

**Cedar CLASS YEAR 2**

**Long Term Plan 2023- 2024**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wonderful World!	Fire, Fire!	Heroes and Heroines	Dragons and Eggs	Zambia	To Be Beside the Sea
Literacy		Literacy		Literacy	
<p>The journey home</p>  <p>Own version narrative /extended explanation Simple explanations, speech bubbles, setting descriptions, thought bubble</p>	<p><b>Non-Fiction:</b> The Great Fire of London Anniversary Edition (Diary)</p>  <p><b>Information booklet</b> Persuasive posters, warning posters (instructional writing), speech bubbles, letters of advice, certificates</p>	<p><b>Fiction:</b> Jim and the beanstalk</p>  <p><b>Sequel story</b> Wanted posters, letters, retellings, speech bubbles, retellings from another point of view</p>	<p><b>Non Fiction:</b> The Dragon Machine</p>  <p><b>Own version dragon story</b> Dragon guide and encyclopedia, letters of advice, dragon machine explanation, shopping list, description, letters in role</p>	<p><b>Fiction:</b> Ocean Meets Sky</p>  <p><b>Extended fantasy story</b> Setting and character descriptions, labels, diary entry, postcard, captain's log, instructions, dialogue, extended fantasy narrative</p>	<p><b>Poetry:</b> The Lighthouse Keeper's Lunch</p>  <p><b>Diary writing, setting and character descriptions. Letters, speech bubbles</b></p>
<p>Tadpoles Promise</p>  <p>Simple explanations, speech bubbles, setting descriptions, thought bubbles</p>	<p><b>A walk in London</b></p>  <p>Instructions, persuasive poster, setting descriptions, captions, postcards, diary entry</p>	<p><b>Little Red Riding Hood</b></p>  <p>Labels, notes of advice, adverts, own version narrative</p>	<p><b>After the fall</b></p>  <p>Advertisements, posters, diary, thought bubbles</p>	<p><b>Africa – Amazing Africa</b></p>  <p>Facts, sequencing, questions, summarizing</p>	<p><b>The owl and the pussy cat</b></p>  <p>Letters, interviews, lists, instructions</p>

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<p><b>Grammar Focus:</b> P1 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>S1 Expanded noun phrases for description and specification</p>	<p><b>Grammar Focus:</b> W1 Formation of nouns using suffixes such as -ness, -er and by compounding</p> <p>T1 Correct choice and consistent use of present tense and past tense throughout writing</p>	<p><b>Grammar Focus:</b> P2 Commas to separate items in a list</p> <p>S2 Subordination (using when, if, that, because) and coordination (using or, and, but)</p>	<p><b>Grammar Focus:</b> Formation of nouns using a range of prefixes (super-, anti-, auto-)</p> <p>W2 Formation of adjectives using suffixes such as -ful, -less</p>	<p><b>Grammar Focus:</b> P3. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p> <p>T2 Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>	<p><b>Grammar Focus:</b> S3 How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>W3 Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p>
<p><b>Spelling Focus:</b></p> <ol style="list-style-type: none"> <li>The /j/ sound spelled -dge at the end of words..</li> <li>The /j/ sound spelled -ge at the end of words.</li> <li>The /j/ sound spelled with a g.</li> <li>The /s/ sound spelled c before e, i and y.</li> <li>The /n/ sound spelled kn and gn at the beginning of words.</li> <li>Challenge Words</li> </ol>	<p><b>Spelling:</b></p> <ol style="list-style-type: none"> <li>The /r/ sound spelled 'wr' at the beginning of words.</li> <li>The /l/ or /ul/ sound spelled '-le'</li> <li>The /l/ or /ul/ sound spelled '-el' at the end of words.</li> <li>The /l/ or /ul/ sound spelled '-al' at the end of words.</li> <li>Words ending in '-il.'</li> <li>Challenge Words</li> </ol>	<p><b>Spelling:</b></p> <ol style="list-style-type: none"> <li>The long vowel 'i' spelled with a y at the end of words.</li> <li>Adding '-es' to nouns and verbs ending in 'y.'</li> <li>Adding '-ed' to words ending in y. The y is changed to an i.</li> <li>Adding '-er' to words ending in y. The y is changed to an i.</li> </ol>	<p><b>Spelling</b></p> <ol style="list-style-type: none"> <li>Adding 'er' to words ending in 'e' with a consonant before it.</li> <li>Adding '-ing' to words of one syllable.</li> <li>Adding '-ed' to words of one syllable.</li> <li>The 'or' sound spelled 'a' before ll and ll</li> <li>The short vowel sound 'o.'</li> <li>Challenge Words</li> </ol>	<p><b>Spelling</b></p> <ol style="list-style-type: none"> <li>The /ee/ sound spelled '-ey'</li> <li>Words with the spelling 'a' after w and qu.</li> <li>The /er/ and /or/ sound spelled with or or ar.</li> <li>The /z/ sound spelled s.</li> <li>The suffixes '-ment' and '-ness'</li> <li>The suffixes '-ful' and '-less' If a suffix starts with a consonant letter.</li> </ol>	<p><b>Spelling</b></p> <ol style="list-style-type: none"> <li>These words are homophones or near homophones.</li> <li>These words are homophones or near homophones.</li> <li>Words ending in '-tion.'</li> <li>Contractions</li> <li>The possessive apostrophe (singular)</li> <li>Challenge Words</li> </ol>

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Wonderful World		Fire, Fire!		Heroes and Heroines		Dragons and Eggs		Zambia		To Be Beside the Sea	
Maths				Maths				Maths			
<b>Number:</b> Place Value  <b>Number:</b> Addition & Subtraction		<b>Number:</b> Addition & Subtraction  <b>Geometry:</b> Shape  <b>Measurement:</b> Time		<b>Measurement:</b> Money  <b>Number:</b> Multiplication & Division		<b>Number:</b> Multiplication & Division  <b>Measurement:</b> Length & Height  <b>Measurement:</b> Mass, Capacity & Temperature		<b>Number:</b> Fractions  <b>Measurement:</b> Time		Statistics  <b>Geometry:</b> Position and direction	
Science				Science				Science			
<b>Autumn 1</b>  <b>Animals (including humans) - Growth</b>  This unit takes children through six lessons where they learn that animals including humans have offspring which grow into adults.		<b>Autumn 2</b>  <b>Animals (including humans) – Life Cycles</b>  This unit takes children through six lessons where they learn that animals change from infancy to adulthood. Children identify the lifecycles of a butterfly,		<b>Spring 1</b>  <b>Living things and their habitats</b>  This unit takes children through six lessons where they: explore and compare differences between things that are living, dead and things that have never been		<b>Spring 2</b>  <b>Living things and their habitats – habitats around the world</b>  This unit takes children through six lessons where they: explore and compare the differences between things that are living, dead and things that have never		<b>Summer 1</b>  <b>Plants</b>  This unit takes children through six lessons where they learn how to observe and describe how seeds and bulbs grow into mature plants; and find out and		<b>Summer 2</b>  <b>Uses of everyday materials</b>  During this unit children are taken through six lessons where they learn how to; identify and compare suitability of a variety of everyday materials, including	

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<b>Wonderful World</b>	<b>Fire, Fire!</b>	<b>Heroes and Heroines</b>	<b>Dragons and Eggs</b>	<b>Zambia</b>	<b>To Be Beside the Sea</b>
They find out about and describe the basic needs of animals, including humans, for survival and finally learn how to describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.	a chicken and a frog.	alive. They learn how to identify and name a variety of plants and animals in their habitats, including microhabitats: and 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.	been alive: they learn how to 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. They learn how to identify and name a variety of plants and animals in their habitats, including microhabitats and finally they learn how to 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.	describe how plants need water, light and suitable temperature to grow and stay healthy.	wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. They also learn how to find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

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Humanities- History/Geography		Humanities- History/Geography		Humanities- History/Geography	
Continents and Oceans	Great Fire of London	Local Heroes	Hot and Cold Places	Mugumareno Village, Zambia	Seaside holidays
Art and Design		Art and Design		Art and Design	
Drawing; Tell a story	Clay sculpture			Craft and design: Map it out	Printing and mixed media: life in colour
Design Technology		Design Technology		Design Technology	
		Baby Bear's Chair	Making a Moving Monster		Fairground Wheel
Music		Music		Music	
West African call and response song (Theme: Animals)	Orchestral instruments (Theme: Traditional Western stories)	Musical me	Dynamics, timbre, tempo and motifs (Theme: Space)	On this island: British songs and sounds	Myths and legends
School Values					
Love Respect Courage Kononia	Love Respect Courage Kononia	Love Respect Courage Kononia	Love Respect Courage Kononia	Love Respect Courage Kononia	Love Respect Courage Kononia
RE		RE		RE	
<b>Creation UC</b> Why do Christians call God the creator?	<b>Incarnation UC</b> Why does Christmas matter to Christians?	<b>Islam</b> How do some Muslims show Allah is compassionate and merciful	<b>Salvation UC</b> Why does Easter matter to Christians?	<b>Judaism</b> Why is the Torah such a joy for the Jewish community	<b>Gospel UC</b> How is Jesus' good news shared?
PSHE		PSHE		PSHE	
Wellbeing: Looking out	Families and relationships	Safety and the changing body	Health and wellbeing	Economic well being	Citizenship
Computing		Computing		Computing	
Computing systems and networks 1: What is a computer?  Online safety	Presentations and written documents	Computing systems and networks 2: Word processing  Programming 1: Algorithms and debugging	Programming 2: ScratchJr  Online safety	Creating media: Stop motion  Online safety	Data handling: International Space Station  Online safety

	Online safety	Online safety			
<b>PE</b>		<b>PE</b>		<b>PE</b>	
Attack defend shoot		Run jump throw	Send and return 1	Maypole	Swimming
Hit catch run 1	Gymnastics 1	Gymnastics2	Gymnastics 2	Attach defend shoot 2	Hit run catch 2
<b>Trips/Events</b>		<b>Trips/Events</b>		<b>Trips/Events</b>	
Theatre/Panto , Great Fire of London experience				Woburn Safari Park visit	
<b>Whole School Events/themed days</b>					
Harvest Festival	Great Fire of London – History off the page			Woburn Safari Park Trip	