



Year Group: 2 Class Teachers: Naomi Lander, Claire Reville, Emma Kelly

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Title	All about me Julia Donaldson	Time Travellers/ Traditional tales (Guy Fawkes/ Fire of London)	George and the Dragon (Take one picture)	The wonders of nature (Chick/butterflies /frogs)	Out at sea	Astonishing Adventures (Mablethorpe/ Castleton)
Books	Flat Stanley Gruffalo Room on the broom Take one picture	Fire cat Goldilocks Three Little Pigs	George and the dragon The Egg The dragon snatcher	The great pet sale The owl who was afraid of the dark Meerkat mail	The Lighthouse Keepers Lunch Katie Morag Winnie at the seaside	Man on the moon Tiddler Fantastic Mr Fox
English	<p>Stories from the same author Gruffalo, Room on the broom, take one picture</p> <p>Begin to write narratives and follow a structure to sequence ideas.</p> <p>Rehearse sentences and proofread to check for errors.</p> <p>To use and/or/but to join sentences.</p> <p>Use capital letters and full stops. Understand question marks/exclamation marks</p> <p>To understand that sentences have different forms</p>	<p>Instructions/Take one picture Use alternative phonemes to narrow spelling choices.</p> <p>Phase 5 key words correctly and year 1 exception words</p> <p>Form lower case letters correctly</p> <p>Begin to write narratives and follow a structure to sequence ideas.</p> <p>Rehearse sentences and proofread to check for errors.</p> <p>To add s and es to make plurals</p> <p>Add different endings to verbs that don't need to change(help, helping)</p> <p>Add er/est to adjectives where no change is needed.</p> <p>To think about my word choice and use past and present tense correctly.</p> <p>Understand question marks/exclamation marks</p> <p>To use a comma in lists</p> <p>To understand that sentences have different forms</p> <p>Begin to understand use of apostrophes</p>	<p>Information text/ Instructions</p> <p>Year 2 exception words</p> <p>Form lower case letters correctly</p> <p>Spell nouns ending in y</p> <p>Write narratives and logical order of ideas</p> <p>Write for a range of purposes</p> <p>Plan and discuss writing</p> <p>Proof read to check</p> <p>Use adjectives and compound sentences</p> <p>Use because more in my sentences</p> <p>Understand question marks/exclamation marks</p> <p>To use a comma in lists</p> <p>To understand that sentences have different forms</p>	<p>Poetry/traditional tales</p> <p>Add ing/ed correctly to verbs that endings need changing</p> <p>Spell longer words using suffixes ie meant/ness where root word doesn't need changing</p> <p>Proof read to check</p> <p>To understand use the of apostrophes</p>	<p>Stories from other cultures</p> <p>Year 2 exception words including homophones</p> <p>Form lower case and upper case letters correctly</p> <p>Can use some correct strokes needed to join writing</p> <p>Segment words , spelling most correctly</p> <p>Change words ending in y into plurals</p> <p>Spell verbs in present and past tense</p> <p>Add suffixes to spell</p> <p>Write narratives</p> <p>Group ideas together in sequences and time connectives</p> <p>Orally rehearse sentences and poof read to check</p> <p>Identify nouns,verbs,adjectives,adverbs, adjectives and expanded noun phrases</p> <p>Use coordinating conjunctions and subordination (when/if/that because)</p> <p>Use tenses correctly</p> <p>Use capital letters/full stops c/question marks/commas</p> <p>Know the difference in the forms of sentences</p> <p>Spell contractions</p>	<p>Recount</p> <p>Year 2 exception words including homophones</p> <p>Form lower case and upper case letters correctly</p> <p>Can use some correct strokes needed to join writing</p> <p>Segment words , spelling most correctly</p> <p>Change words ending in y into plurals</p> <p>Spell verbs in present and past tense</p> <p>Add suffixes to spell</p> <p>Write narratives</p> <p>Group ideas together in sequences and time connectives</p> <p>Orally rehearse sentences and poof read to check</p> <p>Identify nouns,verbs,adjectives,adverbs, adjectives and expanded noun phrases</p> <p>Use coordinating conjunctions and subordination (when/if/that because)</p> <p>Use tenses correctly</p> <p>Use capital letters/full stops c/question marks/commas</p> <p>Know the difference in the forms of sentences</p> <p>Spell contractions</p>

					marks/commas Know the difference in the forms of sentences Spell contractions	
Maths	<p>Place value Count in steps of 2 and 5 Recognise the place value of each digit in a two-digit number Compare and order numbers from 0 up to 100</p> <p>Addition and subtraction Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones a two-digit number and tens Recall and use addition and subtraction facts to 20. Recognise and use the inverse relationship between addition and subtraction</p> <p>Data Handling Interpret and begin to construct simple pictograms, tally charts, block diagrams and simple tables Answer questions about totalling and comparing categorical data.</p>	<p>Subtraction 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 number</p> <p>Multiplication and division Recall and use multiplication and division facts for the 2, 5 and 10 Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problem in contexts</p> <p>Length and weight Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g) to the nearest appropriate unit, using rulers, scales Compare and order lengths, masses and record the results using $>$, $<$ and $=$</p>	<p>Place Value count in steps of 2, 3, and 5 from 0, and tens from any number, forward or backward read and write numbers to at least 100 in numerals and in words <i>e.g. forty-five</i> compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs use place value and number facts to solve problems. <i>partition numbers in different ways e.g. $23 = 20 + 3 = 10 + 13$</i></p> <p>Shape Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces Compare and sort common 2-D and 3-D shapes and everyday objects Recognise and name quadrilaterals, polygons <i>e.g. pentagon, hexagon, octagon, prisms and cones</i></p>	<p>Fractions Recognise, find, name and write fractions $1/3$, $1/4$, $2/4$ and $3/4$ of a length, shape, set of objects or quantity Write simple fractions <i>e.g. $1/2$ of 6 = 3</i> and recognise the equivalence of two quarters and one half. <i>Count in fractions e.g. 0, $1/2$, 1, $1 1/2$, 2, $2 1/2$, ...</i></p> <p>Money Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value Find different combinations of coins to equal the same amounts of money Solve simple problems in a practical context involving addition and subtraction of money of the same unit including giving change</p>	<p>Addition and subtraction Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>Time Compare and sequence intervals of 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.</p>	<p>Multiplication and division Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot <i>Recognise and use the inverse relationship between multiplication and division in calculations</i> <i>Relate multiplication and division to grouping and sharing discrete</i> Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> <p>Capacity Choose and use appropriate standard units to estimate and (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, masses, volume/capacity and record the results using $>$, $<$ and $=$</p>

<p>Science</p>	<p>Our bodies (Animals) Explain the basic needs of animals, including humans for survival (water, food, air) Describe why exercise is important. Describe why a balanced diet is important. Describe why hygiene is important for humans Organise things into groups.</p>	<p>Materials Explore how the shapes of solid objects can be changed Find out about people who developed useful new materials. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses. Explain how things move on different surfaces. Carry out a simple fair test. Explain why it might not be fair to compare two things?</p>	<p>Plants Describe what plants need to survive. 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. Use some scientific words to describe what they have seen and measured. Use text, diagrams, pictures, charts, tables to record their observations. Measure using simple equipment.</p>	<p>Animals Explain that animals grow and reproduce. Explain why animals have offspring which grow into adults. Describe the life cycle of some living things.</p>	<p>Living things and their habitats Match certain living things to the habitats they are found in. Explain the differences between living and non-living things. Describe some of the life processes common to plants and animals, including humans Decide whether something is living, dead or non-living.</p>	<p>Living things and their habitats continued Describe how a habitat provides for the basic needs of things living there. Describe a range of different habitats. Describe how plants and animals are suited to their habitat. Name some characteristics of an animal that help it to live in a particular habitat. Describe what animals need to survive and link this to their habitats.</p>
<p>History</p>		<p>Explain why Britain has a special history by naming some famous events and some famous people. Explain what is meant by a parliament. Recount some interesting facts from an historical event and someone famous from Britain who lived in the past. Research from different sources and answer questions.</p>	<p>Research the life of someone who used to live in their area using the Internet and other sources to find out about them.</p>		<p>Sequence a set of events in chronological order and give reasons for their order. Use a range of appropriate words and phrases to describe the past.</p>	

<p>Geog</p>	<p>Hobucks/Arnot park Use aerial images and other models to create simple plans and maps, using symbols Use simple fieldwork and observational skills to study the immediate environment Describe some physical features of their own locality. Explain what makes a locality special. Describe some places which are not near the school. Name the major cities of England, Wales, Scotland and Ireland. Find where they live on a map of the UK. Do they think that people ever spoil the area? How? Do they think that people try to make the area better? How?</p>				<p>Describe a place outside Europe using geographical words. Describe some of the features associated with an island. Describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley. Explain how the jobs people do may be different in different parts of the world. Explain what facilities a town or village might need. Name the continents of the world and find them in an atlas. Name the world's oceans and find them in an atlas</p>	<p>Label a diagram or photograph using some geographical words. Find out about a locality by using different sources of evidence. Find out about a locality by asking some relevant questions to someone else? Say what they like and don't like about their locality and another locality like the seaside.</p>
<p>Art</p>	<p>Painting- Guiseppe Arcimboldo Mix paint to create all the secondary colours. Mix and match colours, predict outcomes. Make tints by adding white. Make tones by adding black.</p>	<p>Collage-Autumn/Winter Artwork-inspired by our adopted tree. Create individual and group collages. Use different kinds of materials on their collage and explain why they have chosen them. Use repeated patterns in their collage.</p>	<p>Take 1 picture-drawing Use a range of mark making materials (charcoals, pastels, pencil) Create different tones using light and dark. Show patterns and texture in their drawings.</p> <p>Dinosaurs</p>	<p>Knowledge -Local Artist workshop- Guy Routledge Link colours to natural and man-made objects. Say how other artist/craft maker/designer have used colour, pattern and shape. Create a piece of work in response to another artist's work 3D Make clay pots. Add line and shape to their work. Printing Create a print using pressing, rolling, rubbing and stamping.</p>	<p>IT Use simple IT mark-making tools, e.g. brush and pen tools. Edit their own work. Take and edit photos.</p>	
<p>PE</p>	<p>Multi- Skills</p>	<p>Invasion Games</p>	<p>Gymnastics</p>	<p>Hockey</p>	<p>Tennis</p>	<p>Athletics</p>
<p>RE</p>	<p>Belonging Talk about belonging in families, schools and communities, including Christian Communities.</p>	<p>Celebrations, Eid, Diwali, Hanukah, Christmas Explore the celebration of the festival of Diwali and Hindu people.</p>	<p>The Torah and Jewish stories, Holi The Torah and its importance to Jewish people.</p>	<p>Easter Jesus and his friends and followers Jesus' relationships with his friends and</p>	<p>From Creation to Shabbat Jewish beliefs about creation, God, and two important</p>	<p>Visiting a church Identify key features of a Christian place of worship, including the various events happening in them.</p>

	<p>Identify Christian symbols. Know what happens at Christenings/ baptisms and why people are christened/baptised</p>	<p>Explore the celebration of Hanukah Jesus' birth, including the gifts given at his birth.</p>	<p>Find out about important stories in the Torah including Joseph and Moses and the 10 Commandments</p>	<p>followers, and His influences both in the past and today. Jesus' response to the marginalised in society eg women, children, lonely and rejected people.</p>	<p>Characters, Noah and Abraham. Find out about the Jewish tradition of Shabbat and its links to the Creation story.</p>	<p>Visit to St Mary's church, Arnold.</p>
<p>SMSC</p>	<p>It's our world To devise a class charter. Identify communities which we belong to. To know how to save energy around the school. To understand what recycling is. To understand what pollution is.</p>	<p>Say No! To recognise the uses of medicines. To recognise that some household substances are dangerous. To understand the dangers of smoking. To understand the dangers of alcohol. To appreciate a range of real and imaginary hazards.</p>	<p>People Who Help Us To find out about special people in our lives. To think about people who help us. To understand the feeling of loneliness. To understand there are different kinds of families. To talk about difficult choices . To find out about people and places around the world.</p>	<p>Money Matters To know why we have money. To know how to keep money safe. To understand the meaning of affording something. To know the difference between wants and needs. To understand the different meanings of 'being rich'. To set a simple goal.</p>	<p>Growing up RSE: differences: boys and girls 2. RSE: differences: male and female 3. RSE: naming the body parts 4. Being unique</p>	<p>Who Likes Chocolate? To know where different foods come from. To understand the difference between a custom and a ritual. To appreciate why we Celebrate special events with different food. To appreciate how much chocolate we eat. To know where chocolate comes from. To explore why we need fair trade principles.</p>
<p>Computing</p>	<p>Algorithms Predict the outcomes of a set of instructions Use right angle turns. Use the repeat commands Test and amend a set of instructions. Write a simple program and test it.</p>	<p>E-Safety Understand the different methods of communication Know you should only open email from a known source Know the difference between email and communication systems such as blogs and wikis. Know that websites sometimes include pop-ups that take them away from the main site. Know that bookmarking is a way to find safe sites again quickly.</p>	<p>Data retrieving and organising Find information on a website. Click links in a website. print a web page to use as a resource Experiment with text, pictures and animation to make a simple slide show. Use the shape tools to draw</p>	<p>E-Safety continued Begin to evaluate websites and know that everything on the internet is not true? know that it is not always possible to copy some text and pictures from the internet know that personal information should not be shared online. know they must tell a trusted adult immediately if anyone tries to meet them via the internet?</p>	<p>Communicaion Send and reply to messages sent by a safe email partner (within school) Word process a piece of text. Insert/delete a word using the mouse and arrow keys. Highlight text to change its format (B, <u>, /)</u></p>	<p>Communication Send and reply to messages sent by a safe email partner (within school) Word process a piece of text. Insert/delete a word using the mouse and arrow keys. Highlight text to change its format (B, <u>, /)</u></p>
<p>Music</p>	<p>The long and short of it Exploring duration Exploring pulse and rhythm</p>	<p>Feel the pulse Exploring pulse and rhythm</p>	<p>What's the score? Exploring instruments and symbols</p>	<p>Taking off Exploring pitch</p>	<p>What's the score? Exploring instruments and symbols</p>	<p>Rain Rain go away</p>