds to create a beginning, middle and an end • Play tuned and untuned instruments along with a backing track in response to different starting points
<p style="text-align: center;">Personal, Social, Health Education Keeping safe Mental health and wellbeing</p>	<p>Keeping safe</p> <ul style="list-style-type: none"> • Recognise risk in simple everyday situations and how to protect ourselves • Know what actions to take to minimise harm • Explain how to stay safe at home, including fire safety • Recall ways to stay safe in familiar and unfamiliar environments such as road safety and water safety • Know about the people whose job it is to keep us safe • Recall what to do if there is an accident and someone is hurt • Know how to get help in an emergence, how to call 999 and what to say <p>Mental health and wellbeing</p> <ul style="list-style-type: none"> • Prepare to move to a new class/ year group • Know about growing and changing from young to old and how this comes with new opportunities and responsibilities