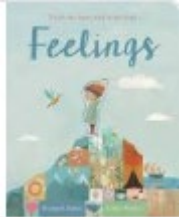
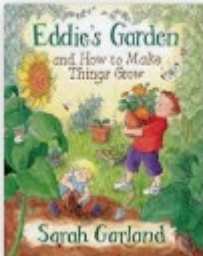


# Eastwood Community School

## Year 2 Long Term Planning 2020 Recovery Curriculum

<b>Year 2</b>	<b>Autumn 1: Recovery Curriculum Part 1</b> <b>Reading, Writing, Arithmetic and PSHCE</b> <b><u>Emotions</u></b> <b>(Y 1 Objectives)</b>	<b>Autumn 2: Recovery Curriculum Part 2</b> <b>Thematic Approach to Learning</b>  <b><u>Theme:</u></b> <b>(Y 1 Objectives)</b>
<b>Text</b>	<p>Feelings Libby Walden</p> 	<p>Growth and Mini Beasts Sarah Gerland</p> 
<b>Words of the Week</b>	<p>Week 1: Positive Week 2: Empathetic Week 3: Charitable Week 4: Happy</p> <p>Week 5: Proud Week 6: Forgiving Week 7: Peaceful</p>	TBC
<b>English: Reading</b>	<ul style="list-style-type: none"> <li>• Make predictions about the events in the text.</li> <li>• Explain what I think a text is about.</li> <li>• Ask and answer questions about a text.</li> <li>• Retrieve information from a text.</li> <li>• Begin to draw inferences from the text and/or the illustrations.</li> </ul>	

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	<ul style="list-style-type: none"><li>• Say what they like and do not like about a text.</li><li>• Take part in discussions about texts (likes/dislikes/characters/events etc.) taking turns and listening.</li><li>• Talk about the main characters within a well-known story.</li><li>• Learn some poems and rhymes by heart.</li><li>• Retell key stories orally using narrative language. Can use what they already know to understand texts.</li><li>• Check that their reading makes sense and go back to correct when it doesn't.</li><li>• Discuss the significance of the title of a book and the main events.</li></ul> <p>Can explain what they think a text is about.</p>	
<b>English: Writing</b>	<ul style="list-style-type: none"><li>• Compose a sentence orally before writing it.</li><li>• Sequence sentences in chronological order to recount an event or experience.</li><li>• Combine words to make a sentence.</li><li>• Join two sentences using 'and'</li><li>• Use a full stop to end a sentence.</li><li>• Use a question mark.</li><li>• Use an exclamation mark.</li><li>• Use capital letters for names.</li><li>• Use a capital letter for the personal pronoun 'I'. Discuss what I have written with others.</li><li>• Read my own writing aloud so it can be heard by others. Apply Spelling rules listed in Grammar appendix (see below)</li><li>• Re-read what I have written to check that it makes sense.</li></ul>	

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<b>Maths</b>	<ul style="list-style-type: none"> <li>Count to and across 100, forward and backwards, beginning with 0 or 1 from any number.</li> <li>Count, read and write numbers to 100 in numerals.</li> <li>Say what is one more or one less than any number.</li> <li>Identify and represent numbers using objects and pictorial representations including the number line and use the language of: equal to, more than, less than (fewer), most least</li> <li>Read and write numbers from 1 to 20 in numerals and words. Count in multiples of 2, 5 and 10.</li> </ul>	<ul style="list-style-type: none"> <li>Read, write and interpret mathematical statements involving addition, subtraction and equals signs.</li> <li>Solve one-step problems using objects and pictorial representations.</li> <li>Solve missing number problems Eg <math>7 = ? - 9</math> (trio triangles).</li> <li>Solve one-step problems involving multiplication and division, by using concrete objects, pictorial representations and arrays.</li> </ul>
<b>Phonics / Spelling</b>	<ul style="list-style-type: none"> <li>Read common exception words</li> <li>Read words that end in 's-es, -ing, -ed, -er and -est</li> <li>Read phonetically decodable words of more than 1 syllable by dividing words into syllables</li> <li>Quickly match all 40+ graphemes to their phonemes.</li> <li>Spell words using each of the 40+ phonemes taught so far.</li> <li>Use what I know about alternative phonemes to narrow down possibilities for accurate spelling.</li> <li>Spell the days of the week.</li> <li>Spell common exception words.</li> <li>Use letter names to show alternative spellings of the same phoneme.</li> </ul>	
<b>Guided Reading</b>	<b>Small Group Guided Reading using Year 1 Planning Formats</b>	
<b>PSHCE</b>	<ul style="list-style-type: none"> <li>Understand how things that they value, enjoy or are good at can support mental wellbeing (e.g. positive relationships, eating and sleeping).</li> <li>Identify and name the range and degrees of emotions in daily life.</li> <li>Recognise fear, joy, disgust, surprise, sadness, anger and happiness.</li> <li>Recognise emotional triggers (e.g. losing a toy/routine change).</li> <li>Recognise that the behaviour of others can affect their wellbeing and their own behaviour and emotions can affect others.</li> <li>Establish and build vocabulary for things that make them happy and sad and things that make someone else feel happy.</li> <li>Use and know which creative activities to tackle boredom.</li> </ul>	<ul style="list-style-type: none"> <li>Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>Make positive connections between things they enjoy (activities/friends) and feeling good.</li> <li>Know to talk to a trusted adult when experiencing friendship problems and when they are feeling lonely.</li> <li>Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>Know it is common for people to experience mental ill health.</li> </ul>
<b>Science</b>		<ul style="list-style-type: none"> <li>Name a variety of common wild and garden plants.</li> </ul>

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<b>(From EYFS Framework - )</b>		<ul style="list-style-type: none"> <li>Name the petals, stem, leaf and root of a plant.</li> <li>Name the roots, trunk, branches and leaves of a tree.</li> </ul>
<b>Theme History (from Year 1 objectives)</b>  <b>Geography (From Year 1 Objectives)</b>	<p>To be used in conjunction with PHSE Objectives</p> <p>Art.</p> <ul style="list-style-type: none"> <li>WALT: show how people feel in paintings and drawings by drawing lines e.g smiles or sad faces</li> </ul> <p>ICT</p> <ul style="list-style-type: none"> <li>Office skills – word</li> </ul> <p>WALT: Using the internet safely and copying and pasting.</p> <p>WALT: Underlining/changing colour.</p>	<p>History –</p> <ul style="list-style-type: none"> <li>WALT: spot old and new things in a picture.</li> <li>WALT: explain what an object from the past might have been used for.</li> </ul> <p>Geography</p> <ul style="list-style-type: none"> <li>WALT: explain where I live and tell someone my address.</li> <li>WALT: explain how the weather changes throughout the year and name the seasons.</li> </ul> <p>RE</p> <ul style="list-style-type: none"> <li>How does believers do show what they believe?</li> </ul> <p>ART</p> <ul style="list-style-type: none"> <li>WALT: cut, roll and coil materials such as card, paper, felt and pipe cleaners.</li> <li>WALT: use IT to create a picture on paint.</li> <li>WALT: describe what I can see and give an opinion about the work of an artist.</li> <li>WALT: ask questions about a piece of art.</li> </ul> <p>History</p>

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Year 1: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p><b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i>]</p>
<b>Sentence</b>	<p>How <b>words</b> can combine to make <b>sentences</b></p> <p>Joining <b>words</b> and joining <b>clauses</b> using <i>and</i></p>
<b>Text</b>	<p>Sequencing <b>sentences</b> to form short narratives</p>
<b>Punctuation</b>	<p>Separation of <b>words</b> with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Capital letters for names and for the personal <b>pronoun I</b></p>
<b>Terminology for pupils</b>	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>