

## Beecroft Primary School Long Term Plan Year 2

<p><b><u>Art &amp; Design</u></b></p> <ul style="list-style-type: none"> <li>• Use a range of materials</li> <li>• Use drawing, painting and sculpture</li> <li>• Develop techniques of colour, pattern, texture, line, shape, form and space (see maths link)</li> <li>• Learn about range of artists, craftsmen and designers</li> </ul>	<p><b><u>Computing</u></b></p> <ul style="list-style-type: none"> <li>• Understand use of algorithms</li> <li>• Write &amp; test simple programs</li> <li>• Use logical reasoning to make predictions</li> <li>• Organise, store, retrieve &amp; manipulate data</li> <li>• Communicate online safely and respectfully</li> <li>• Recognise uses of IT outside of school</li> </ul>
<p><b><u>Design &amp; Technology</u></b></p> <ul style="list-style-type: none"> <li>• Design purposeful, functional &amp; appealing products</li> <li>• Generate, model &amp; communicate ideas</li> <li>• Use range of tools &amp; materials to complete practical tasks</li> <li>• Evaluate existing products &amp; own ideas</li> <li>• Build and improve structure &amp; mechanisms</li> <li>• Understand where food comes from (see science – biology link)</li> </ul>	<p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>• Name &amp; locate world's continents and oceans</li> <li>• Compare local area to a non-European country</li> <li>• Use basic vocabulary to describe a less familiar area</li> <li>• Use aerial images and other models to create simple plans and maps, using symbols</li> <li>• Use simple fieldwork and observational skills to study the immediate environment</li> </ul> <p>Areas of study: St. Lucia / China The immediate environment Mapping of the UK, world and within areas of study.</p>
<p><b><u>Modern Languages</u></b></p> <ul style="list-style-type: none"> <li>• Not required at KS1</li> </ul>	<p><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>• Sing a range of songs</li> <li>• Use a range of tuned and un-tuned instruments</li> </ul>

	<p>to explore musical elements; pitch, rhythm, dynamics, tempo</p> <ul style="list-style-type: none"> <li>• Listen to music from different genres and identify some instruments</li> </ul>
<p><b><u>Physical Education</u></b></p> <ul style="list-style-type: none"> <li>• Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination</li> <li>• Participate in team games</li> <li>• Perform dances using simple movement <ol style="list-style-type: none"> <li>1. Large ball skills &amp; games</li> <li>2. Dance</li> <li>3. Gymnastics</li> <li>4. Tennis skills</li> <li>5. Striking &amp; fielding games</li> <li>6. Athletic activities</li> </ol> </li> </ul>	<p><b><u>Religious Education</u></b></p> <ul style="list-style-type: none"> <li>• Continue to follow Leeds agreed syllabus for RE</li> <li>• Islam</li> <li>• Festivals of the world religions related to our pupils.</li> </ul>
<p><b><u>Science</u></b></p> <p><b><u>Biology</u></b></p> <ul style="list-style-type: none"> <li>• Differentiate living, dead and non-living</li> <li>• Growing plants (water, light, warmth)</li> <li>• Basic needs of animals &amp; offspring</li> <li>• Simple food chains &amp; habitats</li> </ul> <p><b><u>Chemistry</u></b></p> <ul style="list-style-type: none"> <li>• Identify and compare uses of different materials</li> <li>• Compare how things move on different surfaces</li> </ul>	<p><b><u>History</u></b></p> <p><b><u>Key Concepts</u></b></p> <ul style="list-style-type: none"> <li>• Changes in living memory</li> </ul> <p><b><u>Key Individuals</u></b></p> <ul style="list-style-type: none"> <li>• Lives of significant historical figures, including comparison of those from different periods</li> <li>• Significant local people</li> </ul> <p><b><u>Key Events</u></b></p> <ul style="list-style-type: none"> <li>• e.g. Bonfire night</li> <li>• Events of local importance</li> </ul>

Areas of study:  
Great Fire Of London  
Flying – Neil Armstrong  
Women Who Made A Difference - Florence Nightingale  
& Mary Seacole

## **Maths**

### **Number/Calculation**

- Know 2, 5, 10x tables
- Begin to use place value (T/U)
- Count in 2s, 3s, 5s & 10s
- Identify, represent & estimate numbers
- Compare / order numbers, inc.  $< > =$
- Write numbers to 100
- Know number facts to 20 (+ related to 100)
- Use  $\times$  and  $\div$  symbols
- Recognise commutative property of multiplication

### **Geometry & Measures**

- Know and use standard measures
- Read scales to nearest whole unit
- Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds
- Tell time to the nearest 5 minutes
- Identify & sort 2-d & 3-d shapes
- Identify 2-d shapes on 3-d surfaces
- Order and arrange mathematical objects
- Use terminology

### Fractions

- Find and write simple fractions
- Understand equivalence of e.g.  $2/4 = 1/2$

### Data

- Interpret simple tables & pictograms
- Ask & answer comparison questions
- Ask & answer questions about totalling

### **English**

#### Reading

- Develop phonics until decoding secure
- Read common suffixes
- Read & re-read phonic-appropriate books
- Read common 'exception' words
- Discuss & express views about fiction, non-fiction & poetry
- Become familiar with & retell stories
- Ask & answer questions; make predictions
- Begin to make inferences

#### Writing

- Spell by segmenting into phonemes
- Learn to spell common 'exception' words
- Spell using common suffixes, etc.
- Use appropriate size letters & spaces
- Develop positive attitude & stamina for writing
- Begin to plan ideas for writing

- Record ideas sentence-by-sentence
- Make simple additions & changes after proof-reading

### Grammar

- Use . ! ? , and '
- Use simple conjunctions
- Begin to expand noun phrases
- Use some features of standard English

### Speaking & Listening

- Articulate & justify answers
- Initiate & respond to comments
- Use spoken language to develop understanding