

Year 2 Long Term Intent

Spring 2

Key Texts		Non-fiction books on Great Fire of London, London's Burning													
Genres		Setting description, newspaper report, poem													
Trips/Visits/Visitors/Experiences		Making a Tudor house from Great Fire of London (ready for Summer 1)													
Writing	<ul style="list-style-type: none"> Write coherently for a range of audiences and purposes, using the features of a genre with a focus on writing a setting description and news report. Use present progressive tense when creating setting description about London. Use past progressive tense when writing a diary entry. Write about real life events simply and clearly when looking at the Great Fire of London. Use expanded noun phrases for description and specification Identify different sentence types: statement, question, exclamation and command Use subordination and coordination to join words and phrases. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Accurately use capital letters for proper nouns Use knowledge of adjectives when making correct choice of spelling. Form nouns by compounding (e.g. whiteboard) 														
Reading	<ul style="list-style-type: none"> 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 Explain what has happened so far in what they have read Answer questions and make some inferences Begins to use dictionaries, glossaries and indexes to locate meanings and information Explain differences between fiction and non-fiction Retrieves information stated within text Identifies words and phrases that link events Understand that books can be used to find things out and is beginning to do so 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. 														
Phonics	Unit 32	/oe/ sound more spellings													
	Unit 33	/n/ sound													
	Unit 34	/er/ sound more spellings													
	Unit 35	/v/ sound													
	Unit 36	/mOOn/ more spellings													
	Unit 37	/j/ sound													
	Unit 38	/g/ sound													
Handwriting	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Unit 21 – practising joining to the letter g</td> <td></td> </tr> <tr> <td>Unit 22 – reviewing the 4 handwriting joins</td> <td></td> </tr> <tr> <td>Unit 23 – practising joining from the letter w</td> <td></td> </tr> <tr> <td>Unit 24 – Practising correct height/size of letters</td> <td></td> </tr> <tr> <td>Unit 25 - punctuation</td> <td></td> </tr> <tr> <td>Unit 26 – Practising joining to/from the letter i</td> <td></td> </tr> </table>			Unit 21 – practising joining to the letter g		Unit 22 – reviewing the 4 handwriting joins		Unit 23 – practising joining from the letter w		Unit 24 – Practising correct height/size of letters		Unit 25 - punctuation		Unit 26 – Practising joining to/from the letter i	
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Maths	<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot 														

	<ul style="list-style-type: none"> • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts • Choose and use appropriate standard units to estimate and measure: <ul style="list-style-type: none"> - length and height in any direction (m/cm) - mass (kg/g) - temperature (°C) - capacity (litres/ml) • Measure to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • Compare and order lengths, mass, volume/capacity and record the results using >, < and =
<p style="text-align: center;">Science Animals (inc Humans)</p>	<ul style="list-style-type: none"> • Know the basic stages in a life cycle for animals, including humans • Find out about and describe the basic needs of animals, including humans, for survival. <p>Working scientifically</p> <ul style="list-style-type: none"> • Suggest answers to questions by observing, gathering and recording data when completing an investigation to find out if age can affect your height. • Draw conclusions from fair tests and explain what has been found out.
<p style="text-align: center;">History GFoL</p>	<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, an event that happened a long time ago, even before their grandparents were born • Know that children's lives today are different to those of children in the 1800's • Use pictures and role play to retell 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). • Place events from the Great Fire of London and objects in chronological order • Differentiate between items that were here 100 years ago and items that were not (including buildings, tools, toys, jobs).
<p style="text-align: center;">Geography</p>	<ul style="list-style-type: none"> • identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach when exploring Kenya • use aerial photographs and identify features of Kenya • To locate the continent 'Africa' on the map and name countries within Africa.
<p style="text-align: center;">Religious Education What is the good news that Jesus brings?</p>	<ul style="list-style-type: none"> • Identify the good news that Jesus brings (Peace, forgiveness and friendship) and give a simple description of what they mean. • Give examples of how Christians use teachings of the Gospel to guide their beliefs and actions. • Give examples of ways in which Christians put their beliefs into practice <p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Make links between values and commitments, and their own attitudes and behaviour. • Ask questions about beliefs, making links between their own and others' responses • Understand what a difference belonging to a religious community could make on someone's life. • Ask questions about their own and others' religious experiences and beliefs.
<p style="text-align: center;">Physical Education</p>	<p>Ugly Bug Ball – Dance</p> <ul style="list-style-type: none"> • Change rhythm, speed, level and direction in dance • Link contrasting movements together to make a short dance sequence • Use dance to show a mood or feeling • Compose and perform simple dance phrases • Work to music, creating movements that show rhythm and control • Complete a circuit of activities that develop balance, agility and co-ordination <p>Skip to the beat</p> <ul style="list-style-type: none"> • Explore different ways of jumping/hopping with balance and accuracy • Demonstrate good technique while skipping.

<p style="text-align: center;">Computing Unit 2.6 – Creating pictures</p>	<ul style="list-style-type: none"> • To explore 2Paint A Picture. • To look at the work of Impressionist artists and recreate them using the Impressionism template. • To look at the work of pointillist artists such as Seurat. • To recreate pointillist art using the Pointillism template. • To look at the work of Piet Mondrian and recreate it using the Lines template. • To look at the work of William Morris and recreate it using the Patterns template. • To look at some surrealist art and create your own using the eCollage function in 2Paint A Picture
<p style="text-align: center;">Art Great Fire of London Scenes (paint, pastels, charcoal and printing)</p>	<ul style="list-style-type: none"> • Know how to smudge and blend charcoal, pencil and pastel to produce Great Fire of London silhouette style pictures • Know how to mix paint to create all the secondary colours • Know how to create a printed piece of art by pressing, rolling, rubbing and stamping (rolling and rubbing for fire background and pressing and stamping for houses) • Use paint brushes to: dab, smooth, wash, sponge, stipple and stroke to produce Great Fire of London silhouette style pictures • Know how to create tints with paint by adding white (and black) and know how to create tones with paint
<p style="text-align: center;">Music Friendship song</p>	<ul style="list-style-type: none"> • Sign in unison and in tune the song Friendship Song Use: high voice, middle voice, low voice • Sing/clap increasing/ decreasing tempo while listening to the Friendship Song • Play simple rhythmic patterns on an instrument and improvise parts of a song • 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 • Play the glockenspiel learning the notes C and D and improvise when playing the glockenspiels and make connections between notations and musical sounds • Say what they like and do not like about others' performances. • 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 Living in the Wider World Health and Wellbeing</p>	<p>Internet safety:</p> <ul style="list-style-type: none"> • Explore the role of the internet in everyday life. • Know that not all information seen online is true. <p>Living in the wider world: money and work</p> <ul style="list-style-type: none"> • Know what money is; forms that money comes in and that money comes from different sources. • Recognise that people make different choices about how to save and spend money. • Understand the difference between needs and wants; that sometimes people may not always be able to have the things they want. • Know that money needs to be looked after and different ways of doing this. • Know that jobs help people to earn money to pay for things. <p>Health and Wellbeing – Growing and changing</p> <ul style="list-style-type: none"> • Name the main parts of the body (excluding external genitalia) • Know about growing and changing from young to old and how people's needs change