

Year 2 Long Term Intent

Autumn 1

Key Texts	Amazing Grace
Genres	Character description (fiction) , story re-tell (fiction), Diary entry (fiction)
Trips/Visits/Visitors/Experiences	Florence Nightingale immersion
Writing	<ul style="list-style-type: none"> • Write a character description of Grace from Amazing Grace • Plan or say out loud what they are going to write about and write down ideas • Use capital letters and full stops. • Understand the terms verb, adjective and noun • Begin to use expanded noun phrases in their writing for description • Spell some common exception words • Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others • Use co-ordinating conjunctions and subordinating conjunction because • Start to recognise different sentence types: statement, question, exclamation, command • Use a range of time words to aid sequencing • Write in the past progressive tense • Write down ideas and / or key words including new vocabulary • Encapsulate what they want to say, sentence by sentence
Reading	<ul style="list-style-type: none"> • Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes* showing a demonstration of secure knowledge and application of the remaining extended code • Read accurately some words of two or more syllables • Read many common exception words • Read aloud many words quickly and accurately without overt sounding and blending • Sound out many unfamiliar words accurately. • Answer questions in discussion with the teacher and make simple inferences about character behaviour and feelings • Read words containing common suffixes • Check it makes sense to them, correcting any inaccurate reading spontaneously and at the point of error • Explains the difference between fiction and non-fiction texts • Recognise that information is grouped according to subject through the use of headings • Make statements based on characters on the basis of what is said and done, making note of how verbs support their judgements. • Sustains silent reading most of the time
Phonics	<ul style="list-style-type: none"> • Unit 11 /ie/ sound • Unit 12 b/oo/k sound • Unit 13 <oo> spelling • Unit 14 /u/ sound • Unit 15 <ou> spelling • Unit 16 /s/ sound • Unit 17 <s> spelling
Handwriting	<ul style="list-style-type: none"> • Unit 1: practising joining to the top • Unit 2: practising the join from the letter e • Unit 3: practising joining from the letter i • Unit 4: practicing the horizontal join • Unit 5: practicing the size and height of letters • Unit 6: practice joining from the letter o • Unit 7: practising capital letters

<p style="text-align: center;">Maths</p>	<ul style="list-style-type: none"> • Count objects to 100 and read and write numbers to 100 in numerals and words • Represent numbers to 100 • Read and write numerals to 100 in numerals and words • Recognise the place value of each digit in a two digit number • Identify, represent and estimate numbers using different representations including the number line • Partition numbers into tens and ones with a part whole model • Partition numbers using tens and ones grid • Compare objects and numbers from 0 up to 100 using < > and = • Order objects and numbers • Count in steps of 2s, 3s, 5s and 10s from any number forwards or backwards • Estimate numbers to 100 on a number line • Recall and use addition facts to 10 fluently and derive and use related facts up to 100 • Learn fact families such addition and subtraction bonds to 20 • Bonds to 100 (tens) • Add and subtract 1s • Add by making 10 • Add three 1-digit numbers • Compare number sentences using < , > or = • Add and subtract 10s • 10 more, 10 less • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems • Add and subtract numbers using concrete objects, pictorial representations and mentally (add two 2-digit numbers across a 10)
<p style="text-align: center;">Science Everyday Materials</p>	<ul style="list-style-type: none"> • Know how materials can be changed by squashing, bending, twisting and stretching. • Know why a material might or might not be used for a specific job. <p>Working Scientifically</p> <ul style="list-style-type: none"> • Ask questions about materials and their properties. • Carry out investigations with different materials. • Draw conclusions from fair tests and explain what has been found out. • Record and communicate findings using simple scientific language. • Know how to set up a fair test and do so when comparing materials
<p style="text-align: center;">History</p>	<p>Know about a famous person from outside the UK and explain why they are famous (Mary Seacole)</p> <ul style="list-style-type: none"> • Learn about Florence Nightingale and Mary Seacole • Make comparisons between Florence and Mary • Learn about Queen Victoria and her reign.
<p style="text-align: center;">Geography</p>	<ul style="list-style-type: none"> • know the names of and locate the seven continents and five oceans of the world • know features of hot and cold places in the world • know where the equator, North Pole and South Pole are on a globe
<p style="text-align: center;">Religious Education Unit 11: Who is an inspiring person</p>	<p>Give examples of how stories show what people believe.</p> <p>Give a good reason for the views they have and the connections they make.</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> • identify at least three people from religions who are admired by believers as good followers of God • describe stories that are told by and about special people in two religions <p>Understand the impact</p>

	<ul style="list-style-type: none"> • identify the characteristics in inspiring people in religions, local leaders and people who influence the pupils themselves • give simple examples of inspiration, for example, 'Moses /Jesus / Muhammad inspired people to ... by ...' <p>Make connections</p> <ul style="list-style-type: none"> • talk about links between the work and the question: who inspires me?
<p align="center">Physical Education</p>	<p>Mighty movers:</p> <ul style="list-style-type: none"> • Understand how to prepare their bodies for exercise • Understand what fitness means • Understand that their heart rate increases during exercise • Complete a range of circuit activities including star jumps, burpees, step ups, running on the spot and a range of stretches • Work on their agility, balance and co-ordination • Run efficiently using their arms to power their legs • Increase their stamina while running at 400m without stopping • Participate in a range of individual and team activities • Understand how different parts of their body move during different activities • Develop an effective and efficient running style • <p>Bootcamp :</p> <ul style="list-style-type: none"> • Complete a circuit of activities that develop balance, agility and co-ordination • Use arms when jumping and jump with balance and fluency • Develop and improve core strength and agility
<p align="center">Computing Unit 2:2Online safety Unit 2:1coding</p>	<p>Online safety:</p> <ul style="list-style-type: none"> • To know how to refine searches using the Search tool. • To know how to share work electronically using the display boards. • To use digital technology to share work on Purple Mash to communicate and connect with others locally. • To have some knowledge and understanding about sharing more globally on the Internet. • To introduce Email as a communication tool using 2Respond simulations. • To understand how we talk to others when they are not there in front of us. • To open and send simple online communications in the form of email. • To understand that information put online leaves a digital footprint or trail. • To begin to think critically about the information they leave online. • To identify the steps that can be taken to keep personal data and hardware secure <p>Coding:</p> <ul style="list-style-type: none"> • To understand what an algorithm is. • To create a computer program using an algorithm. • To create a program using a given design. • To understand the collision detection event. • To understand that algorithms follow a sequence. • To design an algorithm that follows a timed sequence. • To understand that different objects have different attributes (properties). • To understand what different events do in code. • To create a program using a given design. • To understand the function of buttons in a program. • To know what debugging means. • To understand the need to test and debug a program repeatedly. • To debug simple programs.

<p style="text-align: center;">Art Create a piece of work inspired by Georges Seurat</p>	<ul style="list-style-type: none"> • Learn how to use a ruler correctly • Learn how to make different effects using their pencil • Learn how pressure changes the pencil marks • Sketch Florence Nightingale - choose and use three different grades of pencil when drawing • Learn about Seurat and pointillism and suggest how the artist has used colour, pattern and shape. • Use a range of size brushes for different effects • Use paint brushes to: dab, smooth, wash, sponge, stipple and stroke • Paint an inspirational person portrait in the style of George Seurat with a washed background • Evaluate own and other's painting and drawings • Know how to create brown using paint.
<p style="text-align: center;">Music</p>	<ul style="list-style-type: none"> • Learn to sing the words of Hands, Heart and Feet and perform it to others Use: high voice, middle voice, low voice • Keep a steady beat using their bodies and a range of untuned instruments such as the claves • Play the glockenspiels along with Hands, Heart and Feet, learning a range of notes • Improvise and compose simple melodies inspired by Hands, Hear and Feet. • Listen and evaluate a range of African songs including The Lion Sleeps Tonight sung by Soweto Gospel Choir, Bring Him Back Home by Hugh Masekela , You Can Call Me Al by Paul Simon. Hlokoloza by Arthur Mofokate • Say what they like or do not like about others' performances
<p style="text-align: center;">Personal, Social, Health Education Relationships</p>	<ul style="list-style-type: none"> • Talk about how to be a good friend • Learn strategies for positive play • Learn how to respond positively to resolve arguments between friends • Value similarities and differences • Know how to ask for help when feeling lonely, worried or unhappy • Recognise hurtful behaviour, including online behaviour • Know what to do and whom to tell if they see or experience hurtful behaviour, including online