Year 2

Curriculum Overview

	Autumn					Spring			Summer		
Theme	**Changes** **Safari Shop**	**RE** **Parables**	**Theme** **'We're Going on a Safari'!** **(Kenya)**	**What a Performance**	**RE** **Advent**	**DT/Enterprise** **Smashable Money Boxes**	**Theme** **'Cruel Gruel** **& Seriously Strict** **School'** **(Victorians)**	**RE** **Lent**	**RE** **Baptism**	**Theme** **Dazzling Documentaries** **(Famous People)**	**All Change** **(Plants-Science)**
Time allocation	**2 weeks**	**1 week**	**9 weeks**	**2 weeks**	**1 week**	**2 weeks**	**8 weeks**	**1 week**	**2 weeks**	**9 weeks**	**2 weeks**
Class Visit			Knowsley Safari Park				The Old Classroom - Barnsley		Church		Shirebrook
'Hook / Wow'	Classroom set up as a 'Safari shop'	Video: 'Who was Jesus'	Fruit tasting (Virtual) safari. Research & decide what they will need to take.	Drama games	Drama – re-enact The Christmas Story	Smash a money box	Teacher = Time Traveller and takes the children back in time in their time machine. Children = Traveller Detectives	Lent video	Visit to Church	Children given a coloured sticker. Inequality Activity	Tree detectives in local woods
End of theme celebration			Take parents on a "safari" where children present briefly on a part of their learning . They are "experts" about their animal, plant etc.				Present information about aspects of Victorian life to share Empire day – tea party celebration prepare appropriate food, invite parents.			Film premiere/presentation afternoon inviting parents to attend.	
Book Study	**The Owl who was Afraid of the Dark** Handa's Surprise		**Flat Stanley (for postcard/letter element)** Lila and the secret of Rain			**The Dragon Sitter**	Oliver Twist Major Glad, Major Dizzy Daisy Saves the Day		**George's Marvellous Medicine** 100 mile an Hour Dog		**Hodgeheg** Biographies and autobiographies of famous people

Year 2 Autumn - English & Maths

Theme	Changes Safari Shop 2 Weeks	RE Parables 1 Week	Theme 'We're Going on a Safari'! (Kenya) 9 Weeks	What a Performance 2 Weeks	RE Advent 1 Week
English Theme	Persuasive letter – convince Mrs Loader we need to go on Safari	Retelling the story of the Prodigal son	Write a postcard from Kenya Safari adventure story Safari Diary Letter from Kenya Recount of trip	Invitation/Persuasive poster	Christmas Poems and writing poems
Speaking & Listening	Ask question to get more information and clarify meaning. Talk in complete sentences. Decide when I need to use specific vocabulary. Take turns when talking in pairs or a small group. Am aware that formal and informal situations require different language (beginning). Retell a story using narrative language and linking words and phrases. Hold the attention of people I am speaking to by adapting the way I talk. Understand how to speak for different purposes and audiences (beginning). Perform a simple poem from memory.				
Reading	**Applying Phonics** Understand the importance of decoding words automatically. Understand that some words cannot be decoded with phonic strategies. Use the graphemes taught to blend sounds. Know that phonemes may be represented by different graphemes. Know that familiar words do not need to be sounded out and blended. **Reading for Pleasure – poetry** Know the difference between poetry and narrative Know that there are different kinds of poetry. Listen to different kinds of poetry. Talk about books or poems read. Know that stories and poems can have patterned or recurring literary language		**Reading for Pleasure** Know that there are different kinds of stories. Listen to or read a range of different kinds of stories. Listen to or read a range of different kinds of stories. Take choices about the books I read. Know that non-fiction books are organised differently from fiction texts. Read these familiar words automatically and accurately without sounding or blending. Know that books or texts have a purpos **Reading accurately with Fluency and Understanding** Know that the purpose of reading is to make meaning. Know that there is a range of decoding strategies. Check that text I read makes sense. Re-read when I have lost the meaning.		
Writing	Develop stamina for writing by writing for different purposes. *(Real and fictional/own and other's experiences- including simple narratives, poems and recounts)* *Punctuation* - I use full stops and capital letters- most are correct. *(This will be consistent across a range of dictated and independent writing)* Mostly use exclamation and question marks accurately to demarcate sentences. Persuasive Letter Narrative – retell Diary Recount Non Chronological Report – Information text Postcard Narrative - retell				

Grammar	My word choices are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing. Follow Active English Programme – Year 2
Spelling	Segment spoken words into phonemes and record these as graphemes. *(Single syllable words and multisyllabic words segmented into spoken words and phonemes represented by a phonetically plausible spelling. E.g. yesterday, exsighting, speshal, diffrent)* Spelling Shed – Lists 1 - 13
Handwriting	Use some of the diagonal and horizontal strokes needed to join letters. I understand which letters, when adjacent to one another, are best left unjoined. I write capital letters (and digits) of the correct size/ orientation to one another. **Refine and print:** Straight lines, hooks loops & lines families, curves to start family, tunnels family, diagonal lines family, capital and lower case letters **Cursive:** Straight lines family (l,l,t), curves to start family (c,a,d,g,) (q,o,e,s), top exit family (r,v,w), tunnels family (n,m,h,b,p,u), hooks, loops & lines family (j,y,f,z,k,x) Numbers & symbols, straight lines family (l,l,t), curves to start family (c,a,d,q,o,e,s), top exit family (r,v,w), tunnels family (n,m,h,b,p,u), hooks loops & lines family (j,y,f,z,k,x)
Maths	Number: Place Value Read and write numbers to at least 100 Recognise the place value of each digit in a two digit number (tens, ones) Identify, represent and estimate numbers using different representations including the number line Compare and order numbers from 0 up to 100; use <, > and = signs Use place value and number facts to solve problems Count in steps of 2, 3 and 5 from 0 and in tens from any number, forwards and backwards Number: Addition and Subtraction Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100 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 Show that the addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannot Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving number, quantities and measures, applying their increasing knowledge of mental and written methods Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems Measurement: Money Recognise and use symbols for pounds (3) and pence (p); combine amounts to make a particular values Find different combinations of coins to make a particular value Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. Number: Multiplication and Division Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), 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 context Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
Maths Theme	Money linked to Safari Shop Measures – measuring length, mass and capacity of different materials during science investigations Word problems involving animal statistics Word problems based on statistics of geographical features in Kenya eg: distances Venn diagram for comparison

Year 2 Autumn – Foundation Subjects

Theme	**Changes** **Safari Shop** **2 Weeks**	**RE** **Parables** **1 Week**	**Theme** **'We're Going on a Safari'!** **(Kenya)** **9 Weeks**	**What a Performance** **2 Weeks**	**RE** **Advent** **1 Week**
Science	Concluding: Pupils should be taught to: · use their observations and ideas to suggest answers to questions *Answer questions such as: why do we use playdough to make models?* Asking questions: Pupils should be taught to:				

	· ask simple questions and recognise that they can be answered in different ways *Formulate their own questions about the different materials eg why are clothes made from fabric not paper?* Measuring & recording: Pupils should be taught to: · observe closely perform simple tests · answering questions *Investigation: a simple test to answer their own question (see above) eg Why is a bath sponge not made of paper?* *Identify and compare the suitability of a variety of everyday materials for particular uses* *Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.* Concluding: Pupils should be taught to: · identify and classify -use their observations and ideas to suggest answers to questions *Use a branch key to identify plants and animals (2/3 branches)* *Create branch key for other to use to identify plants/animals and take to the Safari park* Identify that most living things live in habitats to which they are suited and describe how habitats provide for the basic needs Identify and name a variety of plants and animals in their habitats Describe how animals obtain food from plants and other animals using the idea of a simple food chain. Identify and name different sources of food Notice that animals/humans have offspring which grow into adults Find out about and describe the basic needs of animals for survival	
Computing	UNIT 2.6 **Information Technology** Know what impressionist art looks like Recreate pointillist art using IT Know and recreate work by famous artists such as Seurat, Mondrian and Morris. Explore surrealism and eCollage UNIT 2.8 **Information Technology** Explore how a story (Christmas story) can be presented in different ways.	
History		
Geography	Location Knowledge: name, locate and identify the characteristics of the four countries and capital cities of the UK. Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country Physical Knowledge: Locate hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to key physical features: forest, hill, mountain, river, soil, valley, vegetation Human Geography: Use basic geographical vocabulary to refer to key human features: factory, farm, house, office	
PSHE	Autumn 1 IT'S OUR WORLD Can contribute to the class vision for a safe and happy environment L4 L2 Understand why we need rules and laws L2 Understand how democracy works Know that we have a responsibility to look after our environment Know how climate change is impacting on our lives and can relate this to others L5 Understand that the environment is a collective and political responsibility as well as an individual one L3	Autumn 2 SAY NO! Know that medicines are meant to help us feel better Know that medicines have different uses Know that some household substances can be harmful if not used properly H11 Know that smoking is not good for my health H1 H7 Know some of the ways in which alcohol can affect my health H1 H7 Can identify hazards and know how to keep myself safe H15 Can tell you what bullying is R12 R13 R14 Can tell you how someone who's bullied feels R1
RE	**Beliefs & Practices:** Know what a parable is Know and retell the parable of the wise man and the foolish man and explain the meaning **Meaning & Purpose:** Explain the meaning of the parable of the wise man and the	**Beliefs & Practices:** Know what Advent is Understand the symbols of the Advent wreath **Meaning & Purpose:** Understand and explain the significance of the Advent wreath **Reflect & Respond:** Skill: take part in the ceremony of lighting the Advent wreath and

	foolish man **Reflect & Respond:** Skill: create a group dance to tell the story of the parable		using this as a time of reflection
Music	**<u>Pulse, Rhythm & Pitch</u>** So and Mi, with hand signs and standard notation Ta and ti-ti, read from stick notation (JM 1 27-30, JM 2 1-2) Vocab: so, mi, stave, stick notation, ta, ti-ti, crotchet, tied quavers	Present/practise so and mi, with hand signs and standard notation Prepare la in slsm melodic element Read so and mi on the stave Practise ta and ti-ti, read from stick notation	CHRISTMAS PERFORMANCE
Art/DT	**<u>PAINTING</u>** **<u>George Seurat-Landscapes</u>** Skills: Analysing work of George Seurat, mixing secondary & pastel colours pointillist style using a variety of mediums. Painting in dots. Still life sketching. Artist: George Seurat Movement: Impressionism		
PE ('Real PE' Scheme)	1. Personal Can work on simple tasks by myself. Can follow instructions and practise safely. Try several times if at first I don't succeed. Ask for help when appropriate. Have begun to challenge myself. Know where I am with my learning. Skills – Coordination – Footwork; Static Balance – One leg 2. Social Skills • Can help, praise and encourage others in their learning • Am happy to show and tell others about my ideas. • Show patience and support others listening carefully to them about our work. Skills – Dynamic balance to agility – Jumping and landing Static balance - seated		
PE (specialist Teacher)	Gymnastics NC: Master basic movements including running jumping as well as developing balance, agility and coordination. NC: Perform dances using simple movement patterns Week 1: Travelling Week 2: rolling, Week 3: balance Week 4: jumping Week 5: sequences Week 6: apparatus		Fundamentals / playground games Using the new games on the yard, Agility Balance Coordination

Year 2 Spring - English & Maths

Theme	DT/Enterprise Smashable Money Boxes (2 weeks)	Theme 'Cruel Gruel & Seriously Strict School' (Victorians) (8 weeks)	RE Lent (1 week)
English Theme	Explanation text of how to make a money box Advert for Money Box	'The Hidden Toy' narrative based on the story of Major Glad, Major Dizzy (stories with historical settings) Dairy in the role of Daisy Dobbs (Scullery Maid) Recount of the trip Invitations for the 'Empire Day'	Information text – Lent
Speaking & Listening	Ask question to get more information and clarify meaning. Talk in complete sentences. Decide when I need to use specific vocabulary. Take turns when talking in pairs or a small group. Am aware that formal and informal situations require different language (beginning). Retell a story using narrative language and linking words and phrases. Hold the attention of people I am speaking to by adapting the way I talk. Understand how to speak for different purposes and audiences (beginning). Perform a simple poem from memory.		
Reading	**Applying Phonics** Know that the same grapheme may be read in different ways. Recognise alternatives and consider which will make more sense. Recognise syllables in words. Know that breaking words into syllables helps fluent decoding. Know that other strategies can be used to read unfamiliar words. Use other strategies to support fluent decoding. **Reading for Pleasure – Poetry** Talk about the meaning of different poems. Recognise that a poem can tell a story. Learn a poem by heart. Live an opinion on books or poems read. Find patterned or recurring literary language in poems and stories. Find favourite words and phrases	**Reading for Pleasure** Explain why I prefer certain books or stories. Can retell stories with the key events in the correct sequence. Can retell a story with the key events and the characters. Know how to find information in a non-fiction book. Identify the purpose of a book or a text. Know that books and stories are set in different places and times. **Reading accurately with Fluency and Understanding** Self-correct when I have lost the meaning. Use prior knowledge and reading experiences to understand text. Use the context to understand texts. Ask questions to clarify understanding. Can find the answers to retrieval questions about stories, poems or non-fiction texts. Recognise that a writer can have a message for the reader. Can make predictions about possible events.	
Writing	Plan and discuss the content of my writing. *(Jotting down ideas, planning the structure, oral rehearsal of what they want to say, sentence by sentence)* Evaluate my writing independently, with peers and with my teacher by making simple additions and corrections. *(Re-reading to check for sense; verbs used correctly E.g. Pupil writes 'I sitted under the tree and eated my lunch' becomes 'sat and ate')* Write, from memory, simple dictated sentences. Punctuation Use capital letters for the personal pronoun I and for most proper nouns. Persuasive letter/email Poetry		

	Narrative Diary Newspaper report Recount
Grammar	Use expanded noun phrases to describe, expand and specify. *('the delicate, blue butterfly flew off into the humid, summer sky')* Use subordination (using when, if, that or because). *(Consistent use of both e.g.: You need to pack your raincoat because it is going to rain later.)* Follow Active English Programme – Year 2
Spelling	Spell longer words using suffixes such as ment, ness, ful, less, ly *(Root words ending in a consonant- merriment, happiness, plentifull, penniless, happily, quickly, thoughtless/ful/ly)* Spell common exception words (door, because, sugar, people, - see Year 2 spelling list) Spelling Shed Lists 14 - 24
Handwriting	Use spacing between words that reflects the size of the letters. Capital straight lines family (L,T,I,F,E,H) Capital straight lines family (V,W,X,Y) Capital straight & slant lines family (A,N,M,K,Z) Capital straight & curly lines family (D,P,B,R) Capital straight & curly lines family (J,G,Q,U) Capital curly lines family (C,O,S) Mixed lower case letters Numbers & symbols **Refine cursive:** Straight lines family, curves to start family, top exit family, tunnels family, hooks, loops and lines family **Introduce joins:** Bottom exit letter joining to groups B1 & B2, Bottom exit letters to the curves to start, bottom exit to the letter 'e', top exit letter joining to group T1
Maths	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 Geometry: Properties of Shape Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. 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 and 3-D shapes and everyday objects. Number: Fractions Recognise, find, name and write fractions 1/2 , 1/3 , ¼ , 2/4 and 3 4 of a length, shape, set of objects or quantity. Write simple fractions for example, 1 2 of 6 = 3 and recognise the equivalence of 2 4 and 1 2 Measurement: Length and Height 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 =. Measurement: 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. Compare and sequence intervals of time.
Maths Themes	Make money Boxes – cost of materials, projected income from sale, measuring. Money in Victorian times Money from different countries around the world

Year 2 Spring – Foundation Subjects

Theme	DT/Enterprise Smashable Money Boxes (2 weeks)	Theme 'Cruel Gruel & Seriously Strict School' (Victorians) (8 weeks)	RE Lent (1 week)
Science	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene H1 H6 H12		
Computing	UNIT 1.2 AND 1.3 **Information Technology** Sort items using a range of criteria (physically and on IT) Understand that data can be represented in a picture format Contribute to a class pictogram Use a pictogram to record the results of an experiment UNIT 2.2 **Digital Literacy** Understand that information put online leaves a digital footprint or trail. Think critically about the information they leave online. Identify the steps that can be taken to keep personal data and hardware secure. UNIT 2.1 **Computer Science** Understand what an algorithm is. Create a computer program using simple algorithms. Understand how to use a range of commands in 2code. Know what debugging means and how to debug simple programs. Create programs using limited actions Predict what objects will do in other programs, based on their knowledge of what the object is capable of. Create a more complex program that tells a story		
History	• Understand and use the words past and present when telling others about an event. • Develop the use a wide vocabulary of historical terms, such as: recently, before my grandparents were born, decades, centuries • Understand some ways we find out about the past *e.g. using artefacts, pictures, stories and websites* • Begin to ask and answer questions about events. Eg when? What happened? What was it like? Why? Who was involved? • Identify different ways that the past is represented, *e.g. illustrations photographs, artefacts, historic buildings –* • Identify similarities and differences between ways of life in different periods, including their own lives *Eg school*		
Geography	Fieldwork SKills Travel to School Gather information Ask and respond to basic geographical questions Ask a familiar person prepared question Use pro-forma to collect data e.g. tally survey Sketching Add labels onto a sketch map, map or photograph of features Audio/visual Use a camera in the field to help to record what is seen		
PSHE	Spring 1 MONEY MATTERS	Spring 2 WHO LIKES CHOCOLATE?	

	Understand where money comes from and what it is used for L6 Understand why I should keep my money safe L7 Understand when I don't have enough money Can list my basic needs H8 Can recognise what makes me happy H4 Can set a simple goal and achieve it H3	Know that some foods are grown locally and some are imported from around the world Can name some of the customs within my local community L4 R8 Understand why we use chocolate for special foods and celebrations Can tell the amount of chocolate we eat in our class Can tell you the main countries chocolate comes from and how it is grown Understand what fair trade means Know the names of external genitalia. H10 To judge what contact is acceptable and unacceptable, comfortable and uncomfortable, To know how to respond to this contact – who to tell and how to tell them. R10 The difference between secrets and surprises (which will be known eventually) The importance of not keeping a secret that makes them anxious, afraid or uncomfortable. R3
RE	**Beliefs & Practices:** Know what Lent is Understand what Christians do during Lent **Meaning & Purpose:** Understand the challenges of committing to a Lenten promise **Reflect & Respond:** Skill: discuss whether should make a Lenten promise and what they would do if they made one	
Music	**Singing in canon** Practise so and mi, with hand signs and standard notation Prepare la- slsm, smlsm, slm melodic elements Present la in slsm and smlsm melodic elements Practise ta and ti-ti, read from stick & simple staff notation Practise rests	**Pulse, Rhythm & Pitch** Singing in canon, creating own compositions with known pitches and rhythms Practise la (slsm, smlsm), with hand signs and standard notation Present la in slm melodic element Prepare do in smd and sd melodic elements Practise ta and ti-ti, read from stick & simple staff notation Prepare 2/4 metre
Art/DT	**SCULPTURE** **Andy Goldsworthy-Land Art** Skills: Analysing work of Andy Goldsworthy, sketching and measuring portraits, making faces with nature, score and slip method to join clay, using tools to create texture and smooth clay. Artist: Andy Goldsworthy Movement: Contemporary	
PE ('Real PE' Scheme)	3. Cognitive • Can name some things I am good at. • Can understand and follow simple rules. • Can begin to order instructions, movements and skills. • Can explain why someone is working or performing well. • With help, I can recognise similarities and differences in performance. • Can explain what I am doing well and I have begun to identify areas for improvement Skills – Dynamic balance – on a line Static balance – Stance 4. Creative • Can explore and describe different movements. • Can select and link movements together to fit a theme. • Can begin to compare my movements and skills with those of others. • Can recognise similarities and differences in movements and expression. • Can make up my own rules and versions of activities. • Can respond differently to a variety of tasks. Skills – Coordination – ball skills Counter balance – with a partner	
PE (Taught by specialist)	Multi-skills / Fundamentals NC: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Week 1: agility – movement patterns Week 2: Hand eye coordination	Basketball: NC: participate in team games, developing simple tactics for attacking and defending NC: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination. Week 1: Ready position, movements

	Week 3: Target throwing Week 4: Foot eye coordination Week 5: Balance taken from gymnastics individual & partner balances Week 6: carousel of activities linked with fundamental movement skills.	Week 2: passing games (bounce, chest, overhead pass) throwing target games Week 3: shooting games Week 4: attacking and defending Week 5: small sided games Week 6: mini tournament

Year 2 Summer - English & Maths

Theme	RE Baptism (2 weeks)	Theme Dazzling Documentaries (Famous People) (8 weeks)	All Change (Plants-Science) (2 weeks)
English Theme	Recount of Trip to Church	Biographies of different famous people. Film scripts for documentaries	Explanation text of how animals and plants obtain food.
Speaking & Listening	Ask question to get more information and clarify meaning. Talk in complete sentences. Decide when I need to use specific vocabulary. Take turns when talking in pairs or a small group. Am aware that formal and informal situations require different language (beginning). Retell a story using narrative language and linking words and phrases. Hold the attention of people I am speaking to by adapting the way I talk. Understand how to speak for different purposes and audiences (beginning). Perform a simple poem from memory.		
Reading	**Applying Phonics** Read words of two or more syllables accurately. Read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Read these books fluently and confidently. **Reading for Pleasure** Decide how useful a non-fiction book is to find the information I need. Can find the setting or time in books or stories. Can discuss the setting or time in books. **Reading for Pleasure – Poetry** Recite or perform a poem making the meaning clear. Talk about favourite words and phrases. Know that word choice affects meaning. Can explain why a writer has chosen a word to affect meaning. **Reading accurately with Fluency and Understanding** Know what the inference - 'reading between the lines'- means. Find inferences about characters' feelings and thoughts. Can explain inferences about characters' feelings and thoughts. Give reasons for characters' actions or behaviour. Recognise key ideas in a text. Can explain a writer's message. Can make predictions about how characters might behave.		
Writing	Proof-read to check for errors in spelling, grammar and punctuation. *(Will spot most of their own spelling and errors quickly. e.g. 'This should be an exclamation because she's shouting for help' 'I forgot to double the p of stop when adding –ing')* Make changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of my writing. *Punctuation* Begin to use commas to separate items in a list. Sometimes use apostrophes for singular possession.		

	Narrative Letter Biography Instructions Narrative Persuasive invitation/poster Non-chronological explanaiton
Grammar	Use sentences with different forms: statements, questions, exclamations and commands. *('The colourful butterfly flew from flower to flower' 'Where do clouds come from?' 'What big eyes you have!' Sift the flour and mix the other ingredients')* Use co-ordination (using or, and or but) *You remembered your book bag but forgot your packed lunch.)* Use present and past tenses correctly and consistently including the progressive form. *(Consistently makes the correct choice eg: 'She is drumming; she drummed, she was drumming'* Use adjectives, adverbs and expanded noun phrases to add detail and specify. Follow Active English Programme – Year 2
Spelling	Use apostrophes for the most common contracted words. *(e.g. don't, won't, I'll, I'm, won't)* Spell words with different spellings *(multisyllabic words containing new spellings eg: race, ice, knock, gnat, typewriter, margarine, muckspreader)* Identify and apply my knowledge of homophones/ near homophones *(There/their/they're; here/hear; quite/quiet; bare/bear; some/sum; blew/blue; knight/night)* Spelling Shed Lists 25 - 36
Handwriting	Form lower case letters of the correct size relative to one another **Refine cursive:** mixed letters **Introduce joins:** top exit letter joining to group T2 Bottom exit letter joining to groups B1 & B2 letters, Bottom exit letters to the curves to start, bottom exit to the letter 'e', top exit letter joining to the letter 'e', top exit letter joining to group T1 Top exit letters joining to group T2 letters, whole words mixed letter families, focus on top exit letters, focus on bottom exit letters & top exit letters to the letter 'e', numbers and symbols, whole words capital letters, mixed letter families, joins
Maths	Geometry: Position and Direction 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 anti-clockwise). Order and arrange combinations of mathematical objects in patterns and sequences. Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving number, quantities and measures, applying their increasing knowledge of mental and written methods Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in context Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity Measurement: Mass, Capacity and Temperature 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 = Investigations Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving number, quantities and measures, applying their increasing knowledge of mental and written methods Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in context Problem solving and efficient methods
Maths Themes	Time- linked to filming/creating documentaries Create schedule (timings) for documentary afternoon end of theme celebration Measuring plants as they grow.

Year 2 Summer– Foundation Subjects

Theme	RE Baptism (2 weeks)	Theme Dazzling Documentaries (Famous People) (8 weeks)	All Change (Plants-Science) (2 weeks)
Science	*Measuring & Recording* Pupils should be taught to: · observe closely, using simple equipment · perform simple tests · gather and record data to help in answering question *Investigation: What do plants need to grow?* Explore and compare the differences between things that are living, dead and things that have never been alive Observe and describe how seeds and bulbs grow into mature plants Find out describe how plants need water, light and a suitable temperature to grow and stay healthy Identify and name a variety of plants and animals in their habitats		
Computing	Know how to make a quiz about a story or class topic. Know how to make a fact file on a non-fiction topic. Present information to the class. UNIT 2.5 **Digital Literacy** Understand the terminology associated with searching. Gain a better understanding about searching on the internet. Produce information to help someone search the internet effectively. Know how to refine searches. Have some knowledge and understanding about sharing more globally on the internet. Unit 2.4 **Information Technology** Use effective questioning to create a binary tree Understand what a database is. Use a database to answer more complex search questions.		
History	• Understand how to put people and events in order of when they happened, using a scale the teacher has given me. • Continue to develop the use a wide vocabulary of historical terms, such as: recently, before my grandparents were born, decades, centuries • Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites • Begin to ask and answer questions about events. Eg when? What happened? What was it like? Why? Who was involved? • Identify different ways that the past is represented, e.g. illustrations, photographs, books, eyewitness accounts, film to find out about famous people • Discuss change and continuity in an aspect of life, Eg. Segregation - Rosa Parks • Recognise why people did things. Recognise why some events happened. Recognise what happened as a result of people's actions *Eg Rosa parks, Florence Nightingale* • Recount the main events from a significant event in history. • Recognise and make simple observations about who was important in an historical event/account,		
Geography	Map Skills Using maps Follow a route on a map Use simple compass directions (North, South, East, West) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Map knowledge		

	Locate and name on a world map and globe the seven continents and five oceans. Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles Making maps Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) Use and construct basic symbols in a key	
PSHE	Summer 1 PEOPLE AROUND US Can identify special people in my life R9 Can describe why certain people are special R9 Can identify people who I can ask for help R14 Can describe situations when I might need help Can talk about my feelings when I feel alone R1 Know what a family is R9 Know there are different types of families R8 Understand that people have to make hard choices and sometimes they have no choice H2 Understand that if someone leaves me they might still love me H5 Can recognise and respect the similarities and differences between people in different places R8	Summer 2 PEOPLE AROUND US Can appreciate how the range of identities in the United Kingdom combine to bring a richness to society R8 L4 L8/9 Am aware there are different types of relationships R9 L4 Know what makes a positive relationship Can recognise and try to challenge stereotypes L8 Know how to make people feel good about themselves R4 Can recognise when I am using a putdown R4 Can break friends with someone without hurting their feelings R2 R6 Understand when breaking friends might be the best thing to do Can think about when to forgive someone R4
RE	**Beliefs & Practices:** Know why Christians are baptised Know what happens in a Baptism ceremony Know the story of Jesus' Baptism **Meaning & Purpose:** Compare different ways that Christians can be Baptised **Reflect & Respond:** Experience a Baptism service in the local church	
Music	**Pulse, Rhythm & Pitch** Singing in canon, play ostinatos Practise la (all melodic elements) Prepare do (smd, sd, sdm, dms) Practise ta and ti-ti, read from stick & simple staff notation Prepare & present metre & bar lines	**Pulse, Rhythm & Pitch** Singing in canon, create & play ostinatos Practise la (all melodic elements) Prepare do (smd, sd, sdm, dms) Practise ta and ti-ti, read from stick & simple staff notation Prepare compound time
Art/DT	**DT: Pencil Cases** Skills: Evaluating existing and finished products, writing success criteria, cutting, template making, back stitch, pinning, applique and designing. Safe cutting and sewing	**PRINTING** **Andy Warhol-Pop Art Prin**t Skills: Analysing work of Andy Warhol, collage, still life sketching, mark making, shading, leaf/flower printing, colour mixing tertiaries/pastels. Artist: Andy Warhol Movement: Pop Art
PE ('Real PE' Scheme	5. Physical • Can perform and repeat longer sequences with clear shapes and controlled movement. • Can select and apply a range of skills with good control and consistency. • Can perform a sequence of movements with some changes in level, direction or speed. • Can perform a range of skills with some control and consistency. • Can perform a small range of skills and link two movements together. • Can perform a single skill or movement with some control Skills – Coordination – sending and receiving Agility - reaction/ response 6. Health and Fitness **Level 2** • Am aware of why exercise is important for good health. • Use equipment appropriately and move and land safely. • Can say how my body feels before, during and after exercise. • Can explain why we need to warm-up and cool down.	

	• Can describe how and why my body changes during and after exercise. Skills – Agility – ball chasing Static balance – floor work	
PE Specialist teacher	Tennis: NC: Master basic movements including running, jumping as well as developing balance, agility and coordination. Week 1: movement, forehand/backhand shots using balloons and hands Week 2: forehand/backhand shots using sponge balls and hands, handling the racket, using the racquet Week 3: feeding and returning the ball in partners Week 4: serving Week 5: putting it all together - paired games Week 6: mini tournament	Athletics: NC: Master basic movements including running, jumping, throwing, as well as developing balance, agility and coordination. Week 1: Throwing Week 2: Running Week 3: Jumping Week 4: Running and jumping Week 5: carousel Week 6: mini athletics