



## Straits International School. Year 2 Long Term Plan

### Year 2

Subject	Autumn		Spring		Summer	
	1 <sup>st</sup> half term	2 <sup>nd</sup> half term	1 <sup>st</sup> half term	2 <sup>nd</sup> half term	1 <sup>st</sup> half term	2 <sup>nd</sup> half term
<b>English</b>	<p><u>Man on the Moon</u> Recounts <b>Skills covered:</b> To re-read to check for sense. To role play. To write a book review.</p> <p><b>Assessment points:</b> Write a book review about The Man on the Moon.</p> <p><u>How to write instructions</u> <b>Skills covered:</b> tips and rules; spotting extra information; sequence words; lists; correct order; making notes</p> <p><b>Assessment points:</b> make a poster giving instructions– wk8</p>	<p><u>Stories about things we know – stories about real life</u> <b>Skills covered:</b> reading and understanding stories; exploring writing; checking and understanding; characters and settings; story sequence; changing the story</p> <p><b>Assessment points:</b> Write own version of the studied story– wk 4</p> <p><u>Rhymes about places and people we know</u> <b>Skills covered:</b> families; family eating; good manners; shopping; fantasy</p>	<p><u>Tales from around the world – traditional tales</u> <b>Skills covered:</b> retelling; story themes; story summary; story shape; exploring and writing; circular story plan; settings</p> <p><b>Assessment points:</b> write a story using a circular story plan– wk 4</p>	<p><u>What is my house made of? Explanations</u> <b>Skills covered:</b> using information from diagrams and charts; using a dictionary; writing longer definitions; finding the main idea; making notes; planning and oral/written explanation</p> <p><b>Assessment points:</b> write an explanation on how to build a den– wk 3</p> <p><u>Snail and the Whale – poetry-book study</u> <b>Skills covered:</b> To read own poems aloud with appropriate intonation. To identify and record recurring</p>	<p><u>Stories by famous writers</u> <b>Skills covered:</b> The hodgeheg; likes and dislikes of: The Hodgeheg; The lost Happy Endings; Little Albatross; paragraphs; plan own story</p> <p><b>Assessment points:</b> write own story – wk 3</p> <p><u>Things under the sea – information texts and reporting</u> <b>Skills covered:</b> finding information; glossary; summarising information from a chart; tenses; report</p>	<p><u>Poems by famous poets</u> <b>Skills covered:</b> word play; exploring rhythm; shape poems</p> <p><b>Assessment points:</b> write a poem using a template– wk 4</p> <p><u>All kinds of creatures – jokes and poems</u> <b>Skills covered:</b> poems about cats; looking at jokes; reading aloud; plan a poem</p> <p><b>Assessment points:</b> publish a poem– wk8</p>



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		shoes  <b>Assessment points:</b> change words to make your own poem - wk 6		literary language in stories.  <b>Assessment points:</b> Read a scene from the book confidently with expression and intonation – wk 6	texts; plan a report  <b>Assessment points:</b> write a report– wk6	
<b>Mathematics</b>	Unit 1: Number bonds to ten and twenty/ missing number sentences/numbers that are equal. Unit 2: Tens and ones/ partitioning/ odd and even numbers. Unit 3: Reading and ordering numbers/ Less than and greater than.  <b>Assessment points:</b> Week 3, week 6 and week 8 end of unit Assessment including mastery models and overall observations.	Unit 4: Vertical addition. Unit 5: Place value/ count forwards and backwards/ Unit 6: Shape and Symmetry. Unit 7: Geometry, directions, right angles.  <b>Assessment points:</b> Week 3, week 6 and week 8 end of unit Assessment including mastery models and overall observations. Week 5 summative Assessment.	Unit 8: Number families, opposite operations. Unit 9: Rounding numbers.  <b>Assessment points:</b> Week 2 and week 4 end of unit Assessment including mastery models and overall observations.	Unit 10: Multiplication and division. Unit 11: Time  <b>Assessment points:</b> Week 2, and week 4 end of unit Assessment including mastery models and overall observations. Week 4 summative Assessment.	Unit 12: Parts of a whole/ fractions. Unit 13: Measurement, money.  <b>Assessment points:</b> Week 3, week 6 and week 8 end of unit Assessment including mastery models and overall observations.	Revision of: Unit 13: Measurement, money. Unit 9: Multiplication and division. Unit 10: Time  Unit 12: Parts of a whole/ fractions.  <b>Assessment points:</b> Week 3, week 6 and week 8 end of unit Assessment including mastery models and overall observations. Week 6 summative Assessment.
<b>Science</b>	<u>Earth and beyond</u>  <b>Skills covered:</b> Explore how the sun appears to move during the day and how	<u>Rocks and Soil</u>  <b>Skills covered:</b> Classify rocks and soil using a branching key. Know the three main	<u>Light and dark</u>  <b>Skills covered:</b> Identify different light sources including the sun. Know that	<u>Materials</u>  <b>Skills covered:</b> Know how the shapes of some materials can be changed by	<u>Living things in the environment</u>  <b>Skills covered:</b> Identify similarities and differences	<u>Electricity</u>  <b>Skills covered:</b> Recognise the components of simple circuits involving cells



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	<p>shadows change. Model how the spin of the Earth leads to day and night, e.g. with different sized balls and a torch. Use simple information sources. Collect evidence by making observations when trying to answer a science question. Talk about predictions (orally and in text), the outcome and why this happened. Recognise that a test or comparison may be unfair.</p> <p><b>Assessment points:</b>            Week 2: Use information books to find information on the size of planets and the length of their days.            Week 4: Record observations from shadow experiment.            Week 6: end of unit Assessment with mastery models.</p>	<p>types of rocks and their characteristics. Know some of the ways rocks can be formed. Know what different soils are made up of.</p> <p><b>Assessment points:</b>            Week 2: branching tree classification            Week 5: soil investigation            Mastery model</p>	<p>darkness is the absence of light. Be able to identify shadows. Predict what will happen before deciding what to do. Take simple measurements. Make and record observations.</p> <p><b>Assessment points:</b>            Week 2: Record objects around the school that reflect light or are a light source.</p> <p>Week 5: Investigate which materials make the best shadows.</p> <p>Week 6: End of unit Assessment and mastery model.</p>	<p>squashing, bending, twisting and/or stretching. Explore and describe the way some everyday materials change when they are heated or cooled. Recognise that some materials can dissolve in water. Predict what will happen before deciding what to do. Recognise that a test or comparison may be unfair.</p> <p><b>Assessment points:</b>            Week 2: Make predictions and record observations of melting experiment.</p> <p>Week 4: End of unit Assessment and mastery model.</p>	<p>between local environments and know about some of the ways in which these affect the animals and plants that are found there. Understand ways to care for the environment. Secondary sources can be used. Observe and talk about their observation of the weather, recording reports of weather data. Ask questions and suggest ways to answer them. Make and record observations. Identify simple patterns and associations. Recognise that a test or comparison may be unfair.</p> <p><b>Assessment points:</b>            Week 4: Record observations on the weather.</p> <p>Week 6: End of unit</p>	<p>(batteries). Know how a switch can be used to break a circuit. Talk about risks and how to avoid danger. Ask questions and suggest ways to answer them. Talk about predictions (orally and in text), the outcome and why this happened. Review and explain what happened.</p> <p><b>Experiments:</b>            Make a simple circuit using a bulb and a battery.</p> <p>Make a complex circuit using a bulb and a buzzer. Look at how the circuit might not be complete.</p> <p><b>Assessment points:</b>            Week 2: Predict what will happen when adding another battery to circuit.            Week 4: End of unit Assessment and mastery model.</p>
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					Assessment and mastery model.	
<b>Humanities</b>	<p><u>History: Florence Nightingale</u></p> <p><b>Skills covered:</b> Develop knowledge of why Florence Nightingale is famous. Compare lives of people in the past and present. Find relevant information in texts. Identify Florence's character traits that relate to her job.</p> <p><b>Assessment points:</b> Week 2- Identify Florence's events in her life through a storyboard.</p> <p>Week 6- Identify how she impacted hospitals by writing a letter.</p>	<p><u>Geography: How are homes different around the world?</u></p> <p><b>Skills covered:</b> Retrieve information from simple sources. Explain how homes are different and why. Compare past homes to modern ones.</p> <p><b>Assessment points:</b> Week 2: diagrams and labels of homes in the past. Week 5: explanation text about homes from around the world. Mastery model</p>	<p><u>History: Who first lived in Britain?</u> (Stone Age 3000BC) (Stonehenge built 2000BC) <u>Dinosaurs/ extinction and cave men, weapons/food</u></p> <p><b>Skills covered:</b> Technical language usage and decoding words. Writing in academic language. Cross curricular literacy objective. Write a Time machine narrative in first person, including a report written in the active voice. Know why animals were different then. Name early plants, dinosaurs and mammals. Explain the differences between early humans and modern human physiology, lifestyles and society. Group and individual presentations and final projects.</p> <p><b>Assessment points:</b></p>	<p><u>Geography: Why should rainforests be important to us?</u></p> <p><b>Skills covered:</b> Describe the features of Penang/Malaysia. Can pupils recognise that there are rainforests? What do they think makes a rainforest? Develop description and languages by using key words to describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley. Develop understanding of why rainforests are so important to us. Compare what life would be like without any rainforests – habitats etc.</p> <p><b>Assessment points:</b> Week 2: Identify the key features of a</p>	<p><u>Geography: Exciting Environments around the World</u></p> <p><b>Skills covered:</b> To identify the different continents and oceans on a world map. Compare how environments have changed over time. Research a local environmental issue. Discuss how people can improve and harm the environment. Compare how people adapt to live in different environments. Use non-fiction books to find relevant information. Use geographical vocabulary to describe locations. Know the characteristics of tropical, polar, arid Mediterranean and temperate climates.</p>	<p><u>History: What's your favourite invention?</u></p> <p><b>Skills covered:</b> Develop knowledge of history by naming some famous events and some famous people. Identify when certain inventions were created and understand the impact these inventions have on them today. Compare old and new inventions. Give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times. Use a range of appropriate words and phrases to describe the past.</p> <p><b>Assessment points:</b> Week 2: Identify different inventions and when they were invented/by who.</p>



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			<p>Week 3: Time machine story.</p> <p>Week 4: Assessment points and mastery model.</p>	<p>rainforest.</p> <p>Week 4: Habitats. Explain what would happen if we had no rainforests.</p> <p>Week 6: Assessment points and mastery model.</p>	<p><b>Assessment points:</b></p> <p>Week 3: Assessment points and mastery model.</p> <p>Week 4: Presentation linked to Inventions</p>	<p>Week 4: How have inventions from the past impacted our life in the future?</p> <p>Week 6: Assessment and mastery model.</p>
<b>Computer Science</b>	<p><u>E-Safety, Edmodo and types and components of computer systems</u></p> <p><b>Skills covered:</b> Locate Edmodo independently, Log in and search Edmodo independently, make decisions about the revision games they can play.</p> <p><b>Assessment points:</b> Observations and mini quiz to locate and use Edmodo independently. Complete mastery models.</p>	<p><u>Word processing</u></p> <p><b>Skills covered:</b> Opening and saving documents, using basic formatting in a document, Locate the keys on a keyboard, use the shift bar confidently, type using both hands.</p> <p><b>Assessment points:</b> Observations and write a piece of writing independently. Complete mastery models.</p>	<p><u>Coding</u></p> <p><b>Skills covered:</b> Independent problem solving, use strategies collaboratively.</p> <p><b>Assessment points:</b> Observations and students demonstrate coding abilities independently. Complete mastery models.</p>	<p><u>Exploring how computer games work</u></p> <p><b>Skills covered:</b> Compare a range of computer games and see the differences and similarities between games i.e. genres.</p> <p><b>Assessment points:</b> Complete a quiz on the different types of computer games there are available online. Mastery model.</p>	<p><u>Research</u></p> <p><b>Skills covered:</b> How to use keywords to help refine a search. Using a range of tabs with search such as images, maps and web. Understanding the basics of how the internet works.</p> <p><b>Assessment points:</b> Observations and students independently present their opinions. Complete mastery model.</p>	<p><u>PowerPoint</u></p> <p><b>Skills covered:</b> Copy and pasting images, copying and pasting text, altering text, adding bullet point, creating new slides, saving PowerPoints.</p> <p><b>Assessment points:</b> Independently create a PowerPoint about an inventor (linked to Humanities) with multiple slides. Complete Mastery model.</p>
<b>PSHE/Moral</b>	<p><u>Kind Hearted - Helping yourself and your family</u></p> <p><b>Skills covered:</b> To explore and understand our feelings and the</p>	<p><u>Being Thankful - Adopt gratefulness</u></p> <p><b>Skills covered:</b> Being thankful and appreciative with what</p>	<p><u>Respect - Self-Respect</u></p> <p><b>Skills covered:</b> Appreciate, honor and respect the rules within their family and in a</p>	<p><u>Justice – Showing a fair attitude</u></p> <p><b>Skills covered:</b> To understand how to display fair actions and</p>	<p><u>Honesty - Practising honesty</u></p> <p><b>Skills covered:</b> How to be truthful, trustworthy and</p>	<p><u>Cooperative - Willingness to be co-operative.</u></p> <p><b>Skills covered:</b> Discuss how to show</p>



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	<p>feelings of others and to provide assistance and moral support</p> <p><u>Responsible - Self-responsibility</u></p> <p><b>Skills covered:</b> Show willingness to assume the duties and obligations of being a good friend and family member.</p>	<p>they have and with the things that are given to them and their family.</p> <p><u>Mannerism - Show manners in speech and behavior</u></p> <p><b>Skills covered:</b> Discuss how to be well mannered and well behaved in daily interactions at school and with their family.</p>	<p>social context.</p> <p><u>Affection - Love yourself and your family</u></p> <p><b>Skills covered:</b> Showing sensitivity, caring and sharing feelings to themselves and their families.</p>	<p>how to make fair decisions for themselves and their families</p> <p><u>Courage - Practice courage to defend yourself and your family</u></p> <p><b>Skills covered:</b> Show willingness to face challenges with confidence and perseverance .</p>	<p>sincere in every action and decision.</p> <p><u>Hardworking</u></p> <p><b>Skills covered:</b> Discuss how to show continuous effort.</p>	<p>willingness to do something and working together as a team both in school and in their family.</p> <p><u>Tolerance - Readiness to co-operate with individuals and family members</u></p> <p><b>Skills covered:</b> Discuss how to show willingness to compromise, have patience and self-control for the wellbeing of others and oneself.</p>
<b>Islamic Studies</b>	<p><u>Pillar Of Islam &amp; Iman</u> <b>Pillar Of Islam:</b> Salah: Prayer. performing ritual prayers in the proper way five times each day <b>Pillar of Iman :</b> Belief in the Angels.</p> <p><b>Skills covered:</b> Thinking, reading, writing, listening, speaking</p> <p><b>Assessment points:</b> Memorising of Pillar of Islam &amp; Pillar of Iman</p>	<p><u>Angel (Malaikat) in Islam</u> <b>Israfil:</b> To blow the Trumpet: once, for the destruction of the universe; and again, for the Resurrection of all accountable beings to face Judgment Day.</p> <p><b>Izrail:</b> Angel of Death, the most fearsome of them all, who does not delay nor expedite the hour of claiming the soul.</p> <p><b>Skills covered:</b> Thinking, reading,</p>	<p><u>Muhammad Becomes a Prophet</u> Biography of prophet Muhammad. Muhammad was born in the year 570 in the town of Mecca, a mountain town in the high desert plateau of western Arabia. He was the first and only son of Abdullah bin Abdul Muttalib and Amina bint Wahb.</p> <p><b>Skills covered:</b> Thinking, reading, writing, listening, speaking</p>	<p><u>I love Solah</u> Niah for Solah Subuh &amp; how to perform the solah</p> <p><b>Skills covered:</b> Thinking, reading, writing, listening, speaking</p> <p><b>Assessment points:</b> Memorising niah for solah subuh</p>	<p><u>Eid Mubarak</u> Takbir of Eid Mubarak This takbir starting from Maghrib until the next morning, when the Imam comes out for the 'Eid prayers,</p> <p><b>Skills covered:</b> Thinking, reading, writing, listening, speaking</p> <p><b>Assessment points:</b> Verbal assessment of Takbir</p>	<p><u>I obey my Parents</u> Responsibility towards parents in Islam.</p> <p><b>Skills covered:</b> Thinking, reading, writing, listening, speaking</p> <p><b>Assessment points:</b> Write at least 5 responsibility of students towards their parents.</p>



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		writing, listening, speaking  <b>Assessment points:</b> verbal evaluation of sated Angel/ Malaikat in Islam	<b>Assessment points:</b> Story telling of Prophet Muhammad biography			
<b>Bahasa Malaysia</b>	<u>All about my school</u> <u>Ideal students</u> <u>Ideal teachers</u>  <b>Skills covered:</b> Reading and writing short sentences Tatabahasa -kata nama -kata kerja  <b>Assessment points:</b> to write words related to school/classroom	<u>Social Relationships</u> <u>Family</u> <u>Friends</u> <u>Teachers</u>  <b>Skills covered:</b> Speaking about their families, reading and writing short texts tatabahasa -kata adjektif -kata hubungan  <b>Assessment points:</b> written test- to write about 'bapa saya', 'ibu saya' dan 'diri saya'	<u>Environment and us</u> <u>Pollution</u>  <b>Skills covered:</b> Peer sharing, reading and writing simple sentences about the topic Tatabahasa -kata seru -kata ganti nama diri  <b>Assessment points:</b> to write three to five sentences about given picture/ speak about the causes of pollution based on the picture shown	<u>Environment and us</u> <u>Recycle and reuse</u>  <b>Skills covered:</b> Reading short texts about pollution and answer open ended questions Tatabahasa -ayat tunggal  <b>Assessment points:</b> classification of items to recycle and writing simple sentences about them	<u>Healthy Lifestyle</u> <u>Tatabahasa</u> <u>-kosa kata</u>  <b>Skills covered:</b> classification of healthy/unhealthy food  <b>Assessment points:</b> Project work on healthy food (making food pyramid)	<u>Healthy Lifestyle</u> <u>Healthy diet benefits of physical activities</u>  <b>Skills covered:</b> peer sharing, group work and write about their favourite food  Tatabahasa -ayat tunggal <b>Assessment points:</b> Reading short texts and answering open ended questions about healthy diet.
<b>Sejarah</b>	<u>Family</u>  <b>Skills covered:</b> 1. to speak about our families and make a family tree 2. Peer talking 3. Note taking 4. Mind mapping  <b>Assessment points:</b> To	<u>Schools Now and Then</u>  <b>Skills covered:</b> 1. to identify the facilities we have in school 2. Peer talking 3. Note taking 4. Mind mapping  <b>Assessment points:</b>	<u>Food</u>  <b>Skills covered:</b> 1. to talk about the diversity of Malaysian food 2. Peer talking 3. Note taking 4. Mind mapping	<u>Festivals</u>  <b>Skills covered:</b> 1. to know more about local festivals 2. Peer talking 3. Note taking 4. Mind mapping	<u>Culture and Language</u>  <b>Skills covered:</b> 1. to analyse the differences in Malaysian culture 2. Peer talking 3. Note taking 4. Mind mapping	<u>Culture and Language</u>  <b>Skills covered:</b> 1. to analyse the differences in Malaysian culture 2. Peer talking 3. Note taking 4. Mind mapping  <b>Assessment points:</b>



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	<p>Speak about their leisure activities and family interest</p>	<p>Verbally explain the differences in the school then and now</p>	<p><b>Assessment points:</b> Open ended questions and quiz</p>	<p><b>Assessment points:</b> Open ended questions and quiz</p>	<p><b>Assessment points:</b> Open ended questions and quiz</p>	<p>Open ended questions and quiz</p>
<b>Advanced Mandarin</b>	<p><u>Classmate</u></p> <p><b>Skills covered:</b> To recognize vocabularies. To learn the antonyms. Learn to use correct punctuations in the sentences.</p> <p><b>Assessment points:</b> 1. Recognize the similar word using flash card 2. Match the word with pinyin 3. Rewrite sentences with correct punctuation.</p>	<p><u>My Room</u></p> <p><b>Skills covered:</b> To recognize vocabularies. To use correct measure words. To read and understand paragraph.</p> <p><b>Assessment points:</b> 1. Match with correct pictures and words.</p>	<p><u>My house</u></p> <p><b>Skills covered:</b> To learn and recognize vocabularies. Learn to use correct punctuations in the sentences.</p> <p><b>Assessment points:</b> 1. To ask and answer questions with partner.</p>	<p><u>Celebration</u></p> <p><b>Skills covered:</b> To read and understand a paragraph. To read the text aloud with fluent Mandarin.</p> <p><b>Assessment points:</b> 1. Word puzzle 2. Spelling</p>	<p><u>Animals</u></p> <p><b>Skills covered:</b> To recognize vocabularies. To learn the adjective.</p> <p><b>Assessment points:</b> 1. Create sentences using animals. 2. To write diaries about "which animal I saw?"</p>	<p><u>Public service</u></p> <p><b>Skills covered:</b> To recognize vocabularies. To read the text fluently.</p> <p><b>Assessment points:</b> 1. State the public service 2. Spelling</p>
<b>Intermediate Mandarin</b>	<p><u>Family</u> <u>Date</u></p> <p><b>Skills covered:</b> Speaking Listening Reading Writing Understanding</p> <p><b>Assessment points:</b> Matching the family</p>	<p><u>Animal</u> <u>Colour</u></p> <p><b>Skills covered:</b> Speaking Listening Reading Writing Presenting</p> <p><b>Assessment points:</b> Present the animals</p>	<p><u>Body parts</u> <u>School Subject</u></p> <p><b>Skills covered:</b> Speaking Listening Reading Writing Role Play</p> <p><b>Assessment points:</b> Role play the body part</p>	<p><u>Nationality</u> <u>Language</u> <u>School Facilities</u></p> <p><b>Skills covered:</b> Speaking Listening Reading Writing Role Play</p> <p><b>Assessment points:</b></p>	<p><u>Classroom language</u> <u>Time</u></p> <p><b>Skills covered:</b> Speaking Listening Reading Writing Drama</p> <p><b>Assessment points:</b> oral</p>	<p><u>Activity</u> <u>Food</u> <u>Transportation</u></p> <p><b>Skills covered:</b> Speaking Listening Reading Writing Drama</p> <p><b>Assessment points:</b></p>



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	member	sound (Listening Assessment points)	with peers (speaking Assessment points)	Introduce one's nationality, mother tongue in a simple sentence	Assessment points on classroom instructions	<p><b>PT1:</b> Matching and write the activity</p> <p><b>PT2:</b> Write the keywords according to the pictures given.</p> <p><b>MT:</b> Gaps filled with phrases</p>
<b>EAL</b>	<p><u>Say hello!</u> <u>Number, numbers, numbers!</u> <u>What's your name?</u></p> <p><b>Skills covered:</b> Phonics, know the letters in my own name, count and write the numbers.</p> <p><b>Assessment points:</b> Identify the spellings for numbers in English, rearrange the letters given.</p>	<p><u>Red, blue and yellow</u> <u>Answering questions</u> <u>Animals and aliens</u></p> <p><b>Skills covered:</b> Phonics, identify different colours, Follow the instructions given.</p> <p><b>Assessment points:</b> Identify different colour combinations, answer simple questions in English, complete a crossword puzzle.</p>	<p><u>Look, listen, smile, draw</u> <u>In my clothes cupboard</u></p> <p><b>Skills covered:</b> Phonics, identify different parts of the body.</p> <p><b>Assessment points:</b> Match different parts of the body and explain about their functions, show and tell-clothing items and accessories.</p>	<p><u>Funny monsters</u> <u>Our families</u></p> <p><b>Skills covered:</b> Phonics, read about a funny monster and complete the table given, describe our families.</p> <p><b>Assessment points:</b> Use adjectives to describe family members.</p>	<p><u>Whose is it?</u> <u>Who's got the red balloon?</u></p> <p><b>Skills covered:</b> Phonics, do a presentation about the things that I own, answer some questions based on the picture given.</p> <p><b>Assessment points:</b> Read and complete two short paragraphs about belongings, check whether the sentences tally to the picture given or not.</p>	<p><u>Who can do this?</u> <u>Big, small, happy or sad?</u></p> <p><b>Skills covered:</b> Phonics, discuss about our abilities, use suitable adjectives to describe the pictures.</p> <p><b>Assessment points:</b> Write about hobbies, use adjectives to describe favourite activities</p>



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<b>PE</b>	<p><u>Athletics</u></p> <p><b>Skills covered:</b> Mastery of: Throwing Jumping Running</p> <p><b>Assessment points:</b> Running effectively, swinging arms and lifting knees high</p> <p>Use different techniques and effort to meet challenges set for throwing</p> <p>Use different techniques, speeds and effort to meet challenges set for running and jumping</p> <p>To remember, repeat and link combinations of actions.</p>	<p><u>Multi-skills</u></p> <p><b>Skills covered:</b> Mastery of: Balance Coordination Agility – Changing direction Throw and Catch Jumping</p> <p><b>Assessment points:</b> Development in basic movements including running, jumping, throwing and catching,</p> <p>Continue developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Show controlled and fluent movements with agility at different speeds.</p>	<p><u>Games</u></p> <p><b>Skills covered:</b> Mastery of: Teamwork, Understanding the importance of rules for safety. Fielding, Throwing and Kicking with accuracy.</p> <p><b>Assessment points:</b> Continued development of transferable skills e.g. throwing, catching, running with increased accuracy and fluidity</p>	<p><u>Strength &amp; Fitness</u></p> <p><b>Skills covered:</b> Mastery of: Gross and fine motor development through rotational games.</p> <p><b>Assessment points:</b> Participation Agility and speed</p> <p>To use their bodies and equipment with greater control and coordination</p>	<p><u>Dance &amp; Gymnastics</u></p> <p><b>Skills covered:</b> Mastery of: Static Positions Balance Hula hoop Spring Landing Posture Spatial awareness</p> <p><b>Assessment points:</b> Demonstrate correct technique when performing skills</p> <p>Perform the static hold (Angry Cat, Front Support, Back support, L sit)</p> <p>Develop spatial awareness and use available space safely.</p>	<p><u>Aquatics</u></p> <p><b>Skills covered:</b> Mastery of: Floating front and back with aid; Submerging blowing bubbles, Use arms and legs to propel through water over 3m swim with aid and unaided Introduction to Freestyle and Backstroke</p> <p><b>Assessment points:</b> Swim unaided for 3m</p> <p>Collect object from platform / bottom of pool.</p>
<b>Music</b>	<p><u>Exploring duration</u></p> <p><b>Skills covered:</b> To be able to discriminate between longer and shorter sounds, and to use them to create interesting sequences of</p>	<p><u>Exploring pulse and rhythm</u></p> <p><b>Skills covered:</b> To be able to recognise the difference between beat and rhythm and to perform with a sense of</p>	<p><u>Exploring pitch</u></p> <p><b>Skills covered:</b> To be able to discriminate between higher and lower sounds and to create simple melodic patterns</p>	<p><u>Exploring instruments and symbols</u></p> <p><b>Skills covered:</b> To be able to recognise different ways sounds are made and changed to</p>	<p><u>Exploring timbre, tempo and dynamics</u></p> <p><b>Skills covered:</b> To be able to recognise how sounds and</p>	<p><u>Exploring Sounds</u></p> <p><b>Skills covered:</b> To be able to identify different sounds and to change and use sounds expressively in response to a</p>



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	<p>sounds</p> <p><b>Assessment points:</b> To be able to work together to make extended sequences combining long and short sounds</p>	<p>beat.</p> <p><b>Assessment points:</b> Be able to use beat and rhythm to make accompaniment</p>	<p><b>Assessment points:</b> Be able to create and choose sounds in response to a given stimulus.</p>	<p>name and know how to play, a variety of classroom instruments.</p> <p><b>Assessment points:</b> To be able to compose a class composition</p>	<p>instruments can be used expressively and combined to create music in response to a stimulus</p> <p><b>Assessment points:</b> To be able to make own weather soundscape</p>	<p>stimulus.</p> <p><b>Assessment points:</b> To be able to use sounds to describe event, feelings and moods.</p>
<b>Drama</b>	<p><u>Voice and Movement: Production Preparation</u></p> <p><b>Skills covered:</b> Movement and dance (big/small/use of facial expressions) Voice (varying loud/soft) Articulation Rhythm Spatial awareness Working with props Being a character.</p> <p><b>Assessment points:</b> Responding creatively to story and characters in class.</p> <p>Participating in learning routine.</p>	<p><u>Voice and Movement: Production Rehearsals</u></p> <p><b>Skills covered:</b> Performance professionalism. Spatial awareness Working with props Memorising lines. Being a character. Projection</p> <p><b>Assessment points:</b> Collaborating in rehearsals.</p> <p>Performance.</p>	<p><u>Stone Age</u></p> <p><b>Skills:</b> Improvisation Role-play Characterisation Thought tracking Levels: status Prop and costume design</p> <p><b>Assessments:</b> Prop and costume design. Whole-class role-play.</p>	<p><u>Poetry inc. Snail and the Whale</u></p> <p><b>Skills:</b> Movement (big/small/use of facial expressions, gestures and posture). Voice (varying loud/soft, pace and pitch). Freeze frames Synchronised movement. Choral speaking Rhythm and rhyme. Responding as an audience member.</p> <p><b>Assessments:</b> Performance carousel: perform a stanza each in groups. Perform a poem</p>	<p><u>Billy's Bucket</u></p> <p><b>Skills:</b> Improvisation Freeze frame Ritual Physical theatre Mime Hot-seating Forum theatre Problem solving</p> <p><b>Assessments:</b> Creating a large pictorial map of the underwater world. Create and show a possible solution to the whale problem using freeze frames.</p>	<p><u>Fairy Tales</u></p> <p><b>Skills:</b> Improvisation. Characterisation. Introducing and concluding performances. Building drama and tension. Soundscapes. Thought tracking.</p> <p><b>Assessments:</b> Thought tracking. Whole-class performance.</p>



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				creatively as a class.		
<b>Art</b>	<p><u>Colours and texture</u></p> <p><b>Skills covered:</b> Compare textures through rubbings. Develop practical Skills covered by mixing secondary colours and applying paint in different ways. Develop practical skills of cutting, tearing, layering and arranging.</p> <p><b>Assessment points:</b> Ongoing observation. Week 9: End of unit mastery model.</p>	<p><u>Famous Artists</u></p> <p><b>Skills covered:</b> To become more aware of cultural and historical references. Creating artwork in different styles.</p> <p><b>Assessment points:</b> Ongoing observation. Week 9: End of term mastery model.</p>	<p><u>Landscapes</u></p> <p><b>Skills covered:</b> Learn to plan and make paintings that represent observations and ideas. Evaluate own work and suggest ways of improving it.</p> <p><b>Assessment points:</b> Ongoing observation. Week 6: End of unit mastery model.</p>	<p><u>Sea arts</u></p> <p><b>Skills covered:</b> Collage. Create shells out of clay/play dough. Plan a final product.</p> <p><b>Assessment points:</b> Ongoing observation. Week 6: End of unit mastery model.</p>	<p><u>Environment Art</u></p> <p><b>Skills covered:</b> Create pieces of art made out of recycling.</p> <p>Create a final product display of bottle caps of an environmental issue.</p> <p><b>Assessment points:</b> Ongoing observation Week 5: End of unit mastery model.</p>	<p><u>Family portraits</u></p> <p><b>Skills covered:</b> Develop practical skills by learning to use a digital camera. Experiment and explore different lighting and camera angles. Use a range of vocabulary to describe the qualities of own and others work.</p> <p><b>Assessment points:</b> Ongoing observation. Week 5: End of term mastery model.</p>