



**Samuel Barlow**  
Primary Academy

# Year 2 Long Term Curriculum Plan

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We empower | We respect | We care

Part of  **Diverse  
Academies**

	Autumn Term	Spring Term	Summer Term
Reading	<p>The Troll, Above and Below</p> <p>Mastery focus</p> <p>Discuss their favourite words and phrases</p> <p>Answer and ask questions</p> <p>Introduce non-fiction books that are structured in different ways</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Make inferences on the basis of what is being said and done</p>	<p>The Dragon sitter, Owen and the Soldier</p> <p>Mastery focus</p> <p>Discuss their favourite words and phrases</p> <p>Answer and ask questions</p> <p>Introduce non-fiction books that are structured in different ways</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Make inferences on the basis of what is being said and done</p>	<p>Fantastic Mr Fox, Grimms fairy tales</p> <p>Mastery focus</p> <p>Discuss their favourite words and phrases</p> <p>Answer and ask questions</p> <p>Introduce non-fiction books that are structured in different ways</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Make inferences on the basis of what is being said and done</p>
Phonics / Spelling	<p>End of term RW Inc expectation: Grey</p> <p>Words where 'dge' makes a /j/ sound, words where 'ge' makes a /j/ sound, words where 'g' makes a /j/ sound, words where 'c' makes a /s/ sound before 'e', 'i' and 'y', words where 'kn' and 'gn' make a /n/ sound at the beginning of words, challenge words, words where 'wr' makes a /r/ sound at the beginning of words, words ending in 'le', words ending in 'el', words ending in 'al', words ending in 'il', words where 'y' makes an /igh/ sound, words where '-es' is added to words ending in 'y'</p>	<p>Words where '-ed' is added to words ending in 'y', words where '-er' and '-est' are added to words ending in 'y', words where '-ing' is added to words ending in 'e', challenge words, words where '-er', '-est' and '-ed' is added to, words ending in 'e', words where '-ing' is added to single syllable words, words where '-ed' is added to single syllable words, words where 'a' makes an /or/ sound, words where 'o' makes an /u/ sound</p>	<p>Words where 'ey' makes an /ee/ sound, words where 'a' makes an /o/ sound, words where 'or' and 'ar' make an /er/ or /or/ sound, words where 's' makes an /z/ sound, words ending in '-ment' and '-ness', words ending in '-ful' and '-less', words that are homophones or near homophones, words ending in '-tion', words containing an apostrophe for contraction, words containing an apostrophe for possession, challenge Words</p>
Writing	<p>Troll swap – Fiction, Character. The owl who was afraid of the dark – non chronological reports</p> <p>Writing composition:</p> <ul style="list-style-type: none"> <li>• Write narratives about personal experiences and those of others (real and fictional)</li> </ul>	<p>Grandad's camper – Fiction (adventure) Majot Glad, Major Dizzy – Diary recount</p> <p>Writing composition:</p> <ul style="list-style-type: none"> <li>• Plan or say out loud what is going to be written about</li> <li>• Write down ideas, key words, new vocabulary</li> </ul>	<p>The last wolf – letter, The Tempest, Fiction</p> <p>Writing composition:</p> <ul style="list-style-type: none"> <li>• Write narratives about personal experiences and those of others (real and fictional)</li> </ul>

	<ul style="list-style-type: none"> <li>• Write down ideas, key words, new vocabulary</li> <li>• Encapsulate what is to be written, sentence by sentence</li> <li>• Make simple additions, revisions and corrections (greater depth only)</li> <li>• Evaluate writing with the teacher and other pupils</li> <li>• Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation</li> <li>• Plan or say out loud what is going to be written about</li> </ul> <p>Write for different purposes</p> <ul style="list-style-type: none"> <li>• Make simple additions, revisions and corrections (greater depth only)</li> <li>• Evaluate writing with the teacher and other pupils</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation</li> <li>• Read aloud with intonation</li> </ul>	<ul style="list-style-type: none"> <li>• Encapsulate what is to be written, sentence by sentence</li> <li>• Make simple additions, revisions and corrections</li> <li>• Evaluate writing with the teacher and other pupils</li> <li>• Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently</li> <li>• Proofread to check for errors in spelling, grammar and punctuation</li> <li>• Read aloud with intonation</li> </ul> <p>Write narratives about personal experiences and those of others (real or fictional)</p> <ul style="list-style-type: none"> <li>• Write poetry</li> <li>• Plan or say out loud what is going to be written about</li> <li>• Write down ideas, key words, new vocabulary</li> <li>• Encapsulate what is to be written, sentence by sentence</li> <li>• Make simple additions, revisions and corrections</li> <li>• Evaluate writing with the teacher and other pupils</li> <li>• Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Write about real events</li> <li>• Write for different purposes</li> <li>• Plan or say out loud what is going to be written about</li> <li>• Make simple additions, revisions and corrections</li> <li>• Evaluate writing with the teacher and other pupils</li> <li>• Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation</li> </ul> <p>Writing composition:</p> <ul style="list-style-type: none"> <li>• Write poetry</li> <li>• Make simple additions, revisions and corrections</li> <li>• Evaluate writing with the teacher and other pupils</li> <li>• Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently</li> <li>• Write for different purposes</li> <li>• Proofread to check for errors in spelling, grammar and punctuation</li> </ul>
<b>Grammar</b>	Capital letters at the start of sentences, CL at the beginning and FS at the end of a sentence, Capital letters for names, Combine words to make	Adding es for plurals, Adding suffixes where no change is needed (ed), Exclamation marks and question marks, Combine words to make	CL and FS (including names), Adding un to change meaning of verbs, Separate words with spaces, CL and FS (including days and months), Joining

	sentences, Joining words with and, Question marks for questions, Identify nouns, Adding s for plurals , Adding suffixes where no change is needed (ing)	questions, Adding suffixes where no change is needed (er), Adding s or es for plurals, Capital letters for I and names, Capital letters for days of the week, Capital letters for months of the year	clauses using and, Add un to change meaning of words, Capital letters (including names, I, days and months), FS ? or !, Adding suffixes where no change is needed (ing, ed, er)
<b>Maths</b>	Block 1 –Comparison and composition to 10, Block 2 – Additive structures, Block 3 – Strategies within 10, Block 4 – Propoerties of shape: 2d and 3d shapes	Block 4 – Propoerties of shape: 2d and 3d shapes, Block 5 – Multiples of 10 up to 100, Block 6 – Composition of numbers 20 – 100, Block 7 – Composition of numbers 11 to 19	Block 8 – Counting and unitising coins, Block 9 – Position and direction, Block 10 – Fractions, Block 11 – Time, Block 12 – Measures
<b>Numbersense</b>	Subitising and partitioning, One more, one less, Two more, two less, Number 10 fact families, Five and a bit, Know about zero, Doubles and near doubles, Number neighbours, 7 Tree, 9 Square, Strategy selection, Ten and a bit, Make ten and then: addition, Make ten and then: subtraction	More doubles and near doubles, Adjusting, Strategy selection, Calculating with multiples of 10, Two-digit numbers: Calculating with ones, Two-digit numbers: Calculating with tens	Make the next ten and then, Make the previous ten and then, Whole class and small group gap teaching and consolidation
<b>Science</b>	Use of Everyday Materials	Animals, including humans (growth) Animals, including humans (life cycle)	Plants Living things and their habitats (local study) and compare to around the world.
<b>History</b>	The Romans	The Tudors	Powerful Voices
<b>Geography</b>	Spatial Sense	The British Isles	Northern Europe
<b>PSHE</b>	Puzzle 1: Being me in my world Puzzle 2 Celebrating difference	Puzzle 3 – Dreams and Goals Puzzle 4 – Healthy Me	Puzzle 5 – Relationships Puzzle 6 – Changing me
<b>PE</b>	Invasion Games Dance – Gunpowder plot	Gymnastics Dance - Circus	Athletics Multi-skills
<b>Music</b>	2.1 Ostinato II 2.2 Beat music	2.3 Peter and the wolf 2.4 Gamelan	2.5 Emotions in sound 2.6 Lullabies
<b>Computing</b>	2.1 Computing systems and networks: IT arounds us 2.2 Digital literacy: Digital photography	2.3 Programming: A robot algorithms 2.4 Data and information: Information pictograms	2.5 Creating Media: Digital music 2.6 Programming: Programming quizzes

	E-safety: Self-image and identity, Privacy and security, Online bullying	E-safety: Online relationships, Health, well-being and lifestyle	E-safety: Online reputation, Managing online information, Copyright and ownership
RE	<p>Theme: What did Jesus Teach? (NOTTS SYLLABUS 2.1 )</p> <p>Key Question Is it possible to be kind to everyone all of the time?</p> <p>Theme: Christmas – Jesus as a gift from God. (NOTTS SYLLABUS 5.2)</p> <p>Religion: Christianity.</p> <p>Key Question Why do Christians believe God gave Jesus to the world?</p>	<p>Theme: Prayer at home (NOTTS SYLLABUS 1.1 )</p> <p>Religion: Islam</p> <p>Key Question Does praying at regular intervals help a Muslim in his/her life?</p> <p>Theme: Easter – Resurrection. (NOTTS SYLLABUS 2.1)</p> <p>Key Question How important is it to Christians that Jesus came back to life after the crucifixion?</p>	<p>Theme: Community and belonging (NOTTS SYLLABUS 3.3 )</p> <p>Religion: Islam</p> <p>Key Question Does going to a mosque give Muslims a sense of belonging?</p> <p>Theme: Hajj (NOTTS SYLLABUS 4.2)</p> <p>Religion: Islam</p> <p>Key Question Does completing Hajj make a person a better Muslim?</p>
Art	Colour and Shape	Colour, Shape and Texture	Portraits and Self Portraits
D&T	2.1 Cook: Pizza / Gingerbread	2.2 Sew: Pencil cases	2.3 Build: Moving pictures