



**Black Horse Hill Infant School Long Term Plan Year 2**

Topic/Theme	Wriggle and Crawl Where do snails live?	Movers and Shakers Still Life How do germs spread? Can you build a paper bridge?	Beat Band Boogie Can Water Make Music?	March	The Scented Garden	Magnificent Monarchs	June	Coastline Will it degrade?	July
Half Term	Autumn 1	Autumn 2	Spring 1		Spring 2	Summer 1		Summer 2	
<b>English</b>  	A River -Written by Marc Martin    Circular Narratives Letter	The Night Gardener - Written by The Fan Brothers    Fan Brothers Setting Narrative Diary	The Bog Baby- Written by Jeanne Willis    Finding Narrative Instructions	<b>Book Week</b>	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	<b>Healthy Body, Healthy Mind Week</b>	Rosie Revere Engineer- Written by Andrea Beaty    Invention Narrative Explanation	<b>Coast to Country Environment Project</b>
<b>Phonics</b>	Phase 5 GPCs including polysyllabic words. Homophones (sea/see and be/bee) blue/blew /aɪ/ spelt 'i' in common exception words (find, kind, mind, behind, child, wild, climb)	Homophones (to/two/too) /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'  /s/ sound spelt 'c' before 'e', 'i' and 'y'  /n/ sound spelt 'kn' and 'gn' at the beginning of words	/aɪ/ sound spelt 'y' Lesson 3 Practise /aɪ/ sound spelt 'y'  Strategies for learning words: common exception words and high-frequency words (could, should, would, most, both, only, prove, improve)  Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're) Revise /l/ or /əl/ sound spelt '-le' at the end of words and following a consonant  Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it  Adding the ending 'y' to words ending in 'e' with a consonant before it  /i:/ sound spelt 'ey'  Near homophones (quite/quiet)  /r/ sound spelt 'wr'  Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel		/ɔ:/ spelt 'a' after 'w' and 'qu' /ɜ:/ spelt 's' Lesson Homophones (new/knew) Lesson 10 Teach/Practise Homophones (there, their, they're)  Adding '-es' to nouns and verbs ending in 'y'  The possessive apostrophe (singular nouns)  Adding suffixes '-ful', '-less' and '-ly'  Words ending '-tion'	The /l/ or /əl/ sound spelt '-el' at the end of words.  Adding endings '-ing', '-ed', '-er', and '-est' to words ending in '-y'  The /ɔ:/ sound spelt 'a' before 'l' and 'll' The /ɔ:/ sound spelt 'ar' after 'w'  Suffixes '-ment' and '-ness'  The /ə:/ sound spelt 'or' after 'w'  The /l/ or /əl/ sound spelt '-al' at the end of words		/ʌ/ sound spelt 'o'  /l/ or /əl/ sounds spelt 'il' at the end of words	
<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)	ow, ou, (horizontal join, no ascender) oi, oy, (horizontal join, no ascender) oa, ode (horizontal join, anti-clockwise)	ir, ur, er (diagonal join to r) or, oor, (horizontal join to r) url, irl, irt (horizontal join from r to ascender)	ws (horizontal join to s) sh (diagonal join to s from ascender) si, se, sp	ea, ear (diagonal join to an anti-clockwise letter) ft, fl (horizontal join to and from f to ascender)	introducing qu introducing rr introducing ss introducing ff			



	a_e (diagonal join, no ascender) ice, ide, (diagonal join, anti-clockwise)	ole, obe (horizontal join to ascender) ook, ool (horizontal join to ascender)	ere (horizontal join from r) air (joining to and from r) dis (diagonal join to s)		(diagonal join from s, no ascender) rs (horizontal join from r, anti-clockwise)	fu, fr, (horizontal join from f, no ascender)		
Maths	Place Value Addition and Subtraction	Money- Measurement Multiplication and Division	Multiplication and Division Shape Statistics		Fractions Addition and Subtraction – efficient Strategies	Measurement - length and height Position and direction Consolidation and problem solving.		Time Weight and Mass Capacity and Volume Temperature
Science	Healthy Me  Wriggle and Crawl Subject: Science Companion Where do snails live? Science	Materials  How do germs spread? Can you make a paper bridge? Subject: Science	Environment  Can water make music?		Plants  The Scented Garden Subject: Science	Living Things and their Habitats		Will it degrade? Subject: Science
Computing	Purple Mash Coding Online Safety	Purple Mash Spreadsheets	Purple Mash Questioning		Purple Mash Researching	Purple Mash Pictures		Purple Mash Music
Humanities  (History, Geography, RE)	Hinduism- Puja in the home/Temple, shrines  Hindu Gods  Festival of Diwali	Movers and Shakers Significant people – Captain James Cook, Christopher Columbus, Claude Monet, Elizabeth Fry, Emmeline Pankhurst, Florence Nightingale, Henry VIII, Isaac Newton, Joseph Lister, Mahatma Gandhi, Marie Curie, Martin Luther King Jr, Mary Anning, Neil Armstrong, Paul Cezanne, Queen Victoria, Roald Amundsen, Rosa Parks, Vasco da Gama, Vincent van Gogh, William Shakespeare  Festivals of Light- Christingle, Hannukah,	Special places  Special places – Christianity		Jesus' Life  Easter- What happened at Easter?  Holi- How is Holi celebrated?	Magnificent Monarchs  Significant people - Alfred the Great, William the Conqueror; Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II  Me, my family and friends  Friends Families		Coastline  Significant people – Captain Cook  Me, my family and friends  Who is special to you?
DT/Art and Design		Still Life				Portraits and Poses		Beach Hut
Music	Recognise echoing phrases by ear Communicate the meaning of songs with good diction Maintain a body percussion pattern accurately Recognise the structure of verse and chorus	Play paired echo pieces based on the rhythms of a familiar song Perform actions while singing an echo song Use dynamic contrasts and different vocal effects to evoke an atmosphere Lead an echo song confidently as part of a small group	Beat Band Boogie! Perform rhythmically as a group, incorporating accurate choreographed actions Compose accompanying robot music using percussion and unconventional sound-makers Sing a syncopated (jerky) melody with rhythmic precision		Sing nonsense lyrics in an unfamiliar language Sing a playground song in an appropriately relaxed and informal style Maintain a clapped pulse pattern while playing a singing game Improvise on a pentatonic scale	Compose minibeast sound effects for an introduction Sing a lively melody with a dotted rhythm Sing clearly articulated words set to a stepping-note melody		Understand the terms verse and chorus in the context of a song Mark the pulse throughout the song Sing a rock-style song, confidently managing short phrases and rests Switch confidently from march to jig time in their singing
PE	Gymnastics Games	Gymnastics Games	Dance Games		Gymnastics Dance	Games Gymnastics		Games Gymnastics
Jigsaw/PSHE/S MSC	Being me in my world	Celebrating Differences	Dreams and Goals		Healthy me	Relationships		Changing me
British Values	Picture News	Picture News	Picture News		Picture News	Picture News		Picture News



Enrichment activities	Trip to Birkenhead Park Visit from a beekeeper Fun Food Chef Visit to St Michael's church	Trip to Port Sunlight Trip to Williamson Art Gallery	Visit from the band at BHHIS		Trip to Kensington temple Visit from a florist	Visit to Ruthin Castle		Attend Wallasey Town Hall for the Infant Proms Cubbins Beach	
-----------------------	----------------------------------------------------------------------------------------------------	---------------------------------------------------------	------------------------------	--	---------------------------------------------------	------------------------	--	-----------------------------------------------------------------	--