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| YEAR GROUP: 2 | TERM: Autumn 1 | TITLE: Street detectives |
| ENGLISH | MATHS | SCIENCE |
| <p>Reading-word reading:</p> <ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading. <p>Reading - comprehension</p> <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding • discussing the sequence of events in books and how items of information are related • being introduced to non-fiction books that are structured in different ways • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • answering and asking questions • predicting what might happen on the basis of | <p>Place Value:</p> <ul style="list-style-type: none"> • count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward • recognise the place value of each digit in a two-digit number (10s,1s) • identify, represent and estimate numbers using different representations, including the number line • compare and order numbers from 0 up to 100; use <, > and = signs • read and write numbers to at least 100 in numerals and in words • use place value and number facts to solve problems <p>Addition and subtraction:</p> <ul style="list-style-type: none"> • 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 • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: -a two-digit number and 1s -a two-digit number and 10s -2 two-digit numbers -adding 3 one-digit numbers • show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems | <p>Materials:</p> <ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. |

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| <p>what has been read so far</p> <ul style="list-style-type: none"> participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say <p>Writing - composition</p> <ul style="list-style-type: none"> writing about real events writing for different purposes consider what they are going to write before beginning by: •planning or saying out loud what they are going to write about make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation <p>Writing - vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently, including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) | | |
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| COMPUTING | RE | PE |
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| <p>We are photographers:</p> <ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal | <p>Christianity- what did Jesus teach?:</p> <ul style="list-style-type: none"> • I can remember something Jesus said or did to be kind. • I can say if I think Christians should be kind. • I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. • I can say if I think Christians should be kind and give a reason. • I can tell you some ways Christians try to follow Jesus' example of being kind. • I can say why I think Christians should be kind and understand why this might sometimes be difficult. | <p>Sports day/ gymnastics:</p> <ul style="list-style-type: none"> • 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 |
| FRENCH | PSHE | MUSIC |
| | <p>Being me in my world:</p> <ul style="list-style-type: none"> • I can identify some of my hopes and fears for this year • I understand the rights and responsibilities for being a member of my class and school • I can listen to other people and contribute my own ideas about rewards and consequences • I understand how following the learning charter will help me and others learn • I can recognise the choices I make and understand the consequences | <p>Harvest singing concert</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes |
| ART/DT | HISTORY | GEOGRAPHY |
| <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, | <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • significant historical events, people and places in their own locality. | <p>Human and physical geography</p> <ul style="list-style-type: none"> • use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> |

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| <p>line, shape, form and space</p> <ul style="list-style-type: none">• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | | <ul style="list-style-type: none">• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. |
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| YEAR GROUP: 2 | TERM: Autumn 2 | TITLE: Land Ahoy |
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| ENGLISH | MATHS | SCIENCE |
| <p>Reading-word reading:</p> <ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading. <p>Reading - comprehension</p> <ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding discussing the sequence of events in books and how items of information are related being introduced to non-fiction books that are structured in different ways discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases answering and asking questions predicting what might happen on the basis of what | <p>Multiplication and division:</p> <ul style="list-style-type: none"> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers 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 2 numbers can be done in any order (commutative) and division of 1 number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts <p>Measurement (money):</p> <ul style="list-style-type: none"> Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that 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>Animals including humans</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. |

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| <p>has been read so far</p> <ul style="list-style-type: none"> participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say <p>Writing - composition</p> <ul style="list-style-type: none"> writing about real events writing for different purposes consider what they are going to write before beginning by: <ul style="list-style-type: none"> planning or saying out loud what they are going to write about make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation <p>Writing - vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently, including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) | | |
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| COMPUTING | RE | PE |
| <p>We are detectives</p> <ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies | <p>Christianity - Jesus as a gift from God</p> <ul style="list-style-type: none"> • I can remember the Christmas story • I can explain how Jesus coming to the world shows Christians they should love/help people and the world • I can explain that Christians believe Jesus was a gift from God • I can reflect upon whether God should send Jesus again, now | <ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. |
| FRENCH | PSHE | MUSIC |
| <ul style="list-style-type: none"> • | <p>Celebrating difference:</p> <ul style="list-style-type: none"> • To understand that sometimes girls and boys are different and accept this is ok • To understand that sometimes girls and boys are similar and feel good about this • To understand that bullying is sometimes about difference • To recognise what is right and wrong and know how to look after myself • To know some ways of making new friends • To identify ways I am different to my friends | <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music |
| ART/DT | HISTORY | GEOGRAPHY |

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| <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | <ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods | <p>Locational knowledge</p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key |
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| YEAR GROUP: 2 | TERM: Spring 1 | TITLE: Superheroes |
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| ENGLISH | MATHS | SCIENCE |
| <p>Reading-word reading:</p> <ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading. <p>Reading - comprehension</p> <ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding discussing the sequence of events in books and how items of information are related being introduced to non-fiction books that are structured in different ways discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases answering and asking questions predicting what might happen on the basis of what has been read so far | <p>Multiplication and division:</p> <ul style="list-style-type: none"> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers 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 2 numbers can be done in any order (commutative) and division of 1 number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts <p>Geometry - properties of shapes</p> <ul style="list-style-type: none"> 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 <p>Statistics</p> <ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and tables ask and answer simple questions by counting the number of objects in each category and sorting the | <p>Animals including humans</p> <ul style="list-style-type: none"> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. |

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| <ul style="list-style-type: none"> participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say <p>Writing - composition</p> <ul style="list-style-type: none"> writing about real events writing for different purposes consider what they are going to write before beginning by: <ul style="list-style-type: none"> planning or saying out loud what they are going to write about make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation <p>Writing - vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently, including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) | <ul style="list-style-type: none"> categories by quantity ask-and-answer questions about totalling and comparing categorical data | |
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| COMPUTING | RE | PE |
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| <p>We are researchers</p> <ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content • develop research skills through searching for information on the internet • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies • develop presentation skills | <p>Islam - prayer at home</p> <ul style="list-style-type: none"> • To describe the Muslim prayer routine and explain how they believe this helps them in their everyday lives • I can start to think through how praying 5 times a day might help in some ways more than others • To understand what commitment and belonging is | <ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns |
| FRENCH | PSHE | MUSIC |
| <ul style="list-style-type: none"> • | <p>Dreams and goals:</p> <ul style="list-style-type: none"> • To choose a realistic goal and think of how to achieve it • To persevere even when I find tasks hard • To understanding working with others can help you learn • To work cooperatively in a group to create an end product • I can express how it felt to be part of a group • To share success with other people | <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music |

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| ART/DT | HISTORY | GEOGRAPHY |
| <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods significant historical events, people and places in their own locality | <p>Place knowledge:</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map |

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| YEAR GROUP: 2 | TERM: Spring 2 | TITLE: Muck mess and mixtures |
| ENGLISH | MATHS | SCIENCE |

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| <p>Reading-word reading:</p> <ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading. <p>Reading - comprehension</p> <ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding discussing the sequence of events in books and how items of information are related being introduced to non-fiction books that are structured in different ways discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases answering and asking questions predicting what might happen on the basis of what has been read so far participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and | <p>Number-fractions</p> <ul style="list-style-type: none"> recognise, find, name and write $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and $\frac{2}{4}$ $\frac{1}{2}$ recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ <p>Measurement</p> <ul style="list-style-type: none"> 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 = | <p>Materials/ working scientifically:</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. |
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| <p>listening to what others say</p> <p>Writing - composition</p> <ul style="list-style-type: none">• writing about real events• writing for different purposes• consider what they are going to write before beginning by: •planning or saying out loud what they are going to write about• make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils• rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form• proofreading to check for errors in spelling, grammar and punctuation <p>Writing - vocabulary, grammar and punctuation</p> <ul style="list-style-type: none">• learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters• expanded noun phrases to describe and specify [for example, the blue butterfly]• the present and past tenses correctly and consistently, including the progressive form• subordination (using when, if, that, or because) and co-ordination (using or, and, or but) | | |
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| COMPUTING | RE | PE |
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| <p>We are games testers</p> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programmes on digital devices; and that programmes execute by following precise and unambiguous instructions create and debug simple programmes use logical reasoning to predict the behaviour of simple programmes | <p>Christianity - Easter resurrection</p> <ul style="list-style-type: none"> I can tell you about the Christian belief in Jesus' resurrection and start to explain why this is important to them I can tell you a different explanation as to what might have happened to Jesus Explain what Christians believe happened to Jesus To discuss my own thoughts and views | <ul style="list-style-type: none"> 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 participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns. |
| FRENCH | PSHE | MUSIC |
| <ul style="list-style-type: none"> | <p>Healthy me:</p> <ul style="list-style-type: none"> I know what I need to keep my body healthy I can explain when a feeling is weak or strong I understand how medicines work and to use them safely To sort foods into the correct food groups I can express how it feels to share healthy food with my friends | <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music |

| ART/DT | HISTORY | GEOGRAPHY |
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| <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | <ul style="list-style-type: none"> • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods | <p>Locational knowledge</p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans |

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| YEAR GROUP: 2 | TERM: Summer 1 | TITLE: The Scented Garden |
| ENGLISH | MATHS | SCIENCE |
| <p>Reading-word reading:</p> <ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading. <p>Reading - comprehension</p> <ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding discussing the sequence of events in books and how items of information are related being introduced to non-fiction books that are structured in different ways discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases answering and asking questions predicting what might happen on the basis of what has been read so far | <p>Geometry- position and direction</p> <ul style="list-style-type: none"> order and arrange combinations of mathematical objects in patterns and sequences 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) <p>Measurement-time</p> <ul style="list-style-type: none"> 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 know the number of minutes in an hour and the number of hours in a day | <p>Plants:</p> <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. |

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| <ul style="list-style-type: none"> participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say <p>Writing - composition</p> <ul style="list-style-type: none"> writing about real events writing for different purposes consider what they are going to write before beginning by: <ul style="list-style-type: none"> planning or saying out loud what they are going to write about make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation <p>Writing - vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently, including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) | | |
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| COMPUTING | RE | PE |
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| <p>We are astronauts</p> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programmes on digital devices; and that programmes execute by following precise and unambiguous instructions create and debug simple programmes use logical reasoning to predict the behaviour of simple programmes | <p>Islam - community and belonging</p> <ul style="list-style-type: none"> I can explain what happens when Muslims pray alone or at the mosque I can describe how a Muslim achieves a sense of belonging through praying I can offer my own thoughts | <ul style="list-style-type: none"> 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 participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns. |
| FRENCH | PSHE | MUSIC |
| <ul style="list-style-type: none"> | <p>Relationships:</p> <ul style="list-style-type: none"> I can understand different relationships I have with members of my family I understand there are lots of forms of physical contact and that some of this is acceptable and some is not I can identify things that cause conflict with my friends I recognise and appreciate people in my family, community and school who help me I am comfortable accepting appreciation from others | <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music |

| ART/DT | HISTORY | GEOGRAPHY |
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| <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally | <p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans <p>Place knowledge:</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography:</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. |

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| YEAR GROUP: 2 | TERM: Summer 2 | TITLE: Wriggle and Crawl |
| ENGLISH | MATHS | SCIENCE |
| <p>Reading-word reading:</p> <ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading. <p>Reading - comprehension</p> <ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding discussing the sequence of events in books and how items of information are related being introduced to non-fiction books that are structured in different ways discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases answering and asking questions predicting what might happen on the basis of what has been read so far | <p>Measurement-mass, capacity and temperature:</p> <p>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</p> <ul style="list-style-type: none"> compare and order lengths, mass, volume/capacity and record the results using >, < and = | <p>Living things and their habitats:</p> <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including micro-habitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. |

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| <ul style="list-style-type: none"> • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say <p>Writing - composition</p> <ul style="list-style-type: none"> • writing about real events • writing for different purposes • consider what they are going to write before beginning by: <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation <p>Writing - vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently, including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) | | |
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| COMPUTING | RE | PE |
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| <p>We are zoologists</p> <ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies | <p>Judaism - Hajj</p> <ul style="list-style-type: none"> • I can talk about one of the ways Jews show commitment to God • To understand there are different ways of showing commitment to God • To use the correct names for things special to Jews • To express my opinion | <ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. |
| FRENCH | PSHE | MUSIC |
| <ul style="list-style-type: none"> • | <p>Changing me:</p> <ul style="list-style-type: none"> • To recognise cycles of life in nature • To explain about the natural process of growing older • To recognise how your body has changed from a baby • To recognise where you are on the continuum from young to old • To recognise physical differences between boys and girls • To understand different types of touch • To identify what you are looking forward to in year 3 | <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music |

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| ART/DT | HISTORY | GEOGRAPHY |
| <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally | <p>Locational knowledge</p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans <p>Place knowledge:</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography:</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the location of 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, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop |