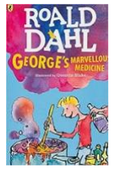
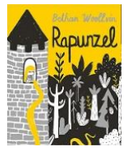
Year 2 Curriculum

English

Phase	Autumn Term		Spring Term		Summer Term	
~~Phase~~	~~Autumn Term~~		~~Spring Term~~		~~Summer Term~~	
Year 2	Term 1 Land Ahoy (7 weeks)	Term 2 Muck, Mass and Mixtures (6 weeks)	Term 1 Beat, Band, Boogie (6 weeks)	Term 2 Towers, Tunnels and Turrets (5 Weeks)	Term 1 The Scented Garden (7 weeks)	Term 2 Bounce (6 weeks)
Handwriting	Nelson handwriting: to begin simple joins. Ensure capital letters are formed larger.					
Phonics	Consolidation of AS Phase 5 Letters and Sounds	AS Phase 6 Letters and Sounds	AS Phase 6 Letters and Sounds	Consolidation of AS Phase 6 Letters and Sounds	Spelling Rules Catch up groups	Spelling Rules Catch up groups
Spelling Rules	Follow scheme * The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words The sounds /r/ spelt 'wr' at the beginning of words The sound /s/ spelt 'c' before e, i and y The sound /j/ spelt with '-dge' and '-ge' at the end of words The sound /j/ often spelt with g before e, i and y. The sound /j/ always spelt with 'j' before a, o and u	Follow scheme * The sound /l/ spelt with '-le' at the end of words The sound /l/ spelt with '-el' at the end of words The sound /l/ spelt with '-il' and '-al' at the end of words The sound /igh/ spelt with '-y' at the end of words Adding –ies to nouns and verbs ending in -y	Follow scheme * Adding –ed, -er and –est to a word ending in –y with a consonant before it Adding –ing to a word ending in –y with a consonant before it Adding –ing, -ed, -er, -est and –y to words ending in –e with a consonant before it Adding –ing, -ed, -er, -est and –y to words of one syllable ending in a single consonant after a single vowel The sound /or/ spelt 'a' before l or ll	Follow scheme * The sound /u/ spelt with 'o' The sound /ee/ spelt with '-ey' The /o/ sound spelt with 'a' after w and qu The stressed/er/ spelt with 'or' after w and the sound / or/ spelt 'ar' after w The sound /zh/ spelt 's'	Follow scheme * The suffixes –ment, -ness and -ful The suffixes –less and –ly Words ending in -tion Contractions The possessive apostrophe	Follow scheme * Homophones and near homophones Homophones and near homophones Homophones and near homophones Conjunctions Months of the year/ time Months of the year/ time
Grammar	Please see Grammar Progression Document					
Reading	Shared reading of big books three times a week, daily guided reading with Benchmarked Colour Coded Groups. Reading as writers, writing as readers following key texts.					
Key Text	***Captain Flinn and the Pirate Dinosaurs, Giles Andreae and Russell Ayto*** * 	***Georges Marvellous Medicin by Roald Dahl **** 	**Here Comes Frankie by Tim Hopgood *** 	***Rapunzel by Bethany Woolvin **** 	**The Secret Sky Garden * by Linda Sarah & Fiona Lumbers** 	**Jelly Boots, Smelly Boots by Michael Rosen and illustrated by David Tazzyman *** 
Writing Unit	Week1-3 Captian Flinn * Narrative- Retell the story from the main character's perspective (Flinn) (Innovation)	*Weeks 1-4* *Georges Marvellous Medicine* *Week 1-2 LS unit ** *Witness statements* *Weeks 2-4 Storytelling techniques to write a narrative.*	*Week 1-4* *Here Comes Frankie by Tim Hopgood* Writing in role Persuasive writing Picture book making	Week 1-5 Rapunzel Writing in role Poetry Explanations Bookmaking and publishing	Week 1-4 weeks The Secret Sky Garden * Narrative- Writing for different purposes.	Week 1-3 Poetry Journal Poetry performances Poetry event with invited audience created by the class

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	Week 4-6- Non-Fiction Life Story of Captain James Cook (CT) Information Texts	Weeks 4-6 Chocolate Cake by Michael Rosen	Week 4-6 Portfolio preparation. Editing and publishing best work in preparation for moderation.		Weeks 5-7 Meerkat Mail * (LS) Narrative Information Text	Week 3-6 Transition/ End of term activities/ preparations for KS2
	Week 7- Consolidation/ Assessment Week					

Maths						
Year 2	**Term 1**	**Term 2**	**Term 1**	**Term 2**	**Term 1**	**Term 2**
Times Tables expectation:	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.					
Mental Maths:	Count on and back in ones and tens from any given 2 – digit number Know all the pairs of numbers to 10, 12 and pairs with total of 20 Add two or three single digit numbers Say 10 more/less than any number to 100 Add and subtract multiples of 10 to any give 2-digit number Add and subtract multiples of 10 to any give 2-digit number		Learn 2x, 5x, and 10x table (looking at lots of) Double numbers up to 20 Using fingers, say where a given number is in the 2s, 5s or 10s count (e.g. 8 is the fourth number when I count in twos Count in 2s, 5s, and 10s Subtract any pair of 2-digit numbers by counting back in tens and ones or by counting up		Begin to double two-digit numbers less than 50 with digits of 1,2,3,4 or 5 Double and begin to halve numbers to 40 and multiples of 10 and 100 Halve/Double numbers to 20 Relate division to grouping (how many groups of five in fifteen) Tell time to five minutes, including quarter past/to Recognise ½ ,1/3, 2/4, ¾ of a shape, quantity or object	
Recap for retention:	5-minute daily starter exercise of 'Flashback 4': Essential skills are regularly revisited and retrieved to strengthen retention. Consolidation Week at the end of each half term: Pupils can consolidate learning from the 'Blocks' covered in the half term.					
Key Mathematical Areas/ Durations:	Block 1- Number: Place Value Duration – 3 weeks Block 2- Number: Addition and Subtraction Duration – 3 weeks	Block 2- Number: Addition and Subtraction Duration – 2 Weeks Block 3 – Measurement: Money Duration – 2 weeks Block 4 – Number: Multiplication and Division Duration – 2 weeks	Block 1 – Number: Multiplication and Division Duration – 2 weeks Block 2 – Statistics Duration – 2 weeks Block 3 – Geometry: Properties of Shape Duration – 2 weeks	Block 3 – Geometry: Properties of Shape Duration – 1 week Block 4 – Number: Fractions Duration – 3 weeks Block 5 – Measurement: Length and Height Duration – 1 week	Block 1 - Geometry: Position and Direction Duration – 3 weeks Block 2 - Problem solving and efficient methods Duration – 2 weeks Block 3 - Measurement: Time Duration – 1 week	Block 3 - Measurement: Time Duration – 1 week Block 4 - Measurement: Mass, Capacity and Temperature Duration 3 weeks Block 5 – Investigations Duration – 2 weeks
National Curriculum Objectives:	**<u>Place Value</u>** • Read and write numbers to at least 100 in numerals and in words. • 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.	**<u>Addition and Subtraction</u>** • 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 two numbers can be done in any order (commutative) and subtraction of one number from another cannot.	**<u>Multiplication and Division</u>** • 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 (=) sign. • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and	**<u>Geometry: Shape</u>** • 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.	**<u>Geometry: Position and Direction</u>** • 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. **<u>Problem solving and efficient methods</u>** ALL	**<u>Measurement: Time</u>** • 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. **<u>Measurement: Mass, Capacity and Temperature</u>** • Choose and use appropriate standard units to estimate and measure length/height in any

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	• Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward. **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 two 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 numbers, 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 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. • 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 (£) 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. **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 (=) sign. • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. • Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	multiplication and division facts, including problems in contexts. • Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. **Statistics** • 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 totaling and comparing categorical data. **Geometry: 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.	**Fractions** Recognise, find, name and write fractions ½, 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity. Write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and ½ . **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.	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** ALL

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Science						
Area of Science:	Weeks 1-2, seasonal changes Weeks 3-7 Everyday Materials	Animals inc Humans	Animals including Humans	Materials/ Forces	Plants	Materials, Living things in Habitats
Switched on Science	Material Monster	Little Masterchef	Healthy Me	Move it	Young Gardeners	Mini Worlds
Love to Investigate:	Can you make a paper bridge? (use of everyday materials) How do plants grow in Winter? (seasonal changes)	How do germs spread (animals including humans)	Why should I exercise (Animals and Humans)	Do all balls bounce (Everyday Materials)	Can seeds grow anywhere (plants)	Where do worms like to live? (Living things in habitats)
Now Press Play	N/A	N/A	N/A	N/A	Plant	Habitats
Religious Education						
	Christianity Theme: What did Jesus teach? Key question: Is it possible to be kind to everyone all of the time?	Christianity Theme: Jesus as gift from God Key question: Why did God give Jesus to the world? (see UC unit)	Islam Theme: Prayer at home Key question: Does praying at regular intervals everyday help a Muslim in his/her everyday life?	Christianity Theme: Easter - resurrection Key question: Is it true that Jesus came back to life again? VISIT: All Saints Church / St. Nicks (see UC unit)	Islam Theme: Community and belonging Key question: Does going to the mosque give Muslims a sense of belonging?	Additional Christianity: Why is Jesus important to Christians?
PSHE/ P4C						
P4C Focus	Change/Adventure	Environment	Tolerance/ Respect	Dilemmas	Environment	Teamwork
PSHE Focus	Jigsaw: Being In my Own World	Jigsaw: Celebrating Difference	Jigsaw: Dreams and Goals	Jigsaw: Healthy Me	Jigsaw: Relationships	Jigsaw: Changing me
Key Skills	4C's focus: Care	4C's focus: Care	4C's focus: Collaborative	4C's focus: Collaborative	4C's focus: Creative	4C's focus: Critical

History						
History Focus	**Sea explorers**	**Crimean War (Florence Nightingale, Mary Seacole)**	**History of Musical instruments**	**Castles from different periods**	***Skills based term (Local history)***	**Significant sports people eg. Pele (Paralympian) or Dick Fosbery (high jumper)**
Key Skills History	Planning and carrying out a historical enquiry (e.g. plan and find information about which explorer was most successful) *Know what a source is* *Use more than one type of source to find out about an event or person from the past*	*Ask questions about the past (What was it like for people in the past? What happened in the past? How long ago did that event happen?)* *Start to answer questions about the past using sources of evidence to help me* *Understand how to use evidence to find out about the past* *Recount an event*	*Understand and use the words 'past' and 'present'* *Understand how to sequence events and artefacts such as objects or photographs* *Understand how to sequence events, people and artefacts in order using a scale* *Use historical words and phrases to describe the passing of time including dates and decades*	*Understand how to sequence events, people and artefacts in order using a scale - revisited* *Understand how to sequence events and photographs- revisited* *Show what I have learnt through drawings, models, art, photographs and drama*	*Ask questions about the past (What was it like for people in the past? What happened in the past? How long ago did that event happen?) - revisited* *Start to answer questions about the past using sources of evidence to help me - revisited*	*Know what a source is - revisited* *Use more than one type of source to find out about an event or person from the past - revisited* *Understand how to sequence events, people and artefacts in order using a scale - revisited*

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Geography

Geography Focus	**Oceans**	**Weather**	**Africa (link to African drumming)**	**UK**	**Plants and their habitats**	***Skills based term (local Geography)***
Key Skills Geography	*Name and locate the world's seven continents and five oceans on a map* *Know and locate the UK's surrounding seas on a map* *Describe the places and features they study using geographical language*	*Identify similarities, differences and simple patterns in the environment* *Ask questions about the weather and seasons* *Identify seasonal and daily weather patterns in the UK* *Give detailed reasons to support their own likes, dislikes and preferences*	*Study pictures/videos of a locality and ask geographical questions* *Locate the world's seven continents and five oceans on a map* *Draw and label pictures to show how places are different to the UK*	*Locate the four countries and capital cities in the UK* *Know and locate the UK's surrounding seas on a map - revisited* *Give detailed reasons to support their own likes, dislikes and preferences - revisited* *Use basic geographical vocabulary to refer to key human features including city, town, village*	*Describe which continents have significant hot or cold areas, relating this to the poles and the equator* *Observe, record and compare the features around the school e.g. the different types of plants in two different areas - suggest reasons for this.*	*Locate key landmarks in your local area on a map* *Identify a range of human environments such as the local area and other areas* *Draw a simple map of the local area with a basic key showing key landmarks* *Use simple compass directions (North, South, East and West) to describe the location of features on a map* *Describe some of the activities that occur in the local area*
Now Press Play		NPP - Seasons NPP: Florence Nightingale		NPP: Castles	NPP - Plants	