NBA Al Dafna

Year 2 Long Term Planning

	English (TfW)	Spelling (NC Appendix)	Grammar (TfW)	Mathematics (WR)	Science (WR)	History (Key Stage History)	Geography (Oddizzi)	Art and Design (Kapow)	Design and Technology (Kapow)
Autumn 1	**Fiction :** Narrative Writing - Character description **Non-Fiction**: Diary Entry	1. 'dge' makes 'j' sound 2. 'ge' makes 'j' sound 3. 'g' makes 'j'sound 4. 'c' makes 's' sound before 'e', 'i' and 'y' 5. 'kn' and 'gn' makes 'n' sound at the beginning of words 6. Challenge Words 7. 'wr' makes 'r' sound at the beginning of words 8. 'le' endings 9. 'el' endings 10. 'al' endings 11. 'il' endings 12. Challenge words	Revision of forming sentences and building up to a piece of writing, sentence by sentence. Write and recognise commas, questions and statements Checking that the start and end of sentences are correctly demarcated. Composing sentences using the coordination conjunctions 'and', 'but', Use simple past and simple present- check for tense consistency in sentences. Sort and use compound words- (troublemaker, hard worker, daydreamer, handbag, toothbrush, goldfish, strawberry, toothpaste) Identifying nouns, proper nouns and noun phrases in sentences. (power of 3) Using adjectives to describe or specify nouns. Introducing adverbs- identifying adverbs and using adverbs of manner in a sentence. Use punctuation marks with increasing ease (? ! . " ") Forming adverbs by adding the suffix-ly Using the co-ordinating conjunction 'or' (add to 'and' & 'but') Recognising verbs in sentences Introducing irregular past tense verbs Identifying the function and grammatical patters of commands Adverbs for information- e.g. Lift the lid of the pot carefully onto… Vocabulary- increase range of adjectives. Questions, commands- (link to instructions), statements. Simple past tense. Suffixes- -s, -es, Singular and Plural. Identify correctly punctuated sentences.	**Place Value** • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • read and write numbers to at least 100 in numerals and in words • identify, represent and estimate numbers using different representations, including the number line • recognise the place value of each digit in a two-digit number (tens, ones) • compare and order numbers from 0 up to 100; use and = signs • use place value and number facts to solve problems **Addition and Subtraction** • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: ¬a two-digit number and ones ¬a two-digit number and tens ¬two two-digit numbers ¬adding three one digit numbers • solve problems with addition and subtraction: ¬using concrete objects and pictorial representations, including those involving numbers, quantities and measures ¬applying their increasing knowledge of mental and written methods **Geometry** • identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] • compare and sort common 2-D shapes and everyday objects • recognise and name common 3 D shapes [for example, cuboids (including cubes), pyramids and spheres]	**Animals' Needs for Survival** • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • Working scientifically – Asking simple questions and recognising that they can be answered in different ways. – Gathering and recording data to help in answering questions. – Identifying and classifying. – Using their observations and ideas to suggest answers to questions. **Humans** • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • Working scientifically – Gathering and recording data to help in answering questions. – Identifying and classifying. – Observing closely, using simple equipment. **Materials** • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Working scientifically – Identifying and classifying. – Performing simple tests. – Use simple features to compare objects, materials and living things and, with help, decide how to sort and	**Scott of the Antarctic** -Captain Scott was a heroic explorer of the Antarctic who reached the south Pole in 1912, but the Norwegian Amundsen had beaten him to it. -The expedition was famous for geographical and scientific work such as with penguins and the hundreds of great photographs they took of the land there which no-one had seen before. -On the 800-mile journey back Scott's part all died through lack of food and the freezing cold -His bravery has helped us understand the dangers of polar exploration, such as scurvy, snow blindness and frostbite and how best to use skis, dogs, other forms of transport, as well as types of clothing and food supplies. -After he died, he became a hero in Britain, and everyone thought how brave he was. -More recently some people have said he was too careless and made mistakes with the planning. **Visit to somewhere very cold to experience the difficulties Scott faced.*			**Structures: Baby Bear's Chair** **Skills:** -Generating and communicating ideas using sketching and modelling. -Learning about different types of structures, found in the natural world and in everyday objects. -Making a structure according to design criteria. -Creating joints and structures from paper/card and tape. -Building a strong and stiff structure by folding paper. -Exploring the features of structures. -Comparing the stability of different shapes. -Testing the strength of their own structures. -Identifying the weakest part of a structure. -Evaluating the strength, stiffness and stability of their own structure. **Knowledge:** -To know that shapes and structures with wide, flat bases or legs are the most stable. -To understand that the shape of a structure affects its strength. -To know that materials can be manipulated to improve strength and stiffness. -To know that a structure is something which has been formed or made from parts. -To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move. -To know that a 'strong' structure is one which does not break easily. -To know that a 'stiff' structure or material is one which does not bend easily.
Autumn2							**Hot and Cold Places: How are hot and cold places different?** -Identifying hot and cold places. -Locating hot and cold places. -Features of a hot or cold place. -How animals adapt to a hot or cold place. -How to pack for a hot or cold holiday.	**Painting and Mixed Media: Life in Colour** **Skills:** **Generating ideas:** -Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. **Making skills:** -Further demonstrate increased control with a greater range of media.	

NBA Al Dafna

Year 2 Long Term Planning

				• compare and sort common 3-D shapes and everyday objects	group them (non-statutory). – Asking simple questions and recognising that they can be answered in different ways. – Observing closely, using simple equipment. – Using their observations and ideas to suggest answers to questions. **Plastic** • Working scientifically – Explore the world around them and raise their own questions (non-statutory). – Using their observations and ideas to suggest answers to questions.		Rainforests are often close to the Equator. They are hot, with lots of rain! Hot deserts are quite near to the Equator. They are very dry. The North and South Poles are the coldest places on the planet. Antarctica is very cold, with snow and ice covering much of the area. How hot or cold a place affects what plants or animals can live there. People need to wear and use different things for hot places from those for cold ones. *Desert Visit*	-Make choices about which materials and techniques to use to create an effect. -Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. -Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. **Knowledge of artists:** -Talk about art they have seen using some appropriate subject vocabulary. -Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. **Evaluating and analysing:** -Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. -Begin to talk about how they could improve their own work. -Talk about how art is made. **Formal elements:** -**Colour:** Different amounts of paint and water can be used to mix hues of secondary colours. -**Colour:** Colours can be mixed to 'match' real life objects or to create things from your imagination. -**Form:** That 'composition' means how things are arranged on the page. -**Shape:** Collage materials can be shaped to represent shapes in an image. -**Pattern:** Patterns can be used to add detail to an artwork. -**Texture:** Collage materials can be chosen to represent real-life textures. -**Texture:** Collage materials can be	

NBA Al Dafna

Year 2 Long Term Planning

								overlapped and overlaid to add texture. -**Texture:** Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. -**Texture:** Painting tools can create varied textures in paint. -**Tone:** Different amounts of paint and water can be used to mix hues of secondary colours. **Making skills:** -How to mix a variety of shades of a secondary colour. -How to make choices about amounts of paint to use when mixing a particular colour. -How to match colours seen around them. -How to create texture using different painting tools. -How to make textured paper to use in a collage. -How to choose and shape collage materials eg cutting, tearing. -How to compose a collage, arranging and overlapping pieces for contrast and effect. -How to add painted detail to a collage to enhance/improve it. **Knowledge of artists:** -Some artists create art to make people aware of good and bad things happening in the world around them. -Art can be figurative or abstract. -Artists try out different combinations of collage materials to create the effect they want. **Evaluating and analysing:** -People use art to tell stories. -People make art about things that are important to them. -People make art to share their feelings. -People make art to help others understand something.	
Spring 1	**Fiction** Writing a letter **Non-Fiction** Explanation Texts	1. 'y' makes 'igh' sound (cry, fly…) 2. 'es' added to words ending 'y' (tries, replies…) 3. 'ed' added to words ending 'y' (copied, replied) 4. 'er' and 'est' added to	Understanding the function and grammatical pattern of statements/questions/exclamations. Forming adjectives using suffixes such as '-ful', '-less', '-y',	**Multiplication and Division** • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including	**Plants (Light and Dark)** • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.		Weather and Seasons: How does the weather change? -Months of the year and seasons. -Differences between the seasons.		**Mechanisms: Making a moving Monster** **Skills**: -Creating a design criterion for a moving monster as a class.

NBA Al Dafna

Year 2 Long Term Planning

		words ending 'y' (happier, happiest) 5. 'ing' is added to words ending in 'e' (hiking, shining) 6. 'er', 'est' and 'ed' is added to words ending 'e'- (nicer, writer) 7. 'ing' added to single syllables (patting, humming) 8. 'ed' added to single syllables (patted, hummed) 9. 'a' for the 'or' sound (all, ball) 10. 'o' makes' u' sound (other, mother) 11. Challenge words	Using the suffixes '-er', '-est', in adjectives Introducing the term 'proper' noun Revising capitals for names Using the subordinating conjunctions 'if', 'because', 'when' to add more to a sentence Use comma to separate items in a list Use commas after –ly' opener Plural nouns and verbs- using the correct verbs to match singular and plural nouns	recognising odd and even numbers • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts **Measurement** • choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • compare and order lengths, mass, volume/capacity and record the results using >, < and = • recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • find different combinations of coins that equal the same amounts of money • solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	• Working scientifically – Observing closely, using simple equipment – Asking simple questions and recognising that they can be answered in different ways. – Performing simple tests. – Gathering and recording data to help in answering questions. **Living Things and their Habitats** • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including microhabitats. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. • Explore and compare the differences between things that are living, dead, and things that have never been alive. • Working scientifically – Gathering and recording data to help in answering questions. – Using their observations and ideas to suggest answers to questions. – Identifying and classifying. – Observing closely, using simple equipment.		-Features of different seasons. -Clothing worn in different weather. -Weather types in the UK. -How the weather affects different jobs. In the UK, there are four different seasons. Each season has different weather types. Winter is cold, wet and windy. It snows in some areas and gets dark early. Spring brings warmer weather. Flowers start to grow and baby lambs are born. In summer, the weather becomes hotter; there is often less rain, but there may be thunderstorms. The weather starts to get colder in autumn. Leaves change colour and fall off the trees.		-Designing a moving monster for a specific audience in accordance with a design criterion. -Making linkages using card for levers and split pins for pivots. -Experimenting with linkages adjusting the widths, lengths and thicknesses of card used. -Cutting and assembling components neatly. -Evaluating own designs against design criteria. -Using peer feedback to modify a final design. **Knowledge:** -To know that mechanisms are a collection of moving parts that work together as a machine to produce movement. -To know that there is always an input and an output in a mechanism. -To know that an input is the energy that is used to start something working. -To know that an output is the movement that happens as a result of the input. -To know that a lever is something that turns on a pivot. -To know that a linkage mechanism is made up of a series of levers.
Spring 2						**The Sinking of the 'Unsinkable' Titanic** -Explain why the Titanic is still so famous -Describe life on board for ALL groups of passengers -Explain why the unsinkable sank, including why Captain Smith was blamed -Describe the difficulties in rescuing passengers. -Talk about the ways they stopped disasters like this happening again: every ship should have a radio manned 24 hours; should have enough lifeboats; and should slow down near ice.		**Drawing: Tell a Story** Skills: Generating ideas: -Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. Using sketchbooks: -Experiment in sketchbooks, using drawing to record ideas. Making skills: -Further demonstrate increased control with a greater range of media. -Make choices about which materials and techniques to use to create an effect.	

NBA Al Dafna

Year 2 Long Term Planning

								-Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. Knowledge of artists: -Talk about art they have seen using some appropriate subject vocabulary. -Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. Evaluating and analysing: -Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. -Begin to talk about how they could improve their own work. Formal elements: -Form: That 'composition' means how things are arranged on the page. -Line: Lines can be used to fill shapes, to make outlines and to add detail or pattern. -Pattern: Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. -Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Making skills: -How different marks can be used to represent words and sounds.	

NBA Al Dafna

Year 2 Long Term Planning

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NBA Al Dafna

Year 2 Long Term Planning

Summer 1	**Fiction** Mystery Stories **Poetry** Rhyming poetry	1. 'ey' as 'ee' sound (key, donkey) 2. 'a' makes 'o' sound (want, watch) 3. 'or' and 'ar' makes 'er/or/or/ sound (word, worm) 4. 'si' and 's' makes 'zh' sound (television) 5. Ending 'ment' and 'ness' (payment, useless) 6. Challenge words 7. Homophones (there, their) 8. Near Homophones (bee, be) 9. Ending 'tion' (station, fiction) 10. Apostrophe for contraction (can't, didn't) 11. Apostrophe for possession (Megan's) 12. Challenge words	Introducing the progressive form of verbs in the present tense (used to show action in progress) Introducing the progressive form of the verbs in the past tense: changing tense Using apostrophes to mark where letters are missing in contracted form Introduce drop in relative clauses: who/which Using expanded noun phrases to specify- expanding before and after the noun Using apostrophes to mark possession in singular nouns Using a wider range of subordinating conjunctions to write complex sentences- (ISAWABUB) Speech marks for direct speech Use the correct verbs to match singular and plural nouns Forming nouns using suffix '-ness', '-ment', '-er'	**Fractions, Decimals and Percentages** • recognise, find, name and write fractions, and of a length, shape, set of objects or quantity • Recognise the equivalence of 2/4 and ½ • write simple fractions for example, ½ of 6 = 3 **Measurement** • compare and sequence intervals of time • tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times • know the number of minutes in an hour and the number of hours in a day **Geometry** • order and arrange combinations of mathematical objects in patterns and sequences • use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise) **Statistics** • interpret and construct simple pictograms, tally charts, block diagrams and simple tables • ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • ask and answer questions about totalling and comparing categorical data	**Plants (Bulbs and Seeds)** • Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • Working scientifically – Observing closely, using simple equipment. – Record and communicate their findings in a range of ways and begin to use simple scientific language (non-statutory). – Asking simple questions and recognising that they can be answered in different ways. – Performing simple tests. **Growing Up** ***Note: This unit could be done using mealworms in Qatar** • Notice that animals, including humans, have offspring which grow into adults. • Working scientifically – Identifying and classifying. – Asking simple questions and recognising that they can be answered in different ways. – Record and communicate their f indings in a range of ways and begin to use simple scientific language (non-statutory). – Identifying and classifying. – Observing closely, using simple equipment. – Using their observations and ideas to suggest answers to questions. **Bulbs and Seeds** • Observe and describe how seeds and bulbs grow into mature plants. • Working scientifically – Observing closely,		**How do Mugumareno and our local area compare?** **Mugumareno Village, Zambia** -Locating Zambia on a map. -Exploring physical and human features. -Locating the village of Mugurameno. -Finding out how the river is used in the village. -Looking at the villagers' houses. -Comparing our life with that of the villagers. • Mugurameno village is located right next to the River Zambezi and close to the Lower Zambezi National Park. • People in Mugurameno use the river for many things: washing, fishing and watering crops. One of the main crops is maize, which is used for making nshima (a sort of porridge). • People often build their own homes out of bricks made from local clay soil. While life is busy for the children of Mugurameno, they go to school and find time to play.		**Cooking and Nutrition: Balanced Diet** **Skills:** -Chopping foods safely to make a wrap. -Grating foods to make a wrap. -Snipping smaller foods instead of cutting. -Spreading soft foods to make a wrap. -Identifying the five food groups. -Learning about a balanced diet. -Tasting and evaluating different food combinations. -Describing appearance, smell and taste. -Designing three wrap ideas. **To know:** -That 'diet' means the food and drink that a person or animal usually eats. -What makes a balanced diet. -That the five main food groups are: carbohydrates, fruits and vegetables, protein, dairy and oils and spreads. -That I should eat a range of different foods from each food group, and roughly how much of each food group. -That 'ingredients' means the items in a mixture or recipe. -How to cut, grate, snip and spread to prepare foods. -How to review and give a score to evaluate. **Visit a pizza-making workshop: Eataly, Doha Festival City*
Summer 2						**Wright Brithers** -The Wright brothers solved a problem of how man could fly which people had been trying to solve for 500 years -In 1903, they were the first to invent an aircraft with an engine that the pilot could control 3. Their invention changed the world and now everyone can travel on planes -The brothers dedicated their whole lives to this. Not only		**Clay Houses** **Generating ideas:** -Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. **Using sketchbooks:** -Experiment in sketchbooks, using drawing to record ideas. -Use sketchbooks to help make decisions about what to try out next. **Making skills:** -Further demonstrate increased control with a greater range of media.	**Food, Cooking and Nutrition:** **Balanced Diet**

NBA Al Dafna

Year 2 Long Term Planning

					using simple equipment. **Growing Up** • Notice that animals, including humans, have offspring which grow into adults. • Working scientifically – Observing closely, using simple equipment. **Wildlife** ***Use video if earth worms not available** • Working scientifically – Asking simple questions and recognising that they can be answered in different ways. – Using their observations and ideas to suggest answers to questions. Sustainability Units of Work	were they clever they never gave up -Since their invention we now have planes which can travel long distances very fast with lots of passengers using planes similar in design to the first Flyer. -So important was their invention that parts of their first plane Flyer were taken to the moon in 1969		-Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. **Knowledge of artists:** -Talk about art they have seen using some appropriate subject vocabulary. -Create and critique both figurative and abstract art, recognising some of the techniques used. **Evaluating and analysing:** -Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. -Begin to talk about how they could improve their own work. **Formal elements:** -**Form:** Pieces of clay can be joined using the 'scratch and slip' technique. -**Form:** A clay surface can be decorated by pressing into it or by joining pieces on. -**Shape:** Patterns can be made using shapes. **Making skills:** -How to smooth and flatten clay. -How to roll clay into a cylinder or ball. -How to make different surface marks in clay. -How to make a clay pinch pot. -How to mix clay slip using clay and water. -How to join two clay pieces using slip. -How to make a relief clay sculpture. -How to use hands in different ways as a tool to manipulate clay. -How to use clay tools to score clay. **Knowledge of artists:** -Art can be figurative or abstract. -Artists can use the same material (felt) to make 2D or 3D artworks. **Evaluating and analysing:** -People use art to tell stories. -People make art about things that are important to them.	

NBA Al Dafna

Year 2 Long Term Planning

								-People make art to share their feelings. **-People make art to explore an idea in different ways.**	