

September 2019 – July 2020 Long Term Plan

Class: 2 / Venus

Year Groups: 2 and 3

KS1 and KS2

The information below gives a brief overview of what the children in the above class will be learning in the academic year September 2019 – July 2020.

Please feel free to speak to your child's class teacher if you would like more information about their learning.

English	<p>Writing (Linked to Topic work) – A range of genres including:</p> <ul style="list-style-type: none">• Narratives – including setting and character descriptions• Traditional Tales• Information Texts• Instructions and explanations• Non-chronological reports• Letters• Diary entries• A range of different poetry• Recounts• Persuasive writing <p>Reading – studying a range of texts through whole class reading, guided reading and individual reading. Building skills in the areas of:</p> <ul style="list-style-type: none">• Decoding, including:<ul style="list-style-type: none">• Blending sounds in words that contain learnt graphemes. (Y2)• Recognising and reading alternative sounds for graphemes. (Y2)• Reading words quickly and accurately when read before, without sounding out and blending. (Y2)• Applying knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words. (Y3)• Attempting pronunciation of unfamiliar words, drawing on prior knowledge of similar looking words. (Y3)• Reading exception words, noting the unusual correspondences between spelling and sound. (Y3)• Comprehension, particular focus on:<ul style="list-style-type: none">• Talking about and giving an opinion on a range of texts. (Y2)• Making simple inferences from illustrations, events, characters' actions and speech. (Y2)• Using prior knowledge, including context and vocabulary, to understand texts. (Y2)• Reading for meaning and check that the text makes sense. Go back and re-read when it does not make sense. (Y2)• Predicting what might happen based on the details read. (Y2/Y3)• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions. (Y3)• Retrieving information from non-fiction texts. (Y3)• Reading a range of fiction, poetry, plays and non-fiction texts and discussing the texts. (Y3)• Asking relevant questions to gain a better understanding of a text. (Y3)• Reading aloud and independently, taking turns and listening to others. (Y3)
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	<p>SPAG</p> <ul style="list-style-type: none"> • Spelling – Phonics where appropriate, developing spelling skills by explicitly teaching the set rules outlined in the National Curriculum. • Punctuation – discrete lessons to support teaching of punctuation within writing so that children feel confident with applying a range of increasingly complex punctuation. Also taught across the curriculum to embed learning. • Grammar – discrete lessons to reinforce teaching of grammar within writing. Particular focus on using the correct terminology for different concepts. Also taught across the curriculum to embed learning. <p>Spoken Language</p> <ul style="list-style-type: none"> • Regular use of Spoken Language to inspire writing. • Developing skills and confidence when speaking in a range of contexts.
Maths	<p>Maths learning will follow the national curriculum in these areas:</p> <ul style="list-style-type: none"> • Number (place value, addition and subtraction, multiplication and division) • Fractions • Measurement • Geometry (properties of shapes, position and direction) • Statistics <p>These topics will be revisited in a spiral curriculum to ensure that the objectives are covered in sufficient depth and breadth.</p>

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	Autumn	Spring	Summer
Values for Life	Trust Generosity	Compassion Courage	Responsibility Service
Science	Animals including Humans Light	Forces and Magnets Plants	Rocks Living things and their Habitats An Introduction to States of Matter
Computing	Online Safety Research Programming and Controlling	Digital Media Using Data and Technology Programming and Controlling	Programming and Controlling Digital Media Using Technology
History	The Victorians Research the lives of significant people from the past who have contributed to national and/or international achievements (Queen Victoria) Study of a time period Significant historical events, people and places in our own locality (Victorian school building and Gressenhall Workhouse)	Changing Lives Research the lives of significant people from the past who have contributed to national and/or international achievements (Rosa Parks and Emily Davison) Events commemorated through anniversaries (Black History Month, 2018 was the 100 th anniversary of the Representation of the People Act 1918 and votes for some women)	The Vikings Events beyond living memory – Viking raids and invasions
Geography	Locational Knowledge Countries in the British Empire Place Knowledge Comparison of UK to different geographical region (India)	Physical Geography Earthquakes Geographical Skills and Fieldwork Map skills linked to the location of areas prone to earthquakes.	Human Geography Settlements – Viking settlements. Geographical skills and fieldwork Use of maps to locate Viking invasions

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RE	Buddhism Christianity	Islam Christianity	Humanism Christianity
MFL	French: Numbers Greetings Speaking and Listening Using songs to practise	French: Days of the Week Months of the Year Colours Ma Famille Speaking and Listening Using songs to practise	French: Food Animals Hobbies Producing simple sentences Simple conversations France and culture
Music	Singing and use of percussion instruments.		
Art	<ul style="list-style-type: none"> * Art from different cultures (Indigenous Australian / Aboriginal art, African art and Indian design) * To find out about the work of a range of artists, making links to own work – the life and work of the artist Vincent Van Gogh - art from different historical periods * To use drawing and painting to develop and share ideas, experiences and imagination * Mixing colours, creating tints and tones with acrylic paints (inspired by Van Gogh's The Starry Night) 	<ul style="list-style-type: none"> * To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * Collage * Computing Art * To find out about the work of a range of artists, architects and designers in history * Introducing sketching techniques - using different grades of pencils to shade and show different tones and textures * Printing Techniques 	<ul style="list-style-type: none"> * To use sculpture to develop and share ideas, experiences and imagination * Developing sketching techniques and observational drawings * Review and revisit ideas * Charcoal, chalk and pastel (shading, texture and depth of space) * To find out about the work of a range of artists, architects and designers in history * To use a range of materials creatively to design and make products
DT	<ul style="list-style-type: none"> * To use a range of materials creatively to design and make products * Cookery – Linked to Victorians and other cultures * Victorian cup and ball game 	<ul style="list-style-type: none"> * To use a range of materials creatively to design and make products - Recycled materials to create a vehicle (research, design, create and evaluate product) * Cookery – savoury dish * DT day at SHS 	<ul style="list-style-type: none"> * To use a range of materials creatively to design and make products – Kids Summer Picnic Treats (research, design, create and evaluate product) * Cookery – Italian meal
PSHE	Whole school focus: 'Everyone is Equal' PSHE linked to our whole school values for life and current relevant issues such as: friendship; anti bullying; online safety; citizenship; goals and aspirations.		
PE	Football, Multi Skills, Unihoc, Ball Games	Throwing and Catching, Gymnastics, Dance, Swimming	Striking and Fielding, Tennis, Athletics, Swimming

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