

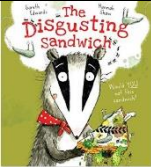
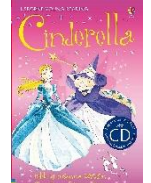
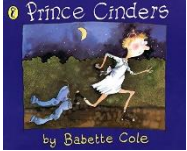
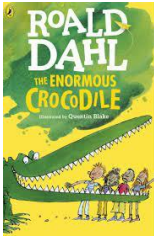
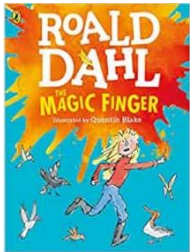
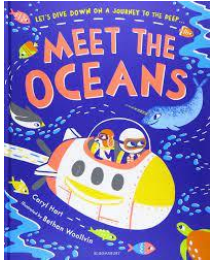
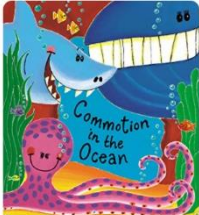
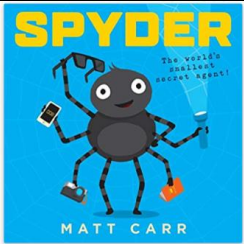
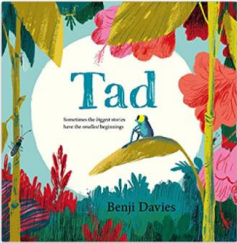
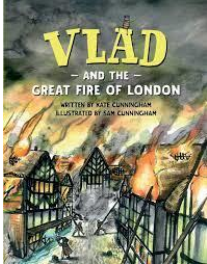
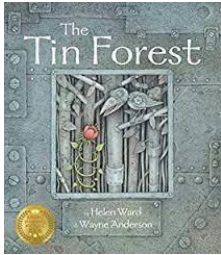
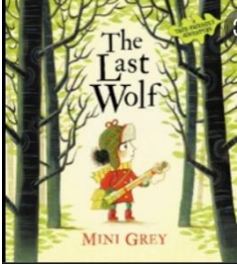


Mansbridge Primary School Long Term Curriculum Plan – Year 2



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme						
Reading	- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - Read with expression taking note of punctuation e.g. exclamation mark and full stops - Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered - Read accurately words of two or more syllables that contain the same graphemes as above - Read words containing common suffixes - Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered - Reread books to build up their fluency and confidence in word reading - Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation - Reread these books to build up their fluency and confidence in word reading - Discussing and identify authorial intent and purpose of different fiction and non-fiction texts - Applying their growing knowledge of root words and reading words with common suffixes - Recommending to their peers, books that they have read, giving reasons for their choices - Answering and asking questions to secure their predictions and inference - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently - Checking that the text makes sense to them as they read, and correcting inaccurate reading - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves - Listening to feedback on their own views - Reading with increasing expression and appropriate intonation - Recognising that particular kinds of language are associated with particular text types					
	- Retrieve basic information - To retrieve basic information about the 5 W's - Making inferences based on what is said and done - Beginning to justify inferences with textual evidence - Take note of organisational features of non-fiction texts	- Discussing the sequence of events in books and how items of information are related - Making inferences based on what is said and done - Discussing their favourite words and phrases - Predicting what might happen on the basis of what has been read so far	- Predicting what might happen on the basis of what has been read so far - Making inferences based on what is said and done - Identifying emotive language and discussing what the author was trying to suggest in terms of the characters feelings and actions,	- Discussing their favourite words and phrases; beginning to recognise and comment on some language choices/ effects and starting to be able to identify some of the types of words - Discussing the sequence of events in books and how items of information are related	- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - Predicting what might happen on the basis of	- Answering and asking questions to secure their predictions and inference - Predicting what might happen on the basis of what has been read so far - Making inferences based on what is said and done - Discussing the sequence of events in

	- Answering and asking questions	- Becoming increasingly familiar with and retelling a wider range of stories - Starting to make comparisons between books, discussing similarities and differences between characters, settings and themes (compare with Mousehole Cat) - Recognise simple recurring literary language in poetry - Build up a repertoire of poems learnt by heart - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary	supporting this with evidence from the text. - Continuing to extend their understanding of what they have read by participating in role-play and other drama techniques to help them to identify with and explore characters and to try out the language they have listened to (Lennox persuades Gregory to go to the beach)	- Participate in discussion about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say. - Make comparisons between books they have read by discussing similarities and differences between characters, settings and themes - Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear - Recognising some simple reoccurring language in poems	what has been read so far - Making inferences based on what is said and done - Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently - Make comparisons between books they have read by discussing similarities and differences between characters, settings and themes - To be able to draw on what I have read and what I already know to define new vocabulary in non-fiction texts - To practise my skimming and scanning skills	books and how items of information are related - Become familiar with and finding their way around non-fiction books that are structured in different ways. - Thinking about the purpose and audience of non-fiction texts. - Drawing on what they already know or on background information and vocabulary provided by the teacher - Explain and discuss their understanding of books and other material, both those that they listen to and those that they read for themselves - Understanding the idea of cause and effect in both narrative and non-fiction
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Key Texts	 The Disgusting Sandwich Gareth Edwards  Ruby's Worry Tom Percival  Cinderella  Prince Cinders Babette Cole	 The Enormous Crocodile Roald Dahl  The Magic Finger Roald Dahl	 Meet the Oceans – Caryl Hart  Commotion in the Ocean Giles Andreae What is under? Tony Mitton	 Spyder Matt Carr  Tad: a big story about a brave minibeast. Benji Davies	 The Great Fire of London Emma Adams  Vlad and the Great Fire of London Kate Cunningham	 The Tin Forest Helen Ward  The Last Wolf Mini Grey
Storytime	- Eliza and the Moonchild (Emma Chichester Clark) - The Smartest Giant In Town (Julia Donaldson) - Good Enough To Eat (Lizzy Rockwell) - Spooky Poems (Various authors - Scholastic)	- The Snail and the Whale (Julia Donaldson) - Explorers (Miles Kelly) - The Kingfisher Book of Comic Verse (Roger McGough) - The Dinosaur That Pooped Christmas (Dougie Poynter)	- Internet Safety (Anne Rooney) - The Day the Crayons Quit (Drew Daywalt)	- We Animals Would Like a Word With You (John Agard) - Monkey Puzzle (Julia Donaldson) - Actual Size (Steve Jenkins)	- Plant (Eye Wonder) - A Seed Is Sleepy (Dianna Hutts Aston) - Skip Across the Ocean (Floella Benjamin)	Samuel Pepys (Izzi Howell)

Additional Texts	'Kind' <i>Axel Scheffler</i>				Examples of persuasive texts	Newspaper reports about the Great Fire of London
Writing Outcomes	<u>Diary entry as Cinderella / Prince Cinders</u> Audience: the character Purpose: to inform <u>Instructions on how to make a disgusting sandwich</u> Audience: Badger (from the story) Purpose: To inform <u>Narrative ending to the book Ruby's Worry</u> Audience: KS1 children Purpose: to entertain	<u>Warning poster for the crocodile</u> Audience: Local citizens Purpose: To inform <u>Narrative writing: a new scene for The Enormous Crocodile</u> Audience: peers Purpose: to entertain <u>Narrative writing: an alternative ending to The Magic Finger</u> Audience: peers Purpose: to entertain	<u>Informal letter home describing the oceans</u> Audience: family Purpose: To inform <u>Information leaflet on England and its seas</u> Audience: KS1 children Purpose: to inform <u>Writing and performing poetry following 'What is under' structure.</u> Audience: year 2 children Purpose: to entertain	<u>Diary writing in role as Tad (as tadpole and as frog)</u> Audience: the writer Purpose: to inform <u>Character description of own superhero minibeast.</u> Audience: children Purpose: to entertain <u>Narrative writing based on Spyder</u> Audience- year 2 children Purpose: to entertain	<u>First person account as VLAD.</u> Audience: VLAD/self Purpose: to entertain <u>Information page on The Great Fire of London</u> Audience: peers Purpose: To inform <u>Recount of trip to Bursledon Brickworks Museum</u> Audience: parents Purpose: To inform	<u>Explanation texts on how plants grow</u> Audience: Aspiring gardeners Purpose: To inform <u>Setting description – contrasting forests (real vs metal)</u> Audience: peers Purpose: to entertain <u>Letter from the wolf's point of view (The Last Wolf)</u> Audience: builders destroying forests Purpose: To inform
Writing Skills	<u>Develop positive attitudes towards and stamina for writing by:</u> - writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry - writing for different purposes <u>Consider what they are going to write before beginning by:</u> - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence <u>Make simple additions, revisions and corrections to their own writing by:</u> - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] - read aloud what they have written with appropriate intonation to make the meaning clear					

- learning how to use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use sentences with different forms: statement, question, exclamation, command
- Learn to use expanded noun phrases to describe and specify [for example, the blue butterfly]
- Learn to use the present and past tenses correctly and consistently including the progressive form
- Learn to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

Spelling

- spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learn to spell common exception words
- learn to spell more words with contracted forms
- learn the possessive apostrophe (singular) [for example, the girl's book]
- distinguish between homophones and near-homophones
- spell by adding suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly English – key stages 1 and 2 20 Statutory requirements
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

use spacing between words that reflects the size of the letters

Read aloud their writing clearly enough to be heard by peers and the teacher	Learn to use commas for lists.	Learn to use sentences with exclamation.	Write narratives	Learn to use past and present tense correctly including the progressive form.	Write narratives about real experiences and events.
Use adverbs to sequence	To be able to use expanded noun phrases.	Learn to select appropriate word choices when writing expanded noun phrases for a particular effect.	Organise and plan what you want to write.	Re- reading to check what they have written makes senses and that verbs to indicate time are used correctly and consistently.	Encapsulate what they want to say sentence by sentences in different contexts.
Use full stops and question marks.	Learn to use subordination to provide more information for the reader.	Use coordination to add more detail for the reader.	Planning by writing down key ideas and new vocabulary.	Learn to use singular possessive apostrophes.	Consistently and mostly correctly use capital letters, full stops, question marks, exclamation marks and commas in lists.
Group ideas by topic Include a simple introduction and ending	Learn to use prepositions.	Use commas correctly in a list.	Continue to learn to use subordination in different contexts.	Learn to use questions to build persuasion.	
	To be able to distinguish between past and present tense.			Use a range of subordination and	

	Planning by writing down key ideas and new vocabulary. Engage the audience through language and punctuation choices Learn to use commands. Effective text layout. Share what they like about others' writing Proof-reading to check for spelling, grammar and punctuation.	Planning by writing down key ideas and new vocabulary. Proof-reading to check for spelling, grammar and punctuation. Effective text layout. Share what they like about others' writing	Planning by writing down key ideas and new vocabulary. Proof-reading to check for spelling, grammar and punctuation. Effective text layout. Share what they like about others' writing	Engage the audience through language and punctuation choices To develop use of expanded noun phrases. Proof-reading to check for spelling, grammar and punctuation. Effective text layout. Share what they like about others' writing	coordination to help build an argument. Proof-reading to check for spelling, grammar and punctuation. Effective text layout. Share what they like about others' writing	Use a range of subordination and coordination to add more detail. Proof-reading to check for spelling, grammar and punctuation. Re- reading to check what they have written makes senses and that verbs to indicate time are used correctly and consistently. Effective text layout. Share what they like about others' writing
Maths	Place Value Numbers to 100 Tens and ones Comparing and ordering numbers Counting in 2s, 5s, 10s and 3s Addition and subtraction Related facts Checking calculations Number bonds to 100 Adding and subtracting ones and tens	Money Counting coins and notes Showing equal amounts of money Comparing amounts of money Calculating totals Finding change Multiplication and division Making equal groups Adding equal groups Multiplication sentences Arrays	Multiplication and division Making equal groups Grouping and sharing Dividing by 2,5 and 10 Odd and even Bar modelling Statistics Tally charts Creating and interpreting Pictograms Block diagrams Length and height	Fractions Wholes and parts Making equal parts Recognising finding and a half and a quarter Unit fractions $\frac{1}{2}$ and $\frac{2}{4}$ Finding $\frac{3}{4}$ Counting in halves and quarters	Position and directions Describing movement and turns Making patterns with shapes Problem solving and efficient methods Using number facts and equivalence Using a 100 square Getting started Missing numbers Mental addition and subtraction Solving problems	Time Telling and writing time to the whole, half and quarter hour Telling time to 5 minutes Minutes in an hour Durations of time Finding the start and end time Hours in a day Weight, volume and temperature Comparing mass Measuring mass in kg

	Adding and subtracting 2 digit and 1 digit numbers Adding and subtracting 2 digit numbers	2,5 and 10 times tables Problem solving	Measuring in cm and m Comparing and ordering lengths			Comparing volume Measuring volume in ml and l Measuring temperature with a thermometer Reading a thermometer
Science	<u>Healthy eating and animals including humans</u> Find out about and describe the basic needs of animals, including humans, for survival. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	N/A	<u>Materials</u> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places and from other cultures, observing closely, identifying and classifying the uses of different materials,	<u>Living things and their habitats.</u> Ask relevant questions and use different types of scientific enquiries to answer them. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Notice that animals, including humans, have offspring which grow into adults. Identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they	<u>Plants</u> Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb and make comparisons. Observing similar plants at different stages of growth.	N/A

			and recording their observations.	depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. Explore and compare the difference between things that are living, dead, and things that have never been alive.		
Computing	<u>Online Safety</u> Communicating with others I don't know offline and risks. Different ways to give permission and ask for help. Information online can last a long time. What is online bullying? How passwords protect. Rule of Law Individual Liberty	<u>Online Safety (cont)</u> <u>ICT</u> To talk about uses of information technology To describe some uses of computers	<u>Digital literacy 1</u> <u>Digital Photography</u> - To capture a digital image (picture) in landscape and portrait. - Hold the camera still - Zoom - Consider lighting - Introduce use of flash - Improve a photograph by retaking it - View a photograph on a digital device	<u>Coding 1</u> <u>Robot Algorithms</u> To combine two separate sets of instructions into one larger programme (Sequencing) To explain what happens when we change the order of instructions (Selection) To recognise that you can predict the outcome of a program (Sequence) <i>e.g. Combining different routes of a Beebot into one larger route</i>	<u>Digital Literacy 2</u> <u>Digital Writing</u> - Consolidate Y1 Skills - Enter key - Using both hands to type - Use mouse to position cursor within the text - Range of punctuation - Formatting - Save - Name file carefully - Retrieve document	<u>Coding 2</u> <u>Quiz with Scratch Jr</u> To combine two separate sets of instructions into one larger programme (Sequencing) To explain what happens when we change the order of instructions (Selection) To recognise that you can predict the outcome of a program (Sequence) <i>e.g. Combining different routes of a Beebot into one larger route</i>

						Digital Literacy 3 (additional unit) Digital Art - Select appropriate shape - Change size - Change colour and outline - Rotate - Manipulating shapes - Select, drag and position shapes using mouse/touchpad - Print a file
PSHE	<u>Health and Wellbeing</u> Make healthy choices and understand their choices have consequences. Rule of Law Develop vocabulary to describe feelings and simple strategies to manage them. Learn about the importance and benefits of good dental hygiene.	<u>Health and Wellbeing</u> Celebrate strengths and set personal goals. Growing up brings increased independence. Individual Liberty Name body parts including external genitalia. Who helps us keep safe and how are we responsible Importance of privacy Individual Liberty How to make a clear and efficient call to emergency services	<u>Relationships</u> Recognise their behaviour affects others Mutual Respect & Tolerance Feelings and bodies can be hurt How to be a good friend Simple strategies to resolve conflict	<u>Relationships</u> Playing and working co-operatively Democracy Recognising acceptable and unacceptable touch Teasing / bullying is unacceptable Rule of Law Mutual Respect & Tolerance Share opinions and share viewpoints Individual Liberty Identify and respect difference	<u>Living in the Wider World</u> respecting their own and others' needs Mutual Respect & Tolerance People belong to groups and communities Democracy Looking after our local environment	<u>Living in the Wider World</u> Role of money, spending and saving money How to stay safe in the sun, including learning about UV rays

		and first aid for head injuries or burns.		Mutual Respect & Tolerance		
Geography	My City: Southampton The children will learn about what makes a city a city and how cities are different to towns and villages etc. They will learn about the key human and physical features of their city. They will use a range of maps to identify key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.		The UK and the surrounding seas and continents To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. To identify and name the continents.		The Caribbean (Comparison with Southampton) To understand geographical similarities and differences through comparing knowledge of Southampton to a contrasting non-European Country.	
History		<u>Theme-Significant people/events</u> What are the key achievements Mary Seacole is remembered for? The lives of significant individuals in the past who have contributed to national and international achievements. ☐ Comparisons of life in different periods.	NA	<u>Theme- Change and continuity</u> How is the transport I use different from the transport 100 years ago? Changes within living memory to reveal aspects of change in national life. Pupils should develop an awareness of the past.	NA	<u>Theme- Consequence</u> Great Fire of London What did we learn from the Great Fire of London and how has this changed life today? Children will be able to tell us what happened and why. Children will understand the effect of fire and how life

				Identify similarities and differences between ways of life in different periods		changed for people in London.
RE	Special books – the Bible and Torah Christianity and Judaism Concept: Specialness	Light – Advent and Hannukah Christianity and Judaism Concept: Symbols	People Jesus Met – linked to Miracles Christianity Concept: Change	Sadness to Happiness Christianity Concept: The easter Story	Jesus’ teaching and Messages Christianity Concept: Messages	Ideas about God Christianity and Judaism Concept: Specialness
PE	Multi skills Hop, carefully retaining balance, travel safely and dodge Strike and fielding Catch a ball after one bounce, bowl over arm with a straight arm, chase a ball and throw it back accurately	Multi skills Move safely with awareness of others, land safely Gymnastics Jump with turn, create a sequence of pathways, perform with clear starting and finishing positions	Invasion games Throw overarm for partner to catch after one bounce, intercept pass Gymnastics Demonstrate agility, balance and coordination, perform a twist and roll	Dance and Movement Use body to create theme related shapes, movements and actions, show different levels when travelling Multi skills Pass in different ways, catch consistently	Net and wall skills Send a ball with increasing accuracy develop a good grip and stance Yoga Control breathing, work quietly with focus	Dance Communicate with partner, remember and perform a simple sequence of movements, evaluate sequence Athletics React quickly, coordinate a run with a jump, add a short run to a jump
Art & Design	Key Art Concept – Drawing Skills based unit, telling a story through a drawing	N/A	Key Art Concept – Craft and design Making maps from mixed media and making felt	N/A	Key Art Concept – Sculpture and 3D form Exploring using clay and making clay houses	N/A
Design & Technology	N/A	Key D&T Concept - Textiles Explore, design, make and evaluate a pouch	N/A	Key D&T Concept - Mechanisms Explore, design, make and evaluate a fairground wheel	N/A	Key D&T Concept - Cooking and Nutrition Explore, design, make and evaluate a healthy wrap

Music	Southampton Songs Oh, When the Saints Go Marching in Singing in unison with control Focus on listening – aural discrimination of instruments used and effect of different timbres. Comparison between different versions to identify changes in pitch and tempo and the effect of these.	Explorers Listening to a range of different sounds and rhythms that represent different locations and creatures Begin to develop vocabulary to describe different sounds Exploring pitch, tempo and rhythm through related games and activities	Caribbean Calypso Sing a range of Caribbean songs with an increasing awareness of pitch, demonstrating the shape of the melody Learn about the origins of Caribbean music and instrumentation	Animal Antics Animal Story Telling through music Listen to Andy's animal raps. Focus on rhythm Create own animal composition thinking about pitch, tempo, timbre, dynamics and record using graphic notation/ grid notation.	Sustainability Songs The isle of wight project. Develop confidence to sing a range of songs around a theme. Improvise using tuned and untuned instruments with a given theme in mind.	London's Burning Joining in singing a round with an awareness of how each part should fit. Identifying rhythm and adding untuned and untuned percussion to add an accompaniment
MFL	Greetings and salutations	Numbers and birthdays	Body parts	Nationalities	Animals	Weather and places