

Year 2 Long Term Intent

Autumn 2

Key Texts	Lost in the Toy Museum
Genres	Toy description, Lost Toy advert Story Innovation, Letter
Trips/Visits/Visitors/Experiences	Victorian toys day
<p>Writing</p>	<ul style="list-style-type: none"> • Write for a range of purposes: description, lost advert, narrative and letter. • Plan or say out loud what they are going to write about • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others • Spell some common exception words accurately • Re- read to check that their writing makes sense • Evaluate their writing with the teacher and other pupils to make simple additions, revisions and corrections. • Understand the terms verb, adjective and noun • To use expanded noun phrases in their writing to add more description • Use coordinating and subordinating conjunctions such as and, or, but so, because, when, if that a sentence • Use commas to separate items in a list • Start to recognise different sentence types • To say and write about our own opinions in regards to our favourite toys • To change the character Lost in the Toy Museum an innovate it to make it our own • To change the setting and write an innovated version of Lost in the Toy Museum • To give and write about our own person opinions in regards to our favourite toys
<p>Reading</p>	<ul style="list-style-type: none"> • Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes* • 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 • Identify common themes in traditional tales e.g. use of magic objects, good overcoming evil, a bad character learning a lesson • Read most words containing common suffixes* • Check it makes sense to them, correcting any inaccurate reading • Be able to retell what they have read and answer simple questions. • Identifies the sequence of events e.g. answers questions such as 'what happened first? What happened before he fell over?' • Recognise that different characters have different thoughts / feelings • Make statements about characters on the basis of what is said and done, making note of how verbs and adverbs support their judgements and refer back to text for evidence • Identify how settings and characters are created using specific vocabulary that creates imagery • Identify simple literary language e.g. words/ phrases that identify a traditional tale / narrative / story
<p>Phonics</p>	<ul style="list-style-type: none"> • Unit 18 /l/ sound • Unit 19 /or/ sound • Unit 20 /air/ sound • Unit 21 /ue/ sound • Unit 22 <ew> spelling • Unit 23 /oi/ sound • Unit 24 /ar/ sound

<p>Handwriting</p>	<ul style="list-style-type: none"> • Unit 8: practising joining to the letter a • Unit 9: practising joining to the letter r • Unit 10: practising the horizontal join • Unit 11: practicing small letters :same height and size • Unit 12: practicing joining to the letter r • Unit 13: practicing joining to ascenders.
<p>Maths</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of place value, though may still need to use apparatus to support them • Read and write numbers correctly in numerals up to 100 • Use number bonds and related subtraction facts within 20 • Add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. 23 + 5; 46 + 20), they can demonstrate their method using concrete apparatus or pictorial representations • Recall doubles and halves to 20 • Partition two-digit numbers into different combinations of tens and ones. This may include using apparatus • Add 2 two-digit numbers within 100 (e.g. 48 + 35) and can demonstrate their method using concrete apparatus or pictorial representations • Subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. 74 – 33) • Solve problems with addition and subtraction using pictorial representations and applying their knowledge of mental and written methods and applying their increasing knowledge of mental and written methods • Recognise and name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres) • Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry • Identify 2-D shapes on the surface of 3-D shapes. • Compare and sort 2-D shapes and everyday objects. • Compare and sort 3D shapes
<p>Science Keeping Healthy</p>	<ul style="list-style-type: none"> • Ask questions such as why do we need a balanced diet and understand that they can be answered in different ways. • Carry out experiments to investigate changes in our body when we exercise and how germs can be spread. Record results based on these experiments. • Know why exercise, a balanced diet and good hygiene are important for humans • Classify food into different nutrient groups <p><i>Working Scientifically</i></p> <ul style="list-style-type: none"> • Perform a simple comparative test to see if children get faster as they get older • know how to set up a fair test and do so when finding out how our bodies change when exercising • Suggest answers to questions by observing, gathering and recording data from experiments focusing on hygiene. •
<p>History Toys Through Time</p>	<ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms such as the past, long ago, very long ago, timeline, chronology, chronological, now, order, Victorian, grandparent • Know the main differences between toys from the Victorian period are different to those their grandparents played with and different to their own • Know the main difference between toys in the Victorian era, when their grandparents were children and now • Look at a range of sources such as photos and artefacts and answer questions about them • Know that items we use today differ from older artefacts • To identify and describe toys their grandparents played with and toys Victorian children played with • To identify main changes in toys over time.
<p>Geography</p>	<ul style="list-style-type: none"> • Use aerial photographs and identify features • Know how to create symbols on a map • Know and use the terminologies: left and right; below, next to • Know how to follow directions on a map

<p style="text-align: center;">Religious Education Unit 7: How and why do we celebrate significant times? What makes some celebrations sacred to believers?</p>	<ul style="list-style-type: none"> • Ask questions about their own and others' religious experiences and beliefs. • Talk about different special occasions and the symbols that represent them • Recognise a special time pupils celebrate and explain simply what celebration means • Identify how religion is expressed in different ways • Use religious words and phrases to identify some features of religions • Recognise symbols and other verbal and visual forms of religious expression • Suggest meanings for religious actions and symbols and notice similarities between religions • Explore similarities and differences in how religion is expressed in different world religions • Think, talk and ask questions about whether the ideas they have been studying have something to say to them
<p style="text-align: center;">Physical Education</p>	<p>Ball Skills</p> <ul style="list-style-type: none"> • Learn the skills for playing a striking and fielding games • Know how to throw a ball underarm and overarm with accuracy (Bounce pass) • Know how to strike a ball with a small bat/ racquet • Know different techniques for catching • Explore catching a range of balls, beanbags and scarves • Roll and bounce a ball with accuracy • Be able to work alone, with a partner and in a team • Think of tactics to beat an opponent • Discuss different stances for hitting the ball successfully <p>Gym Fit Circuits</p> <ul style="list-style-type: none"> • Identify different techniques to improve balance • Practise, perform and sequence a range of gymnastic moves with a partner. • Learn how to maintain a good bridge using core strength • Perform a squat and diagonal body twist and understand why they valuable exercises to do. • Plan and perform a sequence of movements • Improve sequence based on feedback • Think of more than one way to create a sequence which follows some rules • Copy short movements to combine simple balances • Perform simple rolls • Balance using hands, feet or seat • Link balances with other travelling moves, moving smoothly into and out of the balances • Safely use benches and mats to develop sequences • Use benches and mats to explore balances on different levels • Mirror and match a partner
<p style="text-align: center;">Computing The Internet and Creating Pictures</p>	<ul style="list-style-type: none"> • To understand the difference between a browser and a search engine, and to practise searching for information safely • To create a digital art piece in an Impressionist style. • To create a digital art piece in a Pointillism style. • To create a digital art piece that is in the style of Piet Mondrian's work. • To create digital art patterns in the style of the Arts and Crafts movement. • To create a portfolio of digital art. •
<p style="text-align: center;">DT Split Pin Puppets</p>	<ul style="list-style-type: none"> • Investigate different ways of joining materials together using sellotape, glue, split pins, staples and treasury tags • Learn about different ways of making temporary joins, fixed joins and moving joins moving parts, rocker, spinning and split pins • Use a range of tools to cut and assemble such as scissors, hand saws, hole punches, staples, split pins and choose the most appropriate • Plan, draw and design a puppet toy with a moving part and a wooden frame based on a template • Construct and decorate a puppet with a moving part explore ways to make it stronger and more stable • Evaluate what went well with their work and suggest improvement for their work • Measure materials to use in a model or structure.

	<ul style="list-style-type: none"> • Use simple mechanics in a product.
<p style="text-align: center;">Music Ho Ho Ho</p>	<ul style="list-style-type: none"> • Listen and appraise a range of types of music Ho, ho, ho by Joanna Managona, Blame it on the Boogie, Bring him home by Hugh Maskela, Suspicious Minds by Elvis Presley, Sir Duke by Stevie Wonder, Fly me to the Moon by Frank Sinatra. • Play the notes B, A, G on the glockenspiel and make connections between notations and musical sounds • Perform and sign the song Ho, Ho, Ho to others in the class Use: high voice, middle voice, low voice • Discuss likes and dislikes of others performance • Learn to keep a steady beat using body parts and un-tuned instruments • Understand and discuss what instrument are playing in a song or tune and identify the mood of the piece of music • Improvise and make up own rap • Use given symbols to record long and short sounds. Make and change sound on an instrument
<p style="text-align: center;">Personal, Social, Health Education: Relationships</p> <p>E-safety – Online Relationships</p>	<ul style="list-style-type: none"> • Know how to be a good friend, e.g. kindness, listening, honesty • Know how to recognise hurtful behaviour, including online. • Know what to do and whom to tell if they see or experience hurtful behaviour, including online. • Understand what bullying is and different types of bullying. • Recognise how someone may feel if they are being bullied. • Understand the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help. • Know how to resist pressure to do something that feels uncomfortable or unsafe. • Know how to ask for help if they feel unsafe or worried and what vocabulary to use. <p>E-safety:</p> <ul style="list-style-type: none"> • Explain who I should ask before sharing things about myself or others online. • Describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. • Explain why I have a right to say 'no' or 'I have to ask someone'. • Explain who can help if I feel under pressure to agree to something I am unsure about or don't want to do. • Identify who can help me if something happens online without my consent. • Explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. • Explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.