

Hollingwood Primary School – Long Term Plan – This is a working document and subject to updating and change

Year 2

HT1	HT2	HT3	HT4	HT5	HT6
<b>Literacy</b>					
<p><b>Lullabyhullaballo by Mick Inkpen</b> – focus on using Talk for Writing actions to re-tell a story.</p> <p><b>The way back home by Oliver Jeffers</b> – focus on recounting an adventure story.</p> <p><b>Zog by Julia Donaldson</b> – focus on innovating a familiar story.</p> <p><b>Ongoing focus –</b> Capital letters, full stops, exclamation marks and question marks.</p> <ul style="list-style-type: none"> <li>- Adjectives</li> <li>- Conjunctions</li> </ul>	<p><b>Winnie the witch by Valerie Thomas</b> - focus on including adjectives in writing.</p> <p><b>How to wash a woolly mammoth by Michelle Robinson</b> - focus on instructional language.</p> <p><b>Winter poems</b> - focus on acrostic poems</p> <p>Ongoing focus – Capital letters, full stops, exclamation marks and question marks.</p> <ul style="list-style-type: none"> <li>- Adjectives and nouns</li> <li>- Conjunctions</li> <li>- Language choices</li> </ul>	<p><b>Traditional Tales/innovation of training tales</b></p> <p>To use expanded noun phrases to describe and specify.</p> <p>To make simple additions, revisions and corrections to own writing.</p> <p>To write a character description.</p> <p>Explanations/Information texts</p>	<p>Poetry – sill stuff</p> <p>Talk for Write</p> <p>Reports</p> <p>Non-chronological, design mythical creatures</p>	<p>Different stories by the same author</p> <p>Talk for Write</p>	<p>Extended stories – significant authors</p> <p>Talk for Write</p> <p>Carousel of Roald Dahl activities</p>
<b>Numeracy</b>					
<p><b>Place value</b></p> <ul style="list-style-type: none"> <li>- Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>- Recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>- Identify, represent and estimate numbers using different representations, including the number line</li> <li>- Compare and order numbers from 0 up to 100. Use &lt;, &gt; and = signs</li> <li>- Read and write numbers to at least 100 in numerals and in words</li> </ul> <p><b>Adding and subtraction</b></p> <ul style="list-style-type: none"> <li>- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> </ul>	<p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers</li> <li>- Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>- Recognise and use symbols for pounds (£) and pence (p)</li> <li>- 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, including giving change.</li> </ul>	<p><b>Subtraction to 100</b></p> <p>To show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>To apply their increasing knowledge of mental and written methods</p> <p>To subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <p>To apply their increasing knowledge of mental and written methods</p> <p>Inverse number bonds of subtraction</p> <p>Difference</p>	<p>Difference</p> <p>Division</p> <p>Money</p>	<p>Data handling</p> <p>Measures</p> <p>SATs Revision</p>	<p>Number Bonds</p> <p>Subtraction</p> <p>Multiplication</p> <p>Division</p>

<b>Science</b>					
<p><b>Animals including humans</b> To be able to identify that most living things live in habitats to which they are suited</p> <p>To be able to describe how different habitats provide for the basic needs of different kinds of animals and their survival.</p> <p>To be able to identify that most living things live in habitats to which they are suited.</p> <p>Notice that animals including humans have offspring which grow into adults.</p> <p>To know and understand the human life cycle.</p>	<p><b>Materials</b> To observe closely, using simple equipment.</p> <p>Identify and classify different materials.</p> <p>To use their observation and ideas to suggest answers to questions about the properties and uses of different materials.</p> <p>To identify and compare the suitability of a variety of everyday materials for particular uses.</p> <p>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><b>Materials/working scientifically</b> To know what a fair test is. To know which materials are waterproof To be able to describe the changes to some materials by heating To be able to explain why some materials are particularly suitable for specific purposes To be able to record my observations on paper using text, tables and diagrams</p>	<p>To explore and compare the differences between things that are living, dead and things that have never been alive. To be able to identify that most living things live in habitats to which they are suited To be able to describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. To be able to identify and name a variety of plants in their habitats, including micro-habitats. To be able to identify that most living things live in habitats to which they are suited and describe how different habitats provide for different kinds of animals and plants and how they depend on each other.</p>		
<b>Topic including Geography, History, Art &amp; Design and Technology</b>					
<p><b>Geography – Around the world</b> To name and locate the world’s seven continents. To use world maps, atlases and globes to identify The UK and its countries, as well as countries, continents and oceans. To use simple compass directions. To use locational and directional language. To use basic Geographical vocabulary to refer to key physical and human features. To begin to use aerial photographs and plan perspectives</p> <p><b>History – Famous Nurse</b> To identify people from the present and past who are famous. To identify how people became famous. To infer information from picture of the past. Explain how some people have helped us to have better lives. To be able to compare significant historical people.</p>	<p><b>Art -</b> <b>Artist study - Yayoi Kusama</b> <b>Skills -</b> Painting and Printing</p> <ul style="list-style-type: none"> <li>- To become proficient in painting techniques.</li> <li>- To use painting to develop and share their ideas, experiences and imagination.</li> <li>- To become proficient in other art, craft and design techniques – printing.</li> <li>- To develop a wide range of art and design techniques in using colour and texture.</li> </ul>	<p><b>Where in the world is Barnaby Bear?</b> French Day To know the continents To know the seas/oceans To be able to locate countries and capital cities on a map. To know about landmarks in other countries. To know that people from other continents eat different foods. To know the importance of food in celebrations. To know the importance of crafts and traditions during celebrations.</p>	<p>Mother Nature and Habitats LO: to know what is meant by the phrase Mother Nature. To explore ideas for design.</p> <p>Know what an observational drawing is and skills in producing. (To record from first hand observation and explore ideas for design.)</p>	<p>Sand, sun and fun! History of a seaside town and geographical features</p>	<p>Famous historical people Florence Nightingale Mary Seacole Sir Titus Salt Trip to Saltaire</p>
<b>ICT</b>					
	<p><b>Coding</b> To understand that when a computer does something it is following instructions called code</p>		<p>Modelling Simulations to explore options and choices</p>	<p>Data Handling Following a line of enquiry Answer questions</p>	<p>Data logging A computer can measure external conditions</p>

	<p>To practise giving instructions to make objects on the screen move when the program starts</p> <p>To learn how to make objects move when they are clicked</p> <p>To practise coding to make things move when they are clicked</p> <p>To learn to add your own images and make them move when the program starts up</p> <p>To learn to add your own images and make them move when they are clicked on</p> <p><b>Online Safety</b></p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>		<p>Different techniques using pictures</p> <p>Pictures copied, edited and printed</p> <p>Altering digital photographs</p>	<p>Recording data</p> <p>Use lists, tables and diagrams</p>	<p>Simple sensors can control everyday devices</p>
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**PSHE**

<p><b>Physical Health and Well being</b></p> <p>To learn about eating well.</p> <p>To know what a healthy diet looks like.</p> <p>To know the benefits of a healthy diet.</p> <p>To know the importance of physical activity, sleep and rest.</p> <p>To understand that an hour a day of physical activity is important for good mental and physical health.</p> <p>To learn about how germs are spread, and how we can prevent them spreading.</p> <p>To know about the roles of people who help us to stay healthy.</p>	<p><b>Friendship - Mental health and emotional well being</b></p> <p>To think about the importance of special people in their lives.</p> <p>To learn about making friends and who can help with friendships (on and offline)</p> <p>To think about solving problems that might arise with friendships (on and offline)</p>	<p><b>Living in the wider world</b></p> <p>To know that people and other living things have needs and that they have responsibilities to meet them</p> <p>To be able to help construct, and agree to follow group and class rules and to understand how these rules help them.</p>	<p>Keeping the body healthy</p> <p>To know how to make simple choices that improve their health and well-being</p> <p>To know what is meant by a healthy lifestyle.</p> <p>To know how to make informed choices about health and wellbeing and to recognise sources of help with this</p> <p>Good to be me</p> <p>Positive characteristics</p> <p>Opinions</p> <p>Feelings</p>	<p>Relationships</p> <p>Communication</p> <p>Recognise behaviour</p> <p>Fair/unfair</p> <p>Special people</p>	<p>Recognise use of medicines</p> <p>Household substances</p> <p>Dangers of smoking</p>
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**RE**

	<p><b>How new life is welcomed/Making good choices</b></p> <p>Find out and talk about different ways of welcoming new life; name some artefacts.</p> <p>Ask and respond to questions about belonging.</p> <p>Respond sensitively to the feelings and beliefs of Christians and Muslims.</p> <p>Begin to express ideas about what makes a good rule and why these are important in helping people to live together cooperatively.</p> <p>Re-tell stories about religious and non-religious rules, suggesting some meanings.</p> <p>Find out about and give examples of different religious rules</p>	<p><b>Precious things</b></p> <p>To know that some items are precious to some people</p> <p>To develop an understanding of 'preciousness' in relationship in religion.</p> <p>To develop empathy towards others practices and beliefs.</p> <p>To be able to articulate their own experience of what is precious</p>	<p>Our World</p> <p>To be able to reflect on individual response to the world.</p> <p>To be able to reflect on the beauty of the natural world.</p> <p>To be able to express their own responses to the natural world.</p> <p>To know that there are stories about the creation of the world.</p> <p>To know what one or two religions teach about the natural world.</p> <p>are threats to the environment and the survival of people and animals in some parts of the world.</p>	<p>Myself</p> <p>Names have special meanings</p> <p>Naming ceremonies</p> <p>Special about me</p> <p>Reflect on sense of self</p>	<p>Special People</p> <p>Know who is special to me</p> <p>Identify special people</p> <p>Religious special people</p>
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**PE**

<p><b>New Age Kurling</b> – use games practices to develop pushing technique, weight and accuracy.</p> <p><b>Football:</b> Aiming to develop ball mastery, the ability to use both feet to move the ball and pass. As well understanding the concepts of invasion/space recognition in tag/dribbling games.</p>	<p><b>Multi skills -</b> To improve motor skills - balance, agility, coordination. To travel from one point to another in different directions. To work as part of a team. To develop a sense of fair play. To develop sending and receiving skills. Rolling at first, moving to throwing.</p> <p><b>Gymnastics -</b> Travelling on large body parts, - sliding. Travelling using different body shapes. Linking ways of travelling by jumping, rolling, sliding. Linking ways of travelling with different body shapes. Balancing on large surfaces of the body. Balancing on smaller body parts. Combining balancing on small and large body parts.</p>	<p>Multi skills –</p> <p><b>Football:</b> Aiming to develop ball mastery, the ability to use both feet to move the ball and pass. As well understanding the concepts of invasion/space recognition in tag/dribbling games.</p>	<p>Multi skills –</p> <p><b>Basketball</b> – develop travelling with a ball, moving and bouncing at the same time. Improve coordination through dribbling games and develop space recognition. Use passing activities to develop weight and distance when passing to partners or teammates.</p>	<p><b>Quad kids</b> – measuring and recording pupil’s times/distances in different athletic events.</p> <p>Athletics –</p>	<p><b>OAA</b> – outdoor activities that challenge the pupil’s body and mind. Grasp basic concepts of navigating to and from different points.</p> <p>Cricket -</p>
<b>Music</b>					
<p><b>Charanga Hands, feet, heart</b> To some songs off by heart. To know some songs have a call and response. To know that music has a steady pulse. To confidently know and sing songs from memory. To know that we can create rhythms and they are different from a steady pulse. To know the names of untuned percussion instruments. To know that instruments and voices can make high and low sounds, known as pitch.</p>		<p>KA Planning performing together; Little Red Riding Hood Traditional Anthems for relevant countries National Song Book</p>	<p>Sounds interesting – exploring sounds leading to a composition for the story Where The Wild Things Are</p>	<p>Feel The Pulse Exploring Pulse and Rhythm ME2 Leading to pulse and rhythm composition using topic words and introducing formal notation</p>	<p>Long and Short – Exploring arrangements ME 1 leading to composition themed on machines Listen to Sorcerer’s Apprentice</p>