

# Year 2 Long Term Intent

## Spring 1

Key Texts	Paddington in the Garden															
Genres	Instruction writing, recount, poetry															
Trips/Visits/Visitors/Experiences	Making marmalade sandwiches, local walk															
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Write coherently for a range of audiences and purposes with a focus on instruction writing and poetry.</li> <li>• Write about real events by writing a recount of a local walk.</li> <li>• Use the correct choice and consistent use of tense throughout writing.</li> <li>• Use 'ly' to turn adjectives into adverbs.</li> <li>• Use knowledge of adjectives when making correct the choice of spelling.</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>• Use a range of time words to aid sequencing such as first, next, then, finally.</li> <li>• Form letters of the correct size and orientation and continue to join some of their letters.</li> <li>• Proof read to check for errors in spelling, grammar and punctuation</li> <li>• Read aloud what they have written with appropriate intonation to make their meaning clear</li> <li>• Use apostrophe to mark where letters are missing in spelling</li> <li>• Use apostrophes to mark singular possession in nouns</li> </ul>															
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Be fluently able to decode a range of polysyllabic words.</li> <li>• Read most words containing common suffixes such as –ed, -ing, -er, -est, -ly and –ful.</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>• Check it makes sense to them, correcting any inaccurate reading</li> <li>• Make statements about characters on the basis of what is being said and done.</li> <li>• Identifies evidence of change as results of events. Eg – in character behaviour.</li> <li>• Recognise that different characters have different thoughts and feelings.</li> <li>• Identify the sequence of events.</li> <li>• Predict some key events of a story based on the settings described in the story opening</li> <li>• Predicts with increasing accuracy during reading and then adapts prediction in light of new information.</li> <li>• Explains how the way a character speaks reflects their personality</li> <li>• Demonstrates empathy with characters looking at descriptions and actions</li> <li>• Identifies evidence of change as a result of events for example in character behaviour</li> <li>• Identifies how adjectives and adverbs help to tell us how the character is feeling</li> </ul>															
<b>Phonics</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Unit 25</td><td>/o/ sound</td></tr> <tr><td>Unit 26</td><td>&lt;a&gt; spelling</td></tr> <tr><td>Unit 27</td><td>/ae/ sound (more spellings)</td></tr> <tr><td>Unit 28</td><td>/d/ sound</td></tr> <tr><td>Unit 29</td><td>/ee/ sound (more spellings)</td></tr> <tr><td>Unit 30</td><td>/i/ sound</td></tr> <tr><td>Unit 31</td><td>&lt;y&gt; spelling</td></tr> </table>	Unit 25	/o/ sound	Unit 26	<a> spelling	Unit 27	/ae/ sound (more spellings)	Unit 28	/d/ sound	Unit 29	/ee/ sound (more spellings)	Unit 30	/i/ sound	Unit 31	<y> spelling	
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<b>Handwriting</b>	Unit 15: practising printing
	Unit 16: practising joining to/from the letter c
	Unit 17: practising writing the letter g
	Unit 18: practising the diagonal join
	Unit 19: practising the two ways of joining the letter s
	Unit 20: practising joining to the letter y
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>• Find different combinations of coins that equal the same amounts of money</li> <li>• Solve simple problems in a practical context involving addition and subtraction of money of the same unit, involving giving change</li> <li>• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>• Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>• Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs</li> <li>• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts</li> </ul>
<b>Science Keeping Healthy</b>	<ul style="list-style-type: none"> <li>• Ask questions such as why do we need a balanced diet and understand that they can be answered in different ways.</li> <li>• Carry out experiments to investigate changes in our body when we exercise and how germs can be spread. Record results based on these experiments.</li> <li>• Know why exercise, a balanced diet and good hygiene are important for humans</li> <li>• Classify food into different nutrient groups</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>• Perform a simple comparative test to see if children get faster as they get older</li> <li>• know how to set up a fair test and do so when finding out how our bodies change when exercising</li> <li>• Suggest answers to questions by observing, gathering and recording data from experiments focusing on hygiene.</li> </ul>
<b>History</b>	<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 the main differences between their school days and that of their grandparents</li> <li>• Know what we use today instead of a number of older given artefacts linked to schools</li> <li>• Know that children's lives at school today are different to those of children a long time ago</li> <li>• Answer questions about school the past using given sources</li> <li>• Place events and objects in chronological order linked to schools.</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Explain some of the advantages and disadvantages of living in a city or village.</li> <li>• Use aerial photographs and identify features</li> <li>• Know and use the terminologies: left and right; below, next to</li> </ul>
<b>Religious Education</b> What can we learn from sacred books and stories?	<ul style="list-style-type: none"> <li>• Give examples of how stories show what Christians and Jewish people believe.</li> <li>• Give clear, simple accounts of what stories and other texts mean to Christians and Jewish people.</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 stories they have been studying have something to say to them.</li> <li>• Retell religious stories and suggest possible meanings. (The Lost Sheep, The Good Samaritan, David and Goliath and Jonah and the Whale.)</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognise symbols in holy books of religious expression.</li> <li>• Suggest meanings for religious actions and symbols and notice similarities between Christianity and Judaism.</li> <li>• Explore similarities and differences in how religion is expressed in different world religions.</li> <li>• Respond to questions that cause wonder, staying respectful to others' beliefs and ideas.</li> </ul>
<p style="text-align: center;"><b>Physical Education</b></p>	<p><b><i>Throwing and Catching</i></b></p> <ul style="list-style-type: none"> <li>• Throw a ball underarm, overarm and use a bounce pass.</li> <li>• Move into a given space to catch a ball.</li> <li>• Pass a ball to a partner using hands and feet.</li> <li>• Hit a ball with a tennis style bat or racquet.</li> <li>• Move into a given space within a game.</li> <li>• Use a tactic/ skills to win a game</li> <li>• Follow rules and play the game fairly and in a sporting manner</li> <li>• Decide the best space to be in during a game</li> <li>• Explain what happens to their bodies when they exercise</li> </ul> <p><b><i>Cool Core Circuits</i></b></p> <ul style="list-style-type: none"> <li>• Learn how to maintain a good bridge using core strength</li> <li>• Perform a squat and diagonal body twist and understand why they valuable exercises to do.</li> <li>• Plan and perform a sequence of movements</li> <li>• Improve sequence based on feedback</li> <li>• Think of more than one way to create a sequence which follows some rules</li> <li>• Copy short movements to combine simple balances</li> <li>• Perform simple rolls</li> <li>• Balance using hands, feet or seat</li> <li>• Link balances with other travelling moves, moving smoothly into and out of the balances</li> <li>• Safely use benches and mats to develop sequences</li> <li>• Use benches and mats to explore balances on different levels</li> <li>• Mirror and match a partner</li> <li>• Improve plank technique</li> <li>• Develop and improve core strength and agility</li> <li>• Transfer weight from one foot to two feet</li> </ul>
<p style="text-align: center;"><b>Computing</b></p>	<p><b><i>Effective Searching</i></b></p> <ul style="list-style-type: none"> <li>• To understand the terminology associated with the Internet and searching.</li> <li>• To gain a better understanding of searching the Internet.</li> <li>• To create a leaflet to help someone search for information on the Internet.</li> </ul>
<p style="text-align: center;"><b>DT Fruit Animals</b></p>	<ul style="list-style-type: none"> <li>• Think of an idea and plan what to do next, using IT to explore ideas.</li> <li>• Make a drawing template of a fruit animal and discuss it.</li> <li>• Describe and weigh the ingredients used when making a dish.</li> <li>• Choose tools and materials to make a fruit animal and explain why they have chosen them. Eg – using a knife when cutting fruit.</li> <li>• Explain what went well after creating a fruit animal.</li> </ul>

<p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;"><b>I Wanna Play in a Band</b></p>	<ul style="list-style-type: none"> <li>• Sing and clap to rhythm and pulse games in Charanga increasing and decreasing tempo Use: high voice, middle voice, low voice</li> <li>• Play simple rhythmic patterns on an instrument performing simple patterns and accompaniments keeping a steady pulse</li> <li>• Listen and appraise different rock songs such as We Will Rock you (Queen), Smoke on the Water (Deep Purple), Rocking all Over the World (Status Quo), Johnny B Goode (Chuck Better) and I Saw Her Standing There (The Beatles).</li> <li>• Say what they like and do not like about others' performances.</li> <li>• Identify the mood of a piece of music.</li> </ul>
<p style="text-align: center;"><b>Personal, Social, Health Education</b></p> <p style="text-align: center;"><b>Physical Health and Mental Wellbeing</b></p>	<ul style="list-style-type: none"> <li>• Understand why sleep is important and different ways to rest and relax.</li> <li>• Know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.</li> <li>• Know about dental care and visiting the dentist and how to brush teeth correctly</li> <li>• Recognise food and drink that support dental health</li> <li>• Consider ways of sharing feelings and identify things that help people feel good</li> <li>• Know about change and loss including death and identify feelings associated with this and identify things that help people feel better</li> <li>• Explore different things they can do to explore big feelings and calm themselves down</li> <li>• Know that household products including medicines can be harmful if not used correctly</li> </ul>