

Year 2 - Long Term Planning. National Curriculum Planning

St Joseph's Catholic Primary School



English

Reading

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

Writing

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
 - 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
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
 - make simple additions, revisions and corrections to their own

Maths

Place value

count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward

- 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
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems.

Number

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 ones
 - a two-digit number and tens
 - two two-digit numbers
 - adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one 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.

Pupils should be taught to:

writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

Grammar

learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

- learn how to use:
 - sentences with different forms: statement, question, exclamation, command
 - 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)

the grammar for year 2 in English Appendix 2

- some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Speaking & Listening

- Articulate & Justify answers
- Initiate & respond to comments
- Use spoken language to develop understanding

- 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 two numbers can be done in any order (commutative) and division of one 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.

Fractions

recognise, find, name and write fractions $\frac{3}{4}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity

- write simple fractions for example, $\frac{2}{6} = \frac{1}{3}$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Measure

choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); 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 $=$
- 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
- 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.

Geometry

identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line

		<ul style="list-style-type: none"> • 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. • 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 anticlockwise). <p>Statistics</p> <ul style="list-style-type: none"> • 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. 	
		<p>P.E.</p> <ul style="list-style-type: none"> • Master basic movement, e.g. running, jumping, skipping, throwing, catching, balance, agility and co-ordination • Participate in basic team games • Perform dances using simple Movements • Undertake gymnastic moves in order to make a routine. 	<p>PSHE</p> <ul style="list-style-type: none"> • Managing feelings and knowing feelings of others • Making choices • Friendship and working together • Resolving conflict • Bullying • Setting and reaching realistic goals • Persistence.
<p>R.E.</p> <p>Domestic Church – Beginnings. Baptism/Confirmation – belonging: signs and symbols. Other Faith Week -Judaism Advent/Christmas – Loving: preparing</p>		<p>SMSC- British Values</p> <p>Spiritual, Moral, Social, Cultural, & British Values, are taught partly through our PSHCE programme Ten Ten and RE.</p> <ul style="list-style-type: none"> • Value Words are focused on in Assembly & are followed up in the Classroom. 	

<p>Local Church – community – books. Eucharist – relating; thanksgiving Lent/Easter – giving: opportunities. Other Faith Week -Islam Pentecost – serving: spread the word. Reconciliation –inter-relating: rules. Universal Church – world; treasures</p>	<ul style="list-style-type: none"> • School Rules and weekly statement to live by focused on in Assemblies - followed up in classroom; Class Rules agreed by each class. • School Parliament, questionnaires all contribute to SMSC & British Values. 	
<p>Science</p> <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 <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) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene <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. <p>Materials</p> <ul style="list-style-type: none"> • Identify what properties a material needs for a particular purpose • Name the materials from which different objects are made • Recognise suitable and unsuitable choices of materials for purposes based on physical properties 	<p>History</p> <p>Great Fire of London:</p> <ul style="list-style-type: none"> • Place 1666 alongside other events in the past that they are aware of. • Make detailed comparisons between London today and London in 1666. • Understand when and where the Great Fire started. • Describe and order the events of the Great Fire of London. • Identify why the fire spread so quickly and describe what led to the fire eventually being stopped. • Examine sources of evidence including eye-witness accounts to understand what happened. • Describe the role of Samuel Pepys' diary as a source of evidence. • Describe measures that were taken to ensure another similar event wouldn't happen again. • Identify key architects involved in the rebuild of London. <p>Explain how fire safety</p>	<p>Music</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> • Play tuned and untuned instruments. • 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.

<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 • Know that materials can be either man-made or naturally occurring • Group objects into man-made or natural categories <ul style="list-style-type: none"> • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <p>Electricity</p> <ul style="list-style-type: none"> • Electricity is a form of energy, used for lighting, heating, making sound and making machines and appliances work. • Pylons and cables carry electricity through the countryside, some electricity cables in busy cities are buried underground • Appliances are devices that run on electricity and they should be used safely (includes, no frayed wires, avoid spillages and keep away from water, not putting objects into sockets • Compare life in a village that has no electricity • A circuit is a complete path around which electricity can flow <p>Circuits contain components like wires, switches and bulbs.</p>	<p>changed and improved after the Great Fire of London.</p> <p>Comparing Queens:</p> <ul style="list-style-type: none"> • Say what a monarch is and understand how the title of King or Queen is inherited. • Place the reigns of Queen Elizabeth I, Queen Victoria and Queen Elizabeth II in chronological order on a timeline. • Recall key knowledge about the lives of each queen, identifying similarities and differences Describe aspects of each Queen's reign, which have national/international significance i.e. The Spanish Armada (Queen Elizabeth) and The British Empire (Queen Victoria). • Describe aspects of life in Elizabethan and Victorian England, recognising some similarities and differences between them and how these are the same/different to today. 	
<p>Geography</p> <p>Planet Earth:</p> <ul style="list-style-type: none"> • They will be able to understand that the earth is made up of land and water and that the majority of the planet is covered by the oceans. • Children will be able to recognise that Planet Earth is made up of seven continents and five oceans and be able to name and locate these. • They will understand their location on the planet and be aware that they live a country called England which is part of the United Kingdom, which is located in Europe (which is one of the seven continents). 	<p>Art & Design</p> <p>Drawing 2D to 3D</p> <p>Pupils will develop their drawing skills by focusing on the use tone. They will explore using tonal shading to convert 2D objects into 3D objects (e.g. circle into sphere) Pupils will develop pencil control by practising drawing techniques and they will refine their drawing skills through</p>	<p>Design Technology</p> <p>Sandwiches</p> <p>Pupils will explore a wide range of sandwich breads and sandwich fillings. They will use their senses to talk about colour, texture, taste and smell. They will make choices and decisions about their design after tasting different types of bread and fillings. Children will develop fine</p>

<ul style="list-style-type: none"> • They will use online resources such as Google Earth alongside maps and atlases to explore the continents and oceans and will look closely at the physical and human geography of a continent that they don't live in. • They will learn about the different uses of the ocean and will gain an understanding as to why the oceans are so important to life on earth (habitat, food, medicine, weather control, trade and transport and food). <p>Handas African Adventure:</p> <ul style="list-style-type: none"> • Children will compare a country in Africa (Kenya) with their home country, the United Kingdom. • They will use online resources such as Google Earth alongside maps and atlases to explore both countries and will consider whether the environment in both countries is the same or different and they will understand the reasons why. • Over the course of the unit they will be able to identify the locations of both Kenya and the UK, making links to continents and oceans. • They will be able to understand why Kenya and the UK have different climates and will know that this is because of their locations on the earth. • The children will be able to name animals that live in each country and will be able to give explanations as to why this is. • The children will compare and contrast an African village with a village in the UK and will use the geographical skill of annotation to identify different /similar features. • They will look at images of Kenyan schools and discuss why they may be structured differently; they will also look at the physical and human geography in and around them. • The children will be provided with the opportunity to conduct their own fieldwork whereby they will conduct a search of their own school grounds, recording the human aspects of geography they can see as well as the physical aspects. This fieldwork will support them to create their own map of their school grounds which they will create using symbols. 	<p>manipulation of line. They will consider composition - looking at the positioning of objects within artwork. They will also consider the orientation and discuss the difference between landscape and portrait. Throughout the unit, pupils will develop a range of Art and Design techniques by also looking at visual elements of shape, line and colour. They will look at a range of artists who will inspire their work, (Suggested artists-Paul Cezanne, Audrey Flack, Year 2: Drawing 2D to 3D Dutch Golden Age still life artists).</p> <p>Sculpture-African Masks</p> <p>Pupils will use a range of materials creatively to design and make an African mask. They will use the medium of sculpture to develop and share their ideas, experiences and imagination. Throughout the unit, they will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space and will learn about the work of a range of artists and sculptors, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>motor skills through learning how to prepare their breads and fillings. They will make mathematical links through discussing shape and pattern of sandwiches produced.</p> <p>Patchwork</p> <p>Pupils will research the origins of patchwork and the cultural aspects surrounding them. They will build upon their cutting skills using fabrics. Learning how to join fabrics using a stitching technique. Designs will be discussed and pupils work will be brought together for a collaborative end product, which will show a coded message if successful.</p>
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