

Year 2 Curriculum Plan

Term	Autumn		Spring		Summer	
	One	Two	Three	Four	Five	Six
Literacy	<p>Reading</p> <p>Develop phonics until decoding secure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read common suffixes <input type="checkbox"/> Read & re-read phonic-appropriate books <input type="checkbox"/> Read common 'exception' words <input type="checkbox"/> Discuss & express views about fiction, non-fiction & poetry <input type="checkbox"/> Become familiar with & retell stories <input type="checkbox"/> Ask & answer questions; make predictions <input type="checkbox"/> Begin to make inferences • 	<p>Writing</p> <p>Spell by segmenting into phonemes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learn to spell common 'exception' words <input type="checkbox"/> Spell using common suffixes, etc. <input type="checkbox"/> Use appropriate size letters & spaces <input type="checkbox"/> Develop positive attitude & stamina for writing <input type="checkbox"/> Begin to plan ideas for writing <input type="checkbox"/> Record ideas sentence-by-sentence <input type="checkbox"/> Make simple additions & changes after proof-reading 	<p>Grammar</p> <p>Use . ! ? , and '</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use simple conjunctions <input type="checkbox"/> Begin to expand noun phrases <input type="checkbox"/> Use some features of standard English 	<p>Oracy and Spoken Word.</p> <p>Articulate & Justify answers</p> <ul style="list-style-type: none"> <input type="checkbox"/> Initiate & respond to comments <input type="checkbox"/> Use spoken language to develop understanding • 		
Ongoing	Reading for pleasure, decoding and comprehension.					
Maths	<p>Number</p> <p>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</p> <p>recognise the place value of each digit in a two-digit number (tens, ones)</p> <p>identify, represent and estimate numbers using different representations, including the number line</p> <p>compare and order numbers from 0 up to 100; use <i>q</i>, <i>G</i> and = signs</p> <p>read and write numbers to at least 100 in numerals and in words</p> <p>use place value and number facts to solve problems.</p> <p>solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> <p>applying their increasing knowledge of mental and written methods</p>		<p>Measures / Geometry</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> <p>compare and order lengths, mass, volume/capacity and record the results using <i>G</i>, <i>q</i> and =</p> <p>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>find different combinations of coins that equal the same amounts of money</p> <p>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>compare and sequence intervals of time.</p>		<p>Fractions</p> <p>recognise, find, name and write fractions of a length, shape, set of objects or quantity</p> <p>write simple fractions for example, and recognise the equivalence.</p> <p>Statistics</p> <p>interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>ask and answer questions about totalling and comparing categorical data.</p>	

	<p>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</p> <p>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs</p> <p>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <p>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>	<p>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>know the number of minutes in an hour and the number of hours in a day.</p> <p>Geometry:</p> <p>order and arrange combinations of mathematical objects in patterns and sequences</p> <p>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> <p>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</p> <p>compare and sort common 2-D and 3-D shapes and everyday objects.</p>				
Ongoing	Practise methods of calculation, recall multiplication tables and use agreed methods for mental calculation.					
RE	Following the agreed scheme of Catholic teaching 'The Way, The Truth and The Life'					
	Chosen People	Mysteries	Good News	The Mass	Eastertide	Church is Born
	Where did it happen? When did it happen? History and Geography in the news – ongoing LU Y1/2					
Connected Curriculum Unit	<p>Can Party Food be Healthy?</p> <p><i>"Which materials would make good party decorations?"</i></p> <p>(Science and Design & Technology)</p>	<p>Pride in Place</p> <p>What do we like about our place? What makes us proud of our place?</p> <p>(History and Geography)</p>	<p>What is the best way for Mrs Armitage to travel?</p> <p>(Science and Design & Technology)</p>	<p>Where do Bong trees grow? (<i>The Owl and the Pussy Cat*</i>)</p> <p>(Arts)</p>	<p>What makes us like other animals?</p> <p>(Science & Geography)</p>	<p>How did families have fun in the past?</p> <p>The Seaside</p> <p>(History)</p>
Science	Following agreed Kent Scheme of work for the New Curriculum.					

Science (connected curriculum)	Uses of Everyday Materials		Uses of Everyday Materials	Animals including humans.	Living things and their habitats Plants	Living things and their habitats Plants
Computing	1.2 we are tv chefs	2.3 We are photographers	2.5 we are detectives	2.2 We are games testers	2.6 we are zoologists	2.4 We are researchers
Humanities		History: The Great Fire of London Sept 2 1666 Geography: Buildings, shops, homes, streets and spaces			Geography: - Location of creatures in hot and cold areas, mountains, deserts, oceans, jungles, forests, lakes	History: Robert Stephenson railway networks and The Rocket George Hudson the Railway King 1800-1871 Local railway line builders – Morton Peto and Lowestoft; George Tomline and Felixstowe Sir Peter Hesketh Fleetwood and Fleetwood
DT/Art	DT: <ul style="list-style-type: none"> Plan a party lunch for the class Prepare healthy party foods Design and make a party hat or party decorations 		DT: Investigating toy vehicles Tool skills Making a prototype chassis Design a vehicle Make the vehicle Evaluate the finished product Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms -wheels and	Art: Using sketch books Line, texture Observational drawing		

			axles - in their products.			
Music	Sing songs. Play tuned and untuned instruments musically.		Play tuned and untuned instruments musically. Listen and understand live and recorded music.	Listen and understand live and recorded music. Make and combine sounds musically.		
PSHE/SEAL	New Beginnings	Getting on and falling out	Say no to bullying	Going for goals	Good to be me	Transition
PE	Master basic movement: running, jumping, throwing, catching, balance, agility and co-ordination.		Participate in team games.		Perform dances using simple movements.	
MFL	Teaching of MFL not required at KS1.					