













**Black Horse Hill Infant School Long Term Plan - Year2**

Half Term	Autumn 1	Autumn 2	Spring 1	Book Week	Spring 2	Summer 1	Healthy Body, Healthy Mind Week June	Summer 2	Coast to Country Environment Project July
<b>English</b> 	A River -Written by Marc Martin  Circular Narratives Letter	The Night Gardener - Written by The Fan Brothers  Setting Narrative Diary	The Bog Baby- Written by Jeanne Willis  Finding Narrative Instructions		Grandad's Island- Written by Benji Davis  Return Narrative Information	The King Who Banned The Dark Written by Emily Haworth-Booth  Persuasive Letters Banning Narratives		Rosie Revere Engineer- Written by Andrea Beaty  Invention Narrative Explanation	
<b>Phonics/ Spelling</b>	<p>- Common Exception words Y2 – because, both, class, grass, climb, could , most, pass, plant, should, water, would.</p> <p>The /ai/ sound spelt -y at the end of words</p> <p>Adding -es to nouns and verbs ending in -y</p> <p>Adding -ing and -ed to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>Adding -ing and -ed to words ending in -e with a consonant before it</p> <p>Adding -ing and -ed to a root word ending in -y with a consonant before it</p>	<p>Common exception words – again, busy, Christmas, cold, eye, fast, father, old, parents, poor, pretty, wild.</p> <p>Adding -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>Adding -er, -est and -y to words ending in -e with a consonant before it</p> <p>Adding -er and -est to a root word ending in -y</p> <p>The /i:/ sound spelt –ey The /ʌ/ sound spelt o</p> <p>Homophones and near-homophones (be, bee, here, hear, they're, their, there, to, too, two)</p>	<p>Common exception words – any, beautiful, break, every, great, last, many, most, people, sure.</p> <p>Contractions - can't, didn't, doesn't, don't, hasn't, haven't, isn't, wasn't, weren't.</p> <p>Contractions - I'm, you're, he's, she's, we're, they're, it's, I'll, I've, you've, we've, they've.</p> <p>The suffix -ly</p> <p>The suffix -ful</p> <p>Words ending in -tion</p>	<b>Book Week</b>	<p>Common exception words – after, bath, child, children, door, even, floor, half, hour, past, path, whole.</p> <p>The sound /l/ or /ɔl/ sound spelt -el and -le at the end of words</p> <p>The sound /l/ or /ɔl/ sound spelt -al and -il at the end of words</p> <p>The /ɔ:/ sound spelt a before l and ll</p> <p>The /ɔ:/ sound spelt ar after w The /s:/ sound spelt or after w The /n/ sound spelt a after w and qu</p> <p>Homophones and near-homophones - bare bear blew blue one won quiet quite</p>	<p>Common exception words – behind, find, gold, hold, improve, kind, mind, move, prove, told.</p> <p>Possessive apostrophe (singular nouns) - boy's, brother's, child's, father's, girl's, man's, Megan's, monkey's, mother's, Ravi's, sister's.</p> <p>The suffixes -ment, -ness</p> <p>The suffix -less</p> <p>The /ʒ/ sound spelt s</p> <p>The /s/ sound spelt c before e, i and y</p>	<b>Healthy Body, Healthy Mind Week June</b>	<p>Common exception words – both, clothes, everybody, money, Mr, Mrs, only, steak, sugar, who.</p> <p>The /dʒ/ sound spelt as -ge and -dge at the end of words and sometimes spelt as g elsewhere in words before -e, -i, -y</p> <p>The /dʒ/ sound spelt as -ge and -dge at the end of words and sometimes spelt as g elsewhere in words before -e, -i, -y</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>The /r/ sound spelt wr at the beginning of words</p> <p>Homophones and near-homophones - knight/night, sea/see, sun/son.</p>	<b>Coast to Country Environment Project July</b>
<b>Handwriting</b> 	ascenders descenders capital letters introducing break letters (j, g, x, y, z, b, f, p, q, r, s) eel and eet (diagonal join) a_e (diagonal join, no ascender) ice, ide, (diagonal join, anti-clockwise)	ow, ou, (horizontal join, no ascender) oi, oy, (horizontal join, no ascender) oa, ode (horizontal join, anti-clockwise) ole, obe (horizontal join to ascender) ook, ool (horizontal join to ascender)	ir, ur, er (diagonal join to r) or, oor, (horizontal join to r) url, irl, irt (horizontal join from r to ascender) ere (horizontal join from r) air (joining to and from r) dis (diagonal join to s)		ws (horizontal join to s) sh (diagonal join to s from ascender) si, se, sp (diagonal join from s, no ascender) rs (horizontal join from r, anti-clockwise)	ea, ear (diagonal join to an anti-clockwise letter) ft, fl (horizontal join to and from f to ascender) fu, fr, (horizontal join from f, no ascender)		introducing qu introducing rr introducing ss introducing ff	



<p><b>Maths</b></p> 	<p>Place Value Addition and Subtraction</p>	<p>Addition and Subtraction Shape</p>	<p>Money- Measurement Multiplication and Division</p>		<p>Fractions Time</p>	<p>Time SATS Measurement - length and height including all 4 operations</p>		<p>Mass, Capacity and Temperature including all 4 operations Statistics Position and direction</p>	
<p><b>Science</b></p>	<p><b>Habitats</b> Describe a range of local habitats and habitats beyond their locality (beaches, rainforests, deserts, oceans and mountains) and what all habitats provide for the things that live there.  Compare and group things that are living, dead or have never been alive  Identify and name a variety of plants and animals in a range of habitats and microhabitats  Use a range of methods (tables, charts, diagrams and Venn diagrams) to gather and record simple data with some accuracy  Interpret and construct simple food chains to describe how living things depend on each other as a source of food  Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning  Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions.</p>	<p><b>Animal Survival</b> Introducing invertebrates  Microhabitats  Animal Needs  Life process of reproduction  Life cycles  Observing insect life cycles  Microhabitat food chains</p>	<p><b>Human Survival</b> Human Life Cycle  Human Needs  Nutrition  Exercise Challenge  Good hygiene routines  Investigation: Why should we use soap?</p>		<p><b>Plant Survival</b> To identify and name a variety of plants and animals in a range of habitats and microhabitats.  Germination Investigation  To follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions.  Where do plants like to grow?  What do plants need to grow?  To ask and answer scientific questions in the context of unusual plants  Use a range of methods (tables, charts, diagrams and Venn diagrams) to gather and record simple data with some accuracy</p>	<p><b>Uses of Materials</b> Exploring everyday materials  Shaping Materials  Bending, stretching, twisting and squashing  Linking properties to uses  Testing paper  The problems with materials</p>		<p><b>Beachcombers</b> Beach Visit  Grouping and Sorting ( Dead, Alive, Never Been Alive)  Rock Pool Habitats  Seaweed  Explain how animals, including humans, need water, food, air and shelter to survive  Biodegradable</p>	
<p><b>Computing</b></p> 	<p>Purple Mash Coding Online Safety</p>	<p>Purple Mash Spreadsheets</p>	<p>Purple Mash Questioning</p>		<p>Purple Mash Effective searching</p>	<p>Purple Mash Pictures</p>		<p>Purple Mash Music</p>	
<p><b>History</b></p>		<p><b>Movers and Shakers</b> Children will learn about the lives of significant people and how they have contributed to national and international achievements, Significant people – Christopher Columbus, Emmeline Pankhurst, Henry VIII, Joseph Lister, Mary Anning, Neil Armstrong, Paul Cezanne, Rosa Parks,</p>			<p><b>Magnificent Monarchs</b>  Significant people - Alfred the Great, William the Conqueror; Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II</p>	<p><b>Magnificent Monarchs</b>  Significant people - Alfred the Great, William the Conqueror; Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II</p>			



		Vince nt van Gogh, Lord Leverhulme  Children will learn how historians define significance by using Dawson's model.  The children will learn about the history of Port Sunlight.					
<b>Geography</b>	<b>Street Detectives</b>  Fieldwork – drawing maps with a key Aerial photographs Human and physical features		<b>Let's Explore The World</b> Atlases, maps and cardinal compass points. Characteristics of the four countries of the United Kingdom and find out why there are hot, temperate and cold places around the world. They also compare England to Somalia. Children carry out fieldwork, collecting primary data in their locality to answer <b>geographical questions.</b>				<b>Coastline</b> Physical and human features of coastal regions across the United Kingdom, including a detailed exploration of the coastal town of West Kirby.
<b>Religious Education</b>	What is important to Christians in stories about Jesus?	Light of the World	Faith stories - What makes stories important?	Easter celebrations and symbols - What happened at Easter and how does it make <b>people feel?</b>	Our World - What Responsibility Has God Given People for Taking Care of Creation?		How do people demonstrate their beliefs? Link to Humanism
<b>DT/Art and Design</b>	Drawing (split self-portrait)	DT Food Technology – (Explore Honey)	Cut, Stitch and Join (textiles – Cath Kidston)	Clay Sculpture and Patterns (Aboriginal art)	Mixed Media (painting flowers – Georgia O' Keefe)		Mechanisms
<b>Music</b> 	Beat • Rhythm • Pitch • Echo • Progression snapshot 1  improvise rhythms along to a backing track using the note C or G. • Play the song's melody on a tuned percussion instrument. • Sing with good diction to emphasise word play. • Listen to, recognise, and play echoing phrases by ear	Timbre • Tempo • Dynamics • Pitch • Classical music  Select instruments and compose music to reflect an animal's character. • Listen with increased concentration to sounds/music and respond by: talking about them using music vocabulary, or physically with movement and dance. • Identify different qualities of sound (timbre) i.e. smooth, scratchy, clicking, ringing, and how they are made. • Recognise and respond to changes of speed (tempo), volume (dynamics), and pitch (high/low) using music vocabulary, or movement  Timbre • Pitch • Structure • Graphic symbol • Classical music •  Experiment with sounds (timbre) to create aquarium inspired music and draw the sounds using graphic symbols. • Sing a unison song rhythmically and in tune. • Play percussion instruments expressively representing the character of their composition. • Listen to Aquarium reflecting the character of the music through movement.	Duration (crotchet, quavers, crotchet rest) • Unison • Round • Progression snapshot 2 • Compose 4-beat patterns. • Chant rhythmically and perform in unison and in a round. • Chant and play rhythms (using the durations of 'walk' (crotchet), 'jogging' (quavers) and 'shh' (crotchet rests) from stick notation. • Learn a clapping game to Hi lo chicka lo • Listen to a variety of music and show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).	Beat • Rhythm • Structure (repetition). • 20th century classical music • Structure short musical ideas to form a larger piece. • Perform composed pieces for an audience. • Listen with attention to detail and recall sounds and patterns Question-and-answer • Timbre • Graphic score • Compose musical sound effects and short sequences of sounds in response to a stimulus. • Improvise question-and- answer conversations using percussion instruments. • Create, interpret and perform simple graphic scores. • Recognise how graphic symbols can represent sound  Timbre • Pitch (chord) • Internalising beat and phrase • Compose an accompaniment using tuned percussion (playing chords and creating sound effects). • Sing clearly articulated words, smoothly and together in time. • Match voices accurately in a singing game. • Listen to the music and	2- and 3-time • Beat • Beat groupings • 20th century classical music • Create action patterns in 2- and 3- time. • Mark the beat by tapping, clapping and swinging to the music. • Listen and move, stepping a variety of rhythm patterns and identify them in familiar songs. • Move freely and creatively to music using a prop  Mood • Tempo • Dynamics • Rhythm • Dot notation • Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. • Attempt to record compositions with stick and other notations. • Sing and chant songs and rhymes expressively. • Listen and copy rhythm patterns. • Notice how a change of pitch is used to create an effect.  2-part singing • Rock 'n' roll • Structure • Timbre • Learn an interlocking spoken part and perform a song in two parts. • Sing a rock 'n' roll-style song confidently. • Play an introduction on tuned percussion. • Listen actively and learn about rock 'n' roll music		Duration (crotchet, quavers, crotchet rest) • Chords • Progression snapshot 3 • Compose rhythm patterns to accompany the song. • Sing confidently in another language and play a cumulative game with spoken call-and-response sections. • Play an accompaniment on tuned percussion. • Listen and copy vocal and rhythm patterns accurately, in tune, and in time with a steady beat.



		Timbre • Tempo • Dynamics • Graphic score • Compose a sequence of sounds in response to a given stimulus. • Sing small intervals accurately and confidently, and vary dynamic contrast. • Play a piece following a graphic score. • Listen to music in a minor key, recognising small steps in the music			create a 'minibeast' inspired dance			
PE 	Gymnastics	Gymnastics	Dance		Games	Games		Athletics
Jigsaw/PSHE/S MSC 	Being Me in My world	Celebrating Differences	Dreams and Goals		Healthy Me	Relationships		Changing Me
Enrichment activities	Open the Book assemblies every other Tuesday	Trip to Port Sunlight Fun Food Chef				Visit to Beeston Castle		Trip to West Kirby beach/ RNLI