



Straits International School. Year 2 Long Term Plan

Subject	Autumn		Spring		Summer	
	1 st half term	2 nd half term	1 st half term	2 nd half term	1 st half term	2 nd half term
English	<p><u>Book study: Man on the Moon Recounts</u> Skills covered: Re-read to check for sense; role play; Assessment points: Write a book review about The Man on the Moon – Week 4</p> <p><u>All about Sounds (poems)</u> Skills covered: Exploring patterns; identifying sounds; structure of poems Assessment points: Write a poem using a rhyming pattern – Week 2</p>	<p><u>Underwater Life non-fiction)</u> Skills covered: Gather information through reading; descriptive vocabulary; present tense; headings Assessment points: Write an information report on coral reefs- Week 4</p> <p style="text-align: center;">(possible time for revision)</p>	<p><u>Long Long Ago (fiction)</u> Skills covered: Read different tales; make predictions, sentence structure Assessment points: Write an alternate ending to a story- Week 3</p>	<p><u>Badges (non-fiction)</u> Skills covered: Explore different explanation texts; identify features; order information Assessment points: Write instructions for an experiment- Week 2 Write an information text- Week 4</p> <p><u>Friends and Family (fiction)</u> Skills covered: Read similar themed stories; role play; mind mapping ideas Assessment points: Write a fun family story- Week 4</p>	<p><u>On a Journey (poems)</u> Skills covered: Read different poems; identify patterns; recognise sounds; structure of poem Assessment points: Write a shape poem- Week 1 Write a poem with a repeated pattern- Week 2</p> <p><u>Stories by Well-known Authors (fiction)</u> Skills covered: Read stories: explore animal characters; role play; sentence structure Assessment points: Write an</p>	<p><u>Computers and Robots (non-fiction)</u> Skills covered: Present tense; reading different texts; organising information; sentence structure Assessment points: Design a robot- Week 2 Write a (robot) explanation text- Week 3</p> <p><u>Creatures Everywhere (poems)</u> Skills covered: Setting; animal characters; verse structure Assessment points:</p>



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					animal story- Week 4	Write about a setting- Week 2 Write a verse for a poem- Week 3
Mathematics	<p><u>Unit 1: Numbers to 100</u> Skills covered: Numbers to 100. Counting to 100 objects. Comparing and ordering numbers.</p> <p>Assessment points: Wk 3 – unit test</p> <p><u>Unit 2: Working with numbers to 100</u> Skills covered: Addition and subtraction (1). Multiplication and division (1)</p> <p>Assessment points: Wk 6 – unit test</p>	<p><u>Unit 3: Geometry (1)</u> Skills covered: 3D shapes. 2D shapes and symmetry. Fractions of shapes</p> <p>Assessment points: Wk 11 – unit test</p> <p><u>Unit 4: Measures (1)</u> Skills covered: Length. Drawing and measuring length.</p> <p><u>Unit 5: Time (1)</u> Skills covered: Units of time and the calendar</p> <p>Revision for Term 1 Unit 1-5.</p>	<p><u>Unit 6: Money</u> Skills covered: Local currency. US dollars and cents. Banknotes and coins.</p> <p>Assessment points: Wk 2 – unit test</p> <p><u>Unit 7: Numbers to 100 (2)</u> Skills covered: Numbers in words, rounding and regrouping. Fractions of numbers</p> <p>Assessment points: Wk 5 – unit test</p>	<p><u>Unit 8: Time (2)</u> Skills covered: Telling the time</p> <p>Assessment points: Wk 7 – unit test</p> <p><u>Unit 9: Measures (2)</u> Skills covered: Mass and temperature. Capacity</p> <p>Assessment points: Wk 9 – unit test</p> <p><u>Unit 10: Statistics (1)</u> Skills covered: Carroll diagrams and tally charts</p> <p>Assessment points: Wk 11 – unit test</p> <p>Revision for Term 1 and 2.</p>	<p><u>Unit 11: Number (3)</u> Skills covered: Adding and subtracting two 2-digit numbers. Connecting addition and subtraction. Multiplication and division (2)</p> <p>Assessment points: Wk 3 – unit test</p> <p><u>Unit 12: Geometry (2)</u> Skills covered: Angles and turns. Circles. Symmetry, position and movement.</p> <p>Assessment points: Wk 7 – unit test</p>	<p><u>Unit 13: Statistic (2)</u> Skills covered: Venn diagrams, lists and tables. Pictograms and block graph.</p> <p>Assessment points: Wk 10 – unit test</p> <p><u>Unit 14: Statistic (3)</u> Skills covered: Pattern and probability.</p> <p>Assessment points: Wk 12 – unit test</p>



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Science	<p><u>Humans and animals grow</u></p> <p>Skills covered: Compare how animals, including humans, are similar and different in their external body parts and skin covering. Describe how the offspring of animals, including humans, change as they become older. Know that humans need to manage diet, maintain hygiene and move regularly to be healthy. Identify the different types of human teeth, explain how they are suited to their functions and describe how to care for teeth.</p> <p>Experiments: Use plastic bottles to measure yourself, a younger child and an adult Observe your fingerprints using a balloon and a marker pen</p>	<p><u>Forces and movement</u></p> <p>Skills covered: Know that forces can change the movement, shape and direction of an object. Identify simple patterns in results, for example, increasing and decreasing patterns. Collect and record observations and/ or measurements by annotating images and completing simple tables.</p> <p>Experiments: Make a paper rocket launcher Drop a ball made of soft clay and observe how its shape changes (use different heights) Investigate how a ball changes direction when you push it</p> <p>Assessment points: Week 3: How people use forces to look after a school or a house? Week 4: Make a diagram to show your prediction (changing</p>	<p><u>Light and dark</u></p> <p>Skills covered: Identify different light sources including the sun. Know that 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>Experiments: Using a torch and different objects/materials examine which makes the best (most clear shadow).</p> <p>Assessment points: Week 2: Record objects around the school that reflect light or are a light source. Week 5: Investigate which materials make the best shadows.</p>	<p><u>Getting materials right</u></p> <p>Skills covered: Know how the shapes of some materials can be changed by 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>Experiments: Melting chocolate outside. Freezing water. Dissolving sugar/salt in hot and cold water.</p> <p>Assessment points: Week 2: Make</p>	<p><u>Environments and habitats</u></p> <p>Skills covered: Identify similarities and differences 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><u>Electricity</u></p> <p>Skills covered: Recognise the components of simple circuits involving cells (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>Experiments: Make a simple circuit using a bulb and a battery. Make a complex circuit using a bulb and a buzzer. Look at how the circuit might not be complete.</p> <p>Assessment points: Week 2: Predict what will happen when</p>
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	<p>Egg in coke- a model of tooth rotting</p> <p>Assessment points: Week 2: Write your own questions about animals. Use a book, a video or the internet to find the answers. Week 4: Record observations from the experiment. Week 6: End of unit Assessment with mastery models.</p>	<p>direction experiment). Week 6: End of unit Assessment with mastery model.</p>	<p>Week 6: End of unit Assessment and mastery model.</p>	<p>predictions and record observations of melting experiment.</p> <p>Week 4: End of unit Assessment and mastery model.</p>	<p>Experiments: If possible, observation of weather.</p> <p>Assessment points: Week 4: Record observations on the weather.</p> <p>Week 6: End of unit Assessment and mastery model.</p>	<p>adding another battery to circuit. Week 4: End of unit Assessment and mastery model.</p>
Humanities	<p><u>History: Florence Nightingale</u></p> <p>Skills covered: 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>Assessment points: Week 2- Identify Florence's events in her life through a storyboard.</p>	<p><u>Geography: How are homes different around the world?</u></p> <p>Skills covered: Retrieve information from simple sources. Explain how homes are different and why. Compare past homes to modern ones.</p> <p>Assessment points: Week 2: diagrams and labels of homes in the past. Week 5: explanation text about homes from</p>	<p><u>History: Who first lived in Britain? (Stone Age 3000BC) (Stonehenge built 2000BC) Dinosaurs/ extinction and cave men, weapons/food</u></p> <p>Skills covered: Technical language usage and decoding words. Writing in academic language. Cross curricular literacy objective. Write a Time machine narrative in</p>	<p><u>Geography: Why should rainforests be important to us?</u></p> <p>Skills covered: 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</p>	<p><u>Geography: Exciting Environments around the World</u></p> <p>Skills covered: 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.</p>	<p><u>History: What's your favourite invention?</u></p> <p>Skills covered: 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</p>



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	<p>Week 6- Identify how she impacted hospitals by writing a letter.</p>	<p>around the world. Mastery model</p>	<p>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>Assessment points: Week 3: Time machine story. Week 4: Assessment points and mastery model.</p>	<p>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>Assessment points: Week 2: Identify the key features of a rainforest. Week 4: Habitats. Explain what would happen if we had no rainforests. Week 6: Assessment points and mastery model.</p>	<p>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>Assessment points: Week 3: Assessment points and mastery model. Week 4: Presentation linked to Inventions</p>	<p>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>Assessment points: Week 2: Identify different inventions and when they were invented/by who. Week 4: How have inventions from the past impacted our life in the future? Week 6: Assessment and mastery model.</p>
<p>Computer Science</p>	<p><u>E-Safety. Google classroom and types and components of computer systems</u></p> <p>Skills covered: Locate Google classroom independently, Log in and search Google classroom independently, make decisions about the</p>	<p><u>Word processing</u></p> <p>Skills covered: 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><u>Coding</u></p> <p>Skills covered: Independent problem solving, use strategies collaboratively.</p> <p>Assessment points: Observations and students demonstrate</p>	<p><u>Exploring how computer games work</u></p> <p>Skills covered: Compare a range of computer games and see the differences and similarities between games i.e. genres.</p>	<p><u>Research</u></p> <p>Skills covered: How to use keywords to help refine a search. Using a range of tabs with search such as images, maps and web. Understanding the</p>	<p><u>PowerPoint</u></p> <p>Skills covered: Copy and pasting images, copying and pasting text, altering text, adding bullet points, creating new slides, saving PowerPoints.</p>



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	<p>revision games they can play.</p> <p>Assessment points: Observations and mini quiz to locate and use Google classroom independently. Complete mastery models.</p>	<p>Assessment points: Observations and write a piece of writing independently. Complete mastery models.</p>	<p>coding abilities independently. Complete mastery models.</p>	<p>Assessment points: Complete a quiz on the different types of computer games there are available online. Mastery model.</p>	<p>basics of how the internet works.</p> <p>Assessment points: Observations and students independently present their opinions. Complete mastery model.</p>	<p>Assessment points: Independently create a PowerPoint about an inventor (linked to Humanities) with multiple slides. Complete Mastery model.</p>
PSHE/Moral	<p><u>Kind Hearted - Helping yourself and your family</u></p> <p>Skills covered: To explore and understand our feelings and the feelings of others and to provide assistance and moral support</p> <p><u>Responsible - Self-responsibility</u></p> <p>Skills covered: Show willingness to assume the duties and obligations of being a good friend and family member.</p>	<p><u>Being Thankful - Adopt gratefulness</u></p> <p>Skills covered: Being thankful and appreciative with what 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>Skills covered: Discuss how to be well mannered and well behaved in daily interactions at school and with their family.</p>	<p><u>Respect - Self-Respect</u></p> <p>Skills covered: Appreciate, honor and respect the rules within their family and in a social context.</p> <p><u>Affection - Love yourself and your family</u></p> <p>Skills covered: Showing sensitivity, caring and sharing feelings to themselves and their families.</p>	<p><u>Justice – Showing a fair attitude</u></p> <p>Skills covered: To understand how to display fair actions and 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>Skills covered: Show willingness to face challenges with confidence and perseverance .</p>	<p><u>Honesty - Practicing honesty</u></p> <p>Skills covered: How to be truthful, trustworthy and sincere in every action and decision.</p> <p><u>Hardworking</u></p> <p>Skills covered: Discuss how to show continuous effort.</p>	<p><u>Cooperative - Willingness to be co-operative.</u></p> <p>Skills covered: Discuss how to show willingness to do something and work 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>Skills covered: Discuss how to show willingness to compromise, have patience and</p>



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						self-control for the wellbeing of others and oneself.
Islamic Studies	<p><u>Pillar Of Islam & Iman</u> Pillar Of Islam: Salah: Prayer. performing ritual prayers in the proper way five times each day Pillar of Iman : Belief in the Angels.</p> <p>Skills covered: Thinking, reading, writing, listening, speaking</p> <p>Assessment points: Memorising of Pillar of Islam & Pillar of Iman</p>	<p><u>Angel (Malaikat) in Islam</u> Israfil: 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>Izrail: Angel of Death, the most fearsome of them all, who does not delay nor expedite the hour of claiming the soul.</p> <p>Skills covered: Thinking, reading, writing, listening, speaking</p> <p>Assessment points: verbal evaluation of sated Angel/ Malaikat in Islam</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>Skills covered: Thinking, reading, writing, listening, speaking</p> <p>Assessment points: Story telling of Prophet Muhammad biography</p>	<p><u>I love Solah</u> Niah for Solah Subuh & how to perform the solah</p> <p>Skills covered: Thinking, reading, writing, listening, speaking</p> <p>Assessment points: 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>Skills covered: Thinking, reading, writing, listening, speaking</p> <p>Assessment points: Verbal assessment of Takbir</p>	<p><u>I obey my Parents</u> Responsibility towards parents in Islam.</p> <p>Skills covered: Thinking, reading, writing, listening, speaking</p> <p>Assessment points: Write at least 5 responsibilities of students towards their parents.</p>
Bahasa Malaysia	<p><u>All about my school</u> <u>Ideal students</u> <u>Ideal teachers</u></p> <p>Skills covered: Reading and writing short sentences Tatabahasa -kata nama</p>	<p><u>Social Relationships</u> <u>Family</u> <u>Friends</u> <u>Teachers</u></p> <p>Skills covered: Speaking about their families, reading and</p>	<p><u>Environment and us</u> <u>Pollution</u></p> <p>Skills covered: Peer sharing, reading and writing simple sentences about the topic</p>	<p><u>Environment and us</u> <u>Recycle and reuse</u></p> <p>Skills covered: Reading short texts about pollution and answer open ended questions</p>	<p><u>Healthy Lifestyle</u> <u>Tatabahasa</u> <u>-kosa kata</u></p> <p>Skills covered: classification of healthy/unhealthy food</p>	<p><u>Healthy Lifestyle</u> <u>Healthy diet benefits</u> <u>of physical activities</u></p> <p>Skills covered: peer sharing, group work and write about their favourite food</p>



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	<p>-kata kerja</p> <p>Assessment points: to write words related to school/classroom</p>	<p>writing short texts tatabahasa</p> <p>-kata adjektif</p> <p>-kata hubung</p> <p>Assessment points: written test- to write about 'bapa saya', 'ibu saya' dan 'diri saya'</p>	<p>Tatabahasa</p> <p>-kata seru</p> <p>-kata ganti nama diri</p> <p>Assessment points: to write three to five sentences about given picture/ speak about the causes of pollution based on the picture shown</p>	<p>Tatabahasa</p> <p>-ayat tunggal</p> <p>Assessment points: classification of items to recycle and writing simple sentences about them</p>	<p>Assessment points: Project work on healthy food (making food pyramid)</p>	<p>Tatabahasa</p> <p>-ayat tunggal</p> <p>Assessment points: Reading short texts and answering open ended questions about healthy diet.</p>
Sejarah	<p><u>Family</u></p> <p>Skills covered:</p> <ol style="list-style-type: none"> to speak about our families and make a family tree Peer talking Note taking Mind mapping <p>Assessment points: To speak about their leisure activities and family interest</p>	<p><u>Schools Now and Then</u></p> <p>Skills covered:</p> <ol style="list-style-type: none"> to identify the facilities we have in school Peer talking Note taking Mind mapping <p>Assessment points: Verbally explain the differences in the school then and now</p>	<p><u>Food</u></p> <p>Skills covered:</p> <ol style="list-style-type: none"> to talk about the diversity of Malaysian food Peer talking Note taking Mind mapping <p>Assessment points: Open ended questions and quiz</p>	<p><u>Festivals</u></p> <p>Skills covered:</p> <ol style="list-style-type: none"> to know more about local festivals Peer talking Note taking Mind mapping <p>Assessment points: Open ended questions and quiz</p>	<p><u>Culture and Language</u></p> <p>Skills covered:</p> <ol style="list-style-type: none"> to analyse the differences in Malaysian culture Peer talking Note taking Mind mapping <p>Assessment points: Open ended questions and quiz</p>	<p><u>Culture and Language</u></p> <p>Skills covered:</p> <ol style="list-style-type: none"> to analyse the differences in Malaysian culture Peer talking Note taking Mind mapping <p>Assessment points: Open ended questions and quiz</p>
Advanced Mandarin	<p><u>Classmate</u></p> <p>Skills covered:</p> <p>To recognize vocabularies. To learn the antonyms. Learn to use</p>	<p><u>My Room</u></p> <p>Skills covered:</p> <p>To recognize vocabularies. To use correct measure words.</p>	<p><u>My house</u></p> <p>Skills covered:</p> <p>To learn and recognize vocabularies. Learn to use correct</p>	<p><u>Celebration</u></p> <p>Skills covered:</p> <p>To read and understand a paragraph. To read the</p>	<p><u>Animals</u></p> <p>Skills covered:</p> <p>To recognize vocabularies. To learn the adjective.</p>	<p><u>Public service</u></p> <p>Skills covered:</p> <p>To recognize vocabularies. To read the text fluently.</p>



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	<p>correct punctuations in the sentences.</p> <p>Assessment points:</p> <ol style="list-style-type: none"> 1. Recognize the similar word using flash card 2. Match the word with pinyin 3. Rewrite sentences with correct punctuation. 	<p>To read and understand paragraph.</p> <p>Assessment points:</p> <ol style="list-style-type: none"> 1. Match with correct pictures and words. 	<p>punctuations in the sentences.</p> <p>Assessment points:</p> <ol style="list-style-type: none"> 1. To ask and answer questions with partner. 	<p>text aloud with fluent Mandarin.</p> <p>Assessment points:</p> <ol style="list-style-type: none"> 1. Word puzzle 2. Spelling 	<p>Assessment points:</p> <ol style="list-style-type: none"> 1. Create sentences using animals. 2. To write diaries about "which animal I saw?" 	<p>Assessment points:</p> <ol style="list-style-type: none"> 1. State the public service 2. Spelling
Intermediate Mandarin	<p><u>Family</u> <u>Numbers</u></p> <p>Skills covered:</p> <p>Speaking Listening Reading Writing Understanding</p> <p>Assessment points:</p> <p>Matching the family member</p>	<p><u>Months</u> <u>Date</u></p> <p>Skills covered:</p> <p>Speaking Listening Reading Writing Presenting</p> <p>Assessment points:</p> <p>Write down 12 months accordingly</p>	<p><u>Animal</u></p> <p>Skills covered:</p> <p>Speaking Listening Reading Writing Role Play</p> <p>Assessment points:</p> <p>Present the animals sound (Listening Assessment points)</p>	<p><u>Colour</u></p> <p>Skills covered:</p> <p>Speaking Listening Reading Writing Role Play</p> <p>Assessment points:</p> <p>List out the correct colours with objects</p>	<p><u>Body parts</u> <u>School subject</u></p> <p>Skills covered:</p> <p>Speaking Listening Reading Writing Drama</p> <p>Assessment points:</p> <p>Role play the body part with peers (speaking Assessment points)</p>	<p><u>Nationality</u></p> <p>Skills covered:</p> <p>Speaking Listening Reading Writing Drama</p> <p>Assessment points:</p> <p>Introduce one's nationality, mother tongue in a simple sentence</p>
EAL	<p><u>Say hello!</u> <u>Number, numbers, numbers!</u> <u>What's your name?</u></p> <p>Skills covered: Phonics,</p>	<p><u>Red, blue and yellow</u> <u>Answering questions</u> <u>Animals and aliens</u></p> <p>Skills covered: Phonics, identify</p>	<p><u>Look, listen, smile, draw</u> <u>In my clothes cupboard</u></p> <p>Skills covered: Phonics, identify different parts of the</p>	<p><u>Funny monsters</u> <u>Our families</u></p> <p>Skills covered: Phonics, read about a funny monster and</p>	<p><u>Whose is it?</u> <u>Who's got the red balloon?</u></p> <p>Skills covered: Phonics, do a</p>	<p><u>Who can do this?</u> <u>Big, small, happy or sad?</u></p> <p>Skills covered: Phonics, discuss our</p>



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	<p>know the letters in my own name, count and write the numbers.</p> <p>Assessment points: Identify the spellings for numbers in English, rearrange the letters given.</p>	<p>different colours, Follow the instructions given.</p> <p>Assessment points: Identify different colour combinations, answer simple questions in English, complete a crossword puzzle.</p>	<p>body.</p> <p>Assessment points: Match different parts of the body and explain about their functions, show and tell-clothing items and accessories.</p>	<p>complete the table given, describe our families.</p> <p>Assessment points: Use adjectives to describe family members.</p>	<p>presentation about the things that I own, answer some questions based on the picture given.</p> <p>Assessment points: Read and complete two short paragraphs about belongings, check whether the sentences tally to the picture given or not.</p>	<p>abilities, use suitable adjectives to describe the pictures.</p> <p>Assessment points: Write about hobbies, use adjectives to describe favourite activities</p>
PE	<p><u>Athletics</u></p> <p>Skills covered: Mastery of: Throwing Jumping Running</p> <p>Assessment points: Running effectively, swinging arms and lifting knees high</p> <p>Use different techniques and effort to meet challenges set for throwing</p>	<p><u>Multi-skills</u></p> <p>Skills covered: Mastery of: Balance Coordination Agility – Changing direction Throw and Catch Jumping</p> <p>Assessment points: Development in basic movements including running, jumping, throwing and catching,</p> <p>Continue developing balance, agility and co-ordination, and</p>	<p><u>Games</u></p> <p>Skills covered: Mastery of: Teamwork, Understanding the importance of rules for safety. Fielding, Throwing and Kicking with accuracy.</p> <p>Assessment points: Continued development of transferable skills e.g. throwing, catching, running with increased accuracy and fluidity</p>	<p><u>Strength & Fitness</u></p> <p>Skills covered: Mastery of: Gross and fine motor development through rotational games.</p> <p>Assessment points: Participation Agility and speed</p> <p>To use their bodies and equipment with greater control and coordination</p>	<p><u>Dance & Gymnastics</u></p> <p>Skills covered: Mastery of: Static Positions Balance Hula hoop Spring Landing Posture Spatial awareness</p> <p>Assessment points: Demonstrate correct technique when performing skills</p>	<p><u>Aquatics</u></p> <p>Skills covered: 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>Assessment points:</p>



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	<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>begin to apply these in a range of activities.</p> <p>Show controlled and fluent movements with agility at different speeds.</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>Swim unaided for 3m</p> <p>Collect object from platform / bottom of pool.</p>
Music	<p><u>Production Preparation</u></p> <p>Skills covered: Be able to use voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of recorded music</p> <p>Assessment points: Sing with a sense of shape of the melody.</p>	<p><u>Production Rehearsals</u></p> <p>Skills covered: Be able to use voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of recorded music</p> <p>Assessment points: Collaborating in rehearsals and production.</p>	<p><u>Where in the World (Boomwhacker)</u></p> <p>Skills covered: Controlling sounds through singing and playing – voice and instruments Exploring instruments and symbols</p> <p>Assessment points: Be able to create and choose sounds in response to a given stimulus.</p>	<p><u>What's the score?</u></p> <p>Skills covered: To be able to recognise different ways sounds are made and changed to name and know how to play, a variety of classroom instruments.</p> <p>Assessment points: To be able to compose a class composition</p>	<p><u>Orff Orchestration</u></p> <p>Skills covered: To be able to recognise how sounds and instruments can be used expressively and combined to create music in response to a stimulus</p> <p>Assessment points: To be able to make own weather soundscape</p>	<p><u>Ensemble Performance</u></p> <p>Skills covered: play tuned and untuned instruments musically experiment with, create, select and combine sounds</p> <p>Assessment points: Perform a song with class demonstrating all the skills listed above.</p>
Drama	<p><u>Comedy and Horror Characters: Scooby Doo.</u></p>	<p><u>Sidekicks and Support Characters: Peter Pan, Pinocchio, Snow White</u></p>	<p><u>Past, Present and Future Settings (Stone Age, Cities/Rural.</u></p>	<p><u>Poetry/ShortScripts (Puss in Boots, Pied Piper)</u></p>	<p><u>Billy's Bucket</u></p> <p>Skills Covered:</p>	<p><u>Fairy Tales:</u> <i>Three Little Pigs, Little Red Riding Hood</i></p>



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	<p><u>Bambi, Disney and Halloween-inspired</u></p> <p>Skills Covered: Associating physical and linguistic character traits with emotional response</p> <p>Assessment Points: Understanding of plots and purpose of characters</p> <p>Widened exposure to traditional children's characters</p>	<p><u>and the Seven Dwarfs</u></p> <p>Skills Covered: Deepens understanding of complementary and incidental relationships</p> <p>Responding to more complex storylines</p> <p>Assessment Points: Understanding how parts of a story make up the whole</p> <p>Learning to appreciate varied characters and roles in storytelling</p>	<p><u>Space)</u></p> <p>Skills Covered: Improvisation Role-play Characterisation Thought tracking Levels: status</p> <p>Prop and costumes</p> <p>Assessment Points: Prop and costume design</p> <p>Whole-class role-play</p>	<p>Skills Covered: Movement (big/small/use of facial expressions, gestures and posture)</p> <p>Voice (projection, control, pace and pitch)</p> <p>Freeze frames Synchronised movement Rhythm and rhyme Responding as an audience member</p> <p>Assessment Points: Performance carousel: perform a stanza each in groups</p> <p>Perform a poem/short script creatively as a class</p>	<p>Improvisation Freeze frame Ritual Physical theatre Mime Hot-seating Forum theatre Problem solving</p> <p>Assessment Points: Using words, movement and facial expressions to re-enact scenes Changing parts of a story (beginning, middle, end)</p>	<p><i>and Billy's Goats Gruff</i></p> <p>Skills Covered: Improvisation Characterisation</p> <p>Introducing and concluding performances</p> <p>Building drama and tension Soundscapes Thought tracking</p> <p>Assessment Points: Thought tracking</p> <p>Whole-class performance</p>
Art	<p><u>Colours and texture</u></p> <p>Skills covered: Compare textures through rubbings. Develop practical Skills</p>	<p><u>Famous Artists</u></p> <p>Skills covered: To become more aware of cultural and historical references.</p>	<p><u>Landscapes</u></p> <p>Skills covered: Learn to plan and make paintings that represent observations and ideas.</p>	<p><u>Sea arts</u></p> <p>Skills covered: Collage. Create shells out of clay/play dough. Plan a final product.</p>	<p><u>Environment Art</u></p> <p>Skills covered: Create pieces of art made out of recycling.</p>	<p><u>Family portraits</u></p> <p>Skills covered: Develop practical skills by learning to use a digital camera.</p>



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	<p>covered by mixing secondary colours and applying paint in different ways. Develop practical skills of cutting, tearing, layering and arranging.</p> <p>Assessment points: Ongoing observation.</p> <p>Week 9: End of unit mastery model.</p>	<p>Creating artwork in different styles.</p> <p>Assessment points: Ongoing observation. Week 9: End of term mastery model.</p>	<p>Evaluate own work and suggest ways of improving it.</p> <p>Assessment points: Ongoing observation. Week 6: End of unit mastery model.</p>	<p>Assessment points: Ongoing observation. Week 6: End of unit mastery model.</p>	<p>Create a final product display of bottle caps of an environmental issue.</p> <p>Assessment points: Ongoing observation Week 5: End of unit mastery model.</p>	<p>Experiment and explore different lighting and camera angles. Use a range of vocabulary to describe the qualities of own and others work.</p> <p>Assessment points: Ongoing observation. Week 5: End of term mastery model.</p>
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