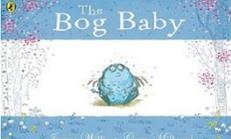
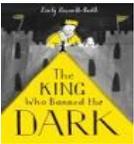
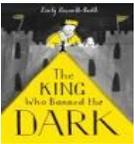
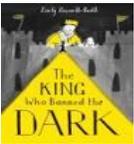
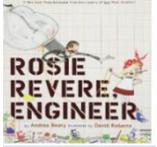




Black Horse Hill Infant School Long Term Plan - Year2

Topic/Theme	Wriggle and Crawl Where do snails live?	Movers and Shakers How do germs spread? Can you build a paper bridge?	Let's Explore the World	March	The Scented Garden	Magnificent Monarchs Portraits and Poses Cut, Stitch, Join Push and Pull	June	Coastline Will it degrade? Beach Hut	July	
Half Term	Autumn 1	Autumn 2	Spring 1		Spring 2	Summer 1		Summer 2		
English   Circular Narratives Letter  Fan Brothers Setting Narrative Diary  Finding Narrative Instructions	English A River -Written by Marc Martin  Circular Narratives Letter  Fan Brothers Setting Narrative Diary  Finding Narrative Instructions	English A River -Written by Marc Martin  Circular Narratives Letter  Fan Brothers Setting Narrative Diary  Finding Narrative Instructions	English A River -Written by Marc Martin  Circular Narratives Letter  Fan Brothers Setting Narrative Diary  Finding Narrative Instructions	Book Week  Return Narrative Information  Persuasive Letters Banning Narratives	Book Week  Return Narrative Information  Persuasive Letters Banning Narratives	Book Week  Return Narrative Information  Persuasive Letters Banning Narratives	Healthy Body, Healthy Mind Week  Invention Narrative Explanation	Healthy Body, Healthy Mind Week  Invention Narrative Explanation	Coast to Country Environment Project  Invention Narrative Explanation	
Phonics /ai/ = eigh/ aigh/ ey/ ea ph /gn/mb/kn /zh/ = su / si dge /ge /g sh = /ch/ ti/ ci/ ssi/si suffixes = -ing -ed ture or = oar / ore / augh/ our/ oor/ au / aw/aur	Phonics /ai/ = eigh/ aigh/ ey/ ea ph /gn/mb/kn /zh/ = su / si dge /ge /g sh = /ch/ ti/ ci/ ssi/si suffixes = -ing -ed ture or = oar / ore / augh/ our/ oor/ au / aw/aur	Phonics /ai/ = eigh/ aigh/ ey/ ea ph /gn/mb/kn /zh/ = su / si dge /ge /g sh = /ch/ ti/ ci/ ssi/si suffixes = -ing -ed ture or = oar / ore / augh/ our/ oor/ au / aw/aur	Phonics /ai/ = eigh/ aigh/ ey/ ea ph /gn/mb/kn /zh/ = su / si dge /ge /g sh = /ch/ ti/ ci/ ssi/si suffixes = -ing -ed ture or = oar / ore / augh/ our/ oor/ au / aw/aur	Phonics /ai/ = eigh/ aigh/ ey/ ea ph /gn/mb/kn /zh/ = su / si dge /ge /g sh = /ch/ ti/ ci/ ssi/si suffixes = -ing -ed ture or = oar / ore / augh/ our/ oor/ au / aw/aur	Phonics /ai/ = eigh/ aigh/ ey/ ea ph /gn/mb/kn /zh/ = su / si dge /ge /g sh = /ch/ ti/ ci/ ssi/si suffixes = -ing -ed ture or = oar / ore / augh/ our/ oor/ au / aw/aur	Phonics /ai/ = eigh/ aigh/ ey/ ea ph /gn/mb/kn /zh/ = su / si dge /ge /g sh = /ch/ ti/ ci/ ssi/si suffixes = -ing -ed ture or = oar / ore / augh/ our/ oor/ au / aw/aur	Phonics /ai/ = eigh/ aigh/ ey/ ea ph /gn/mb/kn /zh/ = su / si dge /ge /g sh = /ch/ ti/ ci/ ssi/si suffixes = -ing -ed ture or = oar / ore / augh/ our/ oor/ au / aw/aur	Phonics /ai/ = eigh/ aigh/ ey/ ea ph /gn/mb/kn /zh/ = su / si dge /ge /g sh = /ch/ ti/ ci/ ssi/si suffixes = -ing -ed ture or = oar / ore / augh/ our/ oor/ au / aw/aur	Phonics /ai/ = eigh/ aigh/ ey/ ea ph /gn/mb/kn /zh/ = su / si dge /ge /g sh = /ch/ ti/ ci/ ssi/si suffixes = -ing -ed ture or = oar / ore / augh/ our/ oor/ au / aw/aur	Phonics /ai/ = eigh/ aigh/ ey/ ea ph /gn/mb/kn /zh/ = su / si dge /ge /g sh = /ch/ ti/ ci/ ssi/si suffixes = -ing -ed ture or = oar / ore / augh/ our/ oor/ au / aw/aur



		<p>Revise/Teach/ Practise/Apply Phase 5 GPCs including polysyllabic words Lesson 17 Revise Strategies at the point of writing: Have a go sheets Lesson 18 Teach/Practise/ Apply Proofreading: using word banks for common exception words Lesson 19 Learn Strategies for learning words: polysyllabic and common exception words Lesson 20 Apply Strategies for learning words: polysyllabic and common exception words Week 5 Lesson 21 Teach/Practise/ Apply Proofreading, especially high-frequency words Lesson 22 Teach Homophones Lesson 23 Teach Strategies for learning words: tricky parts of words and Look, say, cover, write, check Lesson 24 Revise/Learn Strategies for learning words: Look, say, cover, write, check Lesson 25 Apply Homophones learnt so far Lesson 26 Revise /aɪ/ spelt 'i' in common exception words (find, kind, mind, behind, child, wild, climb) Lesson 27 Practise /aɪ/ spelt 'i' in common exception words (find, kind, mind, behind, child, wild, climb) Lesson 28 Revise/Practise Strategies for learning words: selected words from personal lists Lesson 29 Learn Strategies for learning words: words from this half term Lesson 30 Assess Words from this half ter</p>	<p>environment and the working wall Lesson 19 Apply /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y' Lesson 20 Practise Strategies for learning words: selected spellings from personal lists, common errors and /dʒ/ words Week 5 Lesson 21 Teach /s/ sound spelt 'c' before 'e', 'i' and 'y' Lesson 22 Practise /s/ sound spelt 'c' before 'e', 'i' and 'y' Lesson 23 Apply /s/ sound spelt 'c' before 'e', 'i' and 'y': dictation Lesson 24 Teach/Revise Homophones (here/hear, one/won, sun/son) Revise homophones taught so far Lesson 25 Practise/Apply Homophones (here/hear, one/won, sun/son) Revise homophones taught so far Week 6 Lesson 26 Revise /n/ sound spelt 'kn' and 'gn' at the beginning of words Lesson 27 Practise /n/ sound spelt 'kn' and 'gn' at the beginning of words Lesson 28 Teach Strategies for learning words: saying the word in a funny way Lesson 29 Learn Strategies for learning words: saying the word in a funny way Lesson 30 Assess /n/ sound spelt 'kn' and 'gn' at the beginning of words: dictation</p>	<p>Strategies for learning words: selected words from this half term, focusing on polysyllabic and topic words Lesson 15 Apply Selected words from this half term: dictation Week 4 Lesson 16 Teach /i:/ sound spelt 'ey' Lesson 17 Practise /i:/ sound spelt 'ey' Lesson 18 Apply /i:/ sound spelt 'ey': dictation Lesson 19 Teach/Revise Near homophones (quite/quiet) Lesson 20 Practise/Apply Homophones and near homophones Week 5 Lesson 21 Teach /r/ sound spelt 'wr' Lesson 22 Practise /r/ sound spelt 'wr' Lesson 23 Teach/Practise Common exception words (most, both, only) Lesson 24 Practise Strategies for learning words: selected words from personal lists, including common exception words, topic words, /r/ words Lesson 25 Assess /r/ sound spelt 'wr' and common exception words Lesson 26 Teach Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel Lesson 27 Practise Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel Lesson 28 Apply Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel Lesson 29 Teach/Practise Common exception words (move, prove, improve, should, would, could, most, both, only) Lesson 30 Practise/Apply Strategies at the point of writing: using a working wall</p>	<p>point of writing: using an alphabetically ordered word bank Week 5 Lesson 21 Teach Adding suffixes '-ful', '-less' and '-ly' Lesson 22 Practise Adding suffixes '-ful', '-less' and '-ly' Lesson 23 Apply Adding suffixes '-ful', '-less' and '-ly' Lesson 24 Revise/Learn: Strategies for learning words from this half term Lesson 25 Assess Words from this half term Week 6 Lesson 26 Revise Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're) Lesson 27 Teach Words ending '-tion' Lesson 28 Practise Words ending '-tion' Lesson 29 Teach Proofreading: dictionary skills Lesson 30 Practise Proofreading: dictionary skills</p>	<p>ness' Lesson 17 Practise Suffixes '-ment' and '-ness' Lesson 18 Apply Suffixes '-ment' and '-ness' Lesson 19 Teach Strategies for learning words: selected words using cards Lesson 20 Learn Strategies for learning words: common exception words and words from errors Week 6 Lesson 21 Teach The /ɜ:/ sound spelt 'or' after 'w' Lesson 22 Practise The /ɜ:/ sound spelt 'or' after 'w' Lesson 23 Assess The /ɜ:/ sound spelt 'or' after 'w': dictation Lesson 24 Revise The possessive apostrophe (singular nouns) Lesson 25 Practise/Assess The possessive apostrophe (singular nouns): dictation Week 6 Lesson 26 Teach The /l/ or /əl/ sound spelt '-al' at the end of words Lesson 27 Practise The /l/ or /əl/ sound spelt '-al' at the end of words Lesson 28 Apply The /l/ or /əl/ sound spelt '-al' at the end of words Lesson 29 Teach Strategies for learning words: using Look, say, cover, write and check for common exception words Lesson 30 Practise/Apply Common exception</p> <p>Week 1 Lesson 1 Revise Spellings and concepts that pupils need to secure Lesson 2 Practise Spellings and concepts that pupils need to secure Lesson 3 Apply Spellings and concepts that pupils need to secure Lesson 4 Teach Spellings and concepts that pupils need to secure Lesson 5 Practise/Apply Spellings and concepts that pupils need to secure Week 2 Lesson 6 Revise Homophones Lesson 7 Apply Homophones Lesson 8 Teach /ʌ/ sound spelt 'o' Lesson 9 Practise/Apply /ʌ/ sound spelt 'o' Lesson 10 Apply Words revised or learnt this week Week 3 Lesson 11 Teach /l/ or /əl/ sounds spelt 'il' at the end of words Lesson 12 Practise /l/ or /əl/ sounds spelt 'il' at the end of words Lesson 13 Apply /l/ or /əl/ sounds spelt 'il' at the end of words Lesson 14 Revise Strategies for learning words: common exception words</p>	
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							Lesson 15 Apply Common exception words
Handwriting	ascenders descenders capital letters introducing break letters (j, g, x, y, z, b, f, p, q, r, s) eel and eet (diagonal join) a_e (diagonal join, no ascender) ice, ide, (diagonal join, anti-clockwise)	ow, ou, (horizontal join, no ascender) oi, oy, (horizontal join, no ascender) oa, ode (horizontal join, anti-clockwise) ole, obe (horizontal join to ascender) ook, ool (horizontal join to ascender)	ir, ur, er (diagonal join to r) or, oor, (horizontal join to r) url, irl, irt (horizontal join from r to ascender) ere (horizontal join from r) air (joining to and from r) dis (diagonal join to s)		ws (horizontal join to s) sh (diagonal join to s from ascender) si, se, sp (diagonal join from s, no ascender) rs (horizontal join from r, anti-clockwise)	ea, ear (diagonal join to an anti-clockwise letter) ft, fl (horizontal join to and from f to ascender) fu, fr, (horizontal join from f, no ascender)	introducing qu introducing rr introducing ss introducing ff
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	Wriggle and Crawl (Animals including Humans & Living things in their habitats) Companion Where do snails live?	How do germs spread? (Animals including Humans)			The Scented Garden (Plants)	Uses of Materials (Materials)	Will it degrade? (Living things and their Habitats)
Computing	Purple Mash Coding Online Safety	Purple Mash Spreadsheets	Purple Mash Questioning		Purple Mash Effective searching	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 Let's Explore The World		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	Fun Food Chef – DT Cooking with honey	Still Life William Morris – artist			Fun Food Chef – DT Making a pizza Georgia O' Keefe Colour mixing and using different shades	Portraits and Poses Cut, Stitch and Join Push and Pull	Beach Hut
Music	Beat • Rhythm • Pitch • Echo • Progression snapshot 1 improvise rhythms along to a backing track using the note C or G. • Play the song's melody on a tuned percussion instrument. • Sing with good	Timbre • Tempo • Dynamics • Pitch • Classical music Select instruments and compose music to reflect an animal's character. • Listen with increased concentration to sounds/music and respond by:	Duration (crotchet, qu avers, crotchet rest) • Unison • Round • Progression snapshot 2 • Compose 4-beat patterns. • Chant rhythmically and perform in unison and in a round. • Chant and play rhythms (using the durations of 'walk' (crotchet), 'jogging' (quavers) and 'shh' (crotchet rests) from stick notation. • Learn a		Beat • Rhythm • Structure (repetition). • 20th century classical music • Structure short musical ideas to form a larger piece. • Perform composed pieces for an audience. • Listen with	2- and 3-time • Beat • Beat groupings • 20th century classical music • Create action patterns in 2- and 3- time. • Mark the beat by tapping, clapping and swinging to the music. • Listen and move, stepping a variety of rhythm patterns and identify them in	Duration (crotchet, qu avers, crotchet rest) • Chords • Progression snapshot 3 • Compose rhythm patterns to accompany the song. • Sing confidently in another language and play a cumulative game with spoken call-and-response



	<p>diction to emphasise word play. • Listen to, recognise, and play echoing phrases by ear</p>	<p>talking about them using music vocabulary, or physically with movement and dance. • Identify different qualities of sound (timbre) i.e. smooth, scratchy, clicking, ringing, and how they are made. • Recognise and respond to changes of speed (tempo), volume (dynamics), and pitch (high/low) using music vocabulary, or movement</p> <p>Timbre • Pitch • Structure • Graphic symbol • Classical music •</p> <p>Experiment with sounds (timbre) to create aquarium inspired music and draw the sounds using graphic symbols. • Sing a unison song rhythmically and in tune. • Play percussion instruments expressively representing the character of their composition. • Listen to Aquarium reflecting the character of the music through movement.</p> <p>Timbre • Tempo • Dynamics • Graphic score • Compose a sequence of sounds in response to a given stimulus. • Sing small intervals accurately and confidently, and vary dynamic contrast. • Play a piece following a graphic score. • Listen to music in a minor key, recognising small steps in the music</p>	<p>clapping game to Hi lo chicka lo • Listen to a variety of music and show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).</p>		<p>attention to detail and recall sounds and patterns</p> <p>Question-and-answer • Timbre • Graphic score • Compose musical sound effects and short sequences of sounds in response to a stimulus. • Improvise question-and-answer conversations using percussion instruments. • Create, interpret and perform simple graphic scores. • Recognise how graphic symbols can represent sound</p> <p>Timbre • Pitch (chord) • Internalising beat and phrase • Compose an accompaniment using tuned percussion (playing chords and creating sound effects). • Sing clearly articulated words, smoothly and together in time. • Match voices accurately in a singing game. • Listen to the music and create a 'minibeast' inspired dance</p>	<p>familiar songs. • Move freely and creatively to music using a prop</p> <p>Mood • Tempo • Dynamics • Rhythm • Dot notation • Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. • Attempt to record compositions with stick and other notations. • Sing and chant songs and rhymes expressively. • Listen and copy rhythm patterns. • Notice how a change of pitch is used to create an effect.</p> <p>2-part singing • Rock 'n' roll • Structure • Timbre • Learn an interlocking spoken part and perform a song in two parts. • Sing a rock 'n' roll-style song confidently. • Play an introduction on tuned percussion. • Listen actively and learn about rock 'n' roll music</p>		<p>sections. • Play an accompaniment on tuned percussion. • Listen and copy vocal and rhythm patterns accurately, in tune, and in time with a steady beat.</p>
PE	Dance	Gymnastics	Dance Games		Gymnastics Dance	Games Gymnastics	Games Gymnastics	
Jigsaw/PSHE/SMSC	Being me in my world	Celebrating Differences	Dreams and Goals		Healthy me	Relationships	Changing me	
Enrichment activities	Trip to Gilroy Road Conservation Area Fun Food Chef Open the Book assemblies every other Tuesday	Trip to Port Sunlight Trip to Williamson Art Gallery	Visit from the band at BHHJS		Trip to Kensington temple Visit from a florist	Visit to Beeston Castle	Attend Wallasey Town Hall for the Infant Proms Trip to Hoylake Beach and Lifeboat Station	