

YEAR 2

TERM	Autumn Term		Spring Term		Summer Term	
	1 st half	2 nd half	1 st half	2 nd half	1 st half	2 nd half
Writing	<p>Handwriting Children will learn to form ascending and descending letters correctly and start to join letters. Children will begin to use some of the diagonal and horizontal strikes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Descriptions Children will use subordinating conjunctions in their writing, including when, if, that, because. They will also use coordinating conjunctions in their writing, including or, and, but. This will support them when writing descriptions. Children will explore different vocabulary and apply these adjectives in their writing.</p>	<p>Stories The children will write a simple story about themselves and others. They will learn to include conjunctions and present and past tense. They will imitate the use of time adverbials from texts and story maps. They will use the present and past tense mostly correctly.</p> <p>Informal letters The children learn to include an address and a date when they write a letter. They will remember and talk about the key features of a letter. They will begin to use with the language inherent in the genre (e.g. address, date)</p>	<p>Non-chronological reports The children will use real events and facts in their writing. They will begin to use language appropriate to the genre, e.g., titles and sub-headings. They will include conjunctions and questions, particularly in sub-headings. Children will also vary sentence starters with time adverbials.</p> <p>Stories The children will write a simple story about themselves and others. They will learn to include conjunctions and present and past tense. They will imitate the use of time adverbials from texts and story maps. They will use the present and past tense mostly correctly.</p>	<p>Instructions The children will use story maps to help vary their sentence starters using time adverbials. They will use question marks and introduce rhetorical questions in their instructions.</p> <p>Stories The children will write a simple story about themselves and others. They will learn to include conjunctions and present and past tense. They will imitate the use of time adverbials from texts and story maps. They will use the present and past tense mostly correctly.</p>	<p>Informal letters The children learn to include an address and a date when they write a letter. They will remember and talk about the key features of a letter. They will begin to use with the language inherent in the genre (e.g. address, date)</p> <p>Non-chronological reports The children will use real events and facts in their writing. They will begin to use language appropriate to the genre, e.g., titles and sub-headings. They will include conjunctions and questions, particularly in sub-headings. Children will also vary sentence starters with time adverbials.</p>	<p>Recount The children will use expanded noun phrases for description and specification. They will maintain the correct choice of present and past tense throughout their writing. They will use subordinating conjunctions.</p> <p>Stories The children will write a simple story about themselves and others. They will learn to include conjunctions and present and past tense. They will imitate the use of time adverbials from texts and story maps. They will use the present and past tense mostly correctly.</p>
Reading / Phonics	<p>Reading for pleasure The children will listen to and discuss a wide range of contemporary and classic poetry, stories and nonfiction texts that are beyond their reading level. They will learn that nonfiction books are structured in different ways. They will be able to discuss favourite words and phrases and build up a repertoire of poems reciting with some appropriate intonation.</p>	<p>Reading for pleasure The children will listen to and discuss a wide range of contemporary and classic poetry, stories and nonfiction texts that are beyond their reading level. They will learn that nonfiction books are structured in different ways. They will be able to discuss favourite words and phrases and build up a repertoire of poems reciting with some appropriate intonation.</p>	<p>Group reading The children will build their confidence and fluency reading both as a class and with a partner. They will apply phonic knowledge and skills when reading. They will clarify the meaning when encountering an unfamiliar word and discuss possible meanings in groups. The children will make inferences and</p>	<p>Group reading The children will build their confidence and fluency reading both as a class and with a partner. They will apply phonic knowledge and skills when reading. They will clarify the meaning when encountering an unfamiliar word and discuss possible meanings in groups. The children will make inferences and</p>	<p>Group reading The children will build their confidence and fluency reading both as a class and with a partner. They will apply phonic knowledge and skills when reading. They will clarify the meaning when encountering an unfamiliar word and discuss possible meanings in groups. The children will make inferences and</p>	<p>Group reading The children will build their confidence and fluency reading both as a class and with a partner. They will apply phonic knowledge and skills when reading. They will clarify the meaning when encountering an unfamiliar word and discuss possible meanings in groups. The children will make inferences and predictions</p>

	<p><u>Phonics:</u> Children will recap all phonics from Year 1 focussing on what they need to work on. Children will learn</p> <p>Phase 5a</p> <ul style="list-style-type: none"> • 22 new graphemes are taught, including 6 split digraphs. • Children are taught to read and spell words featuring these new sounds. • 9 tricky words are taught. <p>Phase 5b</p> <ul style="list-style-type: none"> • Children are taught the alternative pronunciations of 15 graphemes. <p>Phase 5c</p> <ul style="list-style-type: none"> • Children are taught the alternative spelling 	<p><u>Phonics:</u> Children will recap all phonics from Year 1 focussing on what they need to work on. Children will learn</p> <p>Phase 5a</p> <ul style="list-style-type: none"> • 22 new graphemes are taught, including 6 split digraphs. • Children are taught to read and spell words featuring these new sounds. • 9 tricky words are taught. <p>Phase 5b</p> <ul style="list-style-type: none"> • Children are taught the alternative pronunciations of 15 graphemes. <p>Phase 5c</p> <ul style="list-style-type: none"> • Children are taught the alternative spelling 	<p>predictions and independently fact find using 5W question stems. The children will listen to and engage in discussions about the texts they have read.</p> <p><u>Reading for pleasure</u> The children will listen to and discuss a wide range of contemporary and classic poetry, stories and non-fiction texts that are beyond their reading level. They will learn that non-fiction books are structured in different ways. They will be able to discuss favourite words and phrases and build up a repertoire of poems reciting with some appropriate intonation.</p>	<p>predictions and independently fact find using 5W question stems. The children will listen to and engage in discussions about the texts they have read.</p> <p><u>Reading for pleasure</u> The children will listen to and discuss a wide range of contemporary and classic poetry, stories and non-fiction texts that are beyond their reading level. They will learn that non-fiction books are structured in different ways. They will be able to discuss favourite words and phrases and build up a repertoire of poems, reciting with some appropriate intonation.</p>	<p>predictions and independently fact find using 5W question stems. The children will listen to and engage in discussions about the texts they have read.</p> <p><u>Reading for pleasure</u> The children will listen to and discuss a wide range of contemporary and classic poetry, stories and non-fiction texts that are beyond their reading level. They will learn that non-fiction books are structured in different ways. They will be able to discuss favourite words and phrases and build up a repertoire of poems, reciting with some appropriate intonation.</p>	<p>and independently fact find using 5W question stems. The children will listen to and engage in discussions about the texts they have read.</p> <p><u>Reading for pleasure</u> The children will listen to and discuss a wide range of contemporary and classic poetry, stories and nonfiction texts that are beyond their reading level. They will learn that nonfiction books are structured in different ways. They will be able to discuss favourite words and phrases and build up a repertoire of poems, reciting with some appropriate intonation.</p>
<p>Maths</p>	<p><u>Place Value</u> The children will count forwards and backwards in 10s, 2s, 3s and 5s. They will use $< > =$.</p> <p><u>Addition and subtraction</u> The children will be learning to use number bonds to 20 to calculate number bonds to 100. They will use concrete, pictorial and mental strategies to solve equations using 2-digit number and ones, 2 digit number and tens, two 2 digit numbers, three 1 digit numbers</p>	<p><u>Addition and subtraction</u> The children will be continuing learning to use number bonds to 20 to calculate number bonds to 100. They will use concrete, pictorial and mental strategies to solve equations using 2-digit number and ones, 2 digit number and tens, two 2 digit numbers, three 1 digit numbers.</p> <p><u>Money</u> The children will recognise and use symbols for £ and p. They will be able to make totals using different combinations of coins. They will be able to give change.</p>	<p><u>Multiplication and division</u> The children will learn to count in 3s, and recall multiplication and division facts for 2, 5 and 10. They will half 1- and 2-digit numbers mentally. They will learn that division must be done in order. They will solve multiplication and division using arrays and repeated addition.</p>	<p><u>Statistics</u> The children will make simple pictograms, tally charts, block diagrams and simple tables. They will be able to answer simple questions comparing them and stating the totals.</p> <p><u>Time</u> The children will tell and write the time to five minutes, including quarter past/to the hour. They will know the number of minutes in an hour and number of hours in a day.</p> <p><u>Measurement</u> The children will compare and order by length, capacity, mass using $< >$</p>	<p><u>Geometry:</u> <u>Shapes</u> Children name a wide variety of common 2D and 3D shapes, identifying and describing their properties. They will compare and sort common 2-D and 3-D shapes and everyday objects. They will also draw lines and shapes using a straight edge.</p> <p><u>Fractions</u> The children will find, name and write fractions $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{2}{4}$ and $\frac{3}{4}$ in relation to length, shape, objects or quantity. They will begin to use equivalence and count in</p>	<p><u>Geometry:</u> <u>Position and direction</u> The children will use mathematical vocabulary to describe position, direction and movement including movement in a straight line. They will distinguish between rotation as a turn and in terms of a right angle for a quarter, half and three quarter turn. The children will order and arrange combinations of mathematical objects in patterns and sequences.</p>

				and =. They will choose and use appropriate standard units and tools to estimate and measure.	fractions up to 10 using a number line.	
Science	<p><u>Use of everyday materials & forces</u></p> <p>The children will identify a variety of everyday materials. The children will sort objects into groups. The children will discuss the suitability of materials for different purposes. They will note how some materials are solid and some are malleable. They will find out how the shapes of solid objects made from materials can be changed by squashing, bending, twisting and stretching.</p>		<p><u>Living things & their habitats</u></p> <p>The children will understand how animals and plants are suited to different habitats. They will learn the living things within these habitats depend on each other to survive. They will be able to note the differences between living, dead and never been alive.</p>	<p><u>Animals including humans</u></p> <p>The children will learn that animals have offspring. They will understand the basic needs of animals and the importance of healthy food and exercise.</p>	<p><u>Plants</u></p> <p>The children will learn that plants usually grow from bulbs or seeds. They will find out that seeds are the way plants reproduce. They will be able to identify what a plant needs to grow and survive.</p>	
History	<p><u>The Great Fire of London / Samuel Pepys</u></p> <p>The children will learn about the Great Fire of London through a range of sources. They will learn about how people acted during the fire and think about why. The children will learn about Samuel Pepys and think about why his diaries were important. The children will add information to a timeline of the Great Fire of London. Children will be able to discuss differences between London then and now. The children will learn to sequence important people, events, artefacts from different periods. They will add dates to a timeline and label it with words and phrases. The children will learn to use different sources and artefacts to find out more about the past. They will find answers to questions and recognise why people did things and what</p>		<p><u>Flying</u></p> <p>The children will learn to sequence important people, events and artefacts from different periods by looking at the Wright brothers and Amelia Earhart. They will consider planes from then and now and look at what has changed throughout history. The children will learn to sequence important people, events and artefacts from different periods. They will add dates to a timeline and label it with words and phrases. The children will learn to use different sources and artefacts to find out more about the past. They will find answers to questions and recognise why people did</p>			

	happened as a result. They will understand and use the words: long time ago, recently, when my parents were children, years, decades and centuries.		things and what happened as a result. They will understand and use the words: long time ago, recently, when my parents were children, years, decades and centuries.			
Geography			The World The children will learn to compare areas looking for similarities and differences in human and physical features and the lives of the people living in an area outside Europe. The children will learn to discuss the features shown in aerial photos and make their own plans using symbols in a key. The children will learn to use secondary sources to investigate places and people.		Exploring our local area – Our Town Children make simple comparisons between features of different places. They compare and contrast a small area of the UK with a small area in a non-European country.	
Art	Drawing The children will use a range of dry materials to show pattern, line and texture in their drawings. They will use their pencils to show different tones.		Textiles The children will learn basic weaving techniques.			Clay, sculpture, paper & paste The children will use torn paper to make shapes in a collage. They will consider the best techniques for how to attach materials.
D.T.		Materials The children will design using materials for an intended purpose. They will use a range of joining techniques and tools in their design.	Textiles The children will know that 3D textile products can be assembled from 2 identical fabric shapes.	Mechanics The children will learn to design and create products using levers, wheels and winding mechanisms.	Food The children will learn food preparation techniques such as peeling, cutting and grating. They will know that all food comes from plants or animals.	
Music	Listening The children will identify aspects and timbres of African music. They will recognise and name key orchestral instruments. They will identify the dynamics pp. p. f. They will notice how music from	Creating The children will make short musical patterns to reflect a journey. They will compose a four-beat rhythm and use a range of instruments to perform it. The children can		Singing The children will sing songs that move in leaps and steps with expression and energy. They will learn songs that can be sung in parts.	Performing The children will learn to read and play a simple tune from notation. They will play a drum and stay on beat.	Notating/Notation The children will learn to read simple musical notation including semiquavers and rests.

	contrasting historical eras sound different.	maintain a rhythmic ostinato selecting different instruments to perform it. They will learn to suggest improvements to group compositions.				
ICT	<p>Purple Mash <u>Online safety</u> Children begin to understand what a digital footprint is. They also use the internet search engines.</p> <p><u>Coding</u> Children begin to create an algorithm using a timer. They can debug a code.</p>	<p>Purple Mash <u>Spreadsheets</u> Children will learn how to create a spreadsheet and a block graph. They will use copy and paste buttons and be able to use a spreadsheet to total amounts.</p>	<p>Purple Mash <u>Questioning</u> Children will learn how to construct a binary tree and use it to answer questions. They will also use a database to answer more complex questions.</p>	<p>Purple Mash <u>Effective Searching</u> Children will begin to understand how to search information from the internet and produce a leaflet. They will also recognise the basic parts of a web search and internet terms.</p>	<p>Purple Mash <u>Creating Pictures</u> Children will use 2paint to explore different artists and produce similar art.</p> <p><u>Making Music</u> They will use 2sequence to understand rhythm and create music. Children will create a tune that shows feelings and be able to upload a sound into their tune.</p>	<p>Purple Mash <u>Present</u> Children will use a variety of software to manipulate and present digital content and information. They will collect, organise and present data and information in digital content.</p>
P.E. (plus Real P.E.)	<p><u>Basketball and netball</u> <u>(Invasion games)</u> The children will learn to develop speed and direction when travelling with a ball. They will take part in opposed games with others, sending and receiving a ball with control and following the rules. The children will be able to copy and perform a variety of actions with a ball independently.</p> <p><u>Real PE</u> The children will pass a small/large ball under arm and catch it with control. They will use their fingertips to take a large ball around their body or around one leg.</p>	<p><u>Football</u> <u>(Invasion games)</u> The children will learn to travel with a ball developing speed, direction, sending and receiving and stopping a ball with control. They will take part in opposed condition games with others following basic game rules.</p> <p><u>Real PE</u> The children will develop the use of alternate feet when striking or receiving and stopping a large ball. They will use small touches when dribbling a ball using alternate feet. They will learn to change direction when dribbling.</p>	<p><u>Rugby</u> <u>(Invasion games)</u> The children will travel with speed and control. They will stop, catch, send and receive a ball considering the target. They will take part in opposed games following basic rules.</p> <p><u>Real PE</u> The children will develop the use of alternate feet when striking or receiving and stopping a large ball. They will use small touches when dribbling a ball using alternate feet. They will learn to change direction when dribbling.</p>	<p><u>Hockey</u> <u>(Invasion games)</u> The children will learn to travel with a ball developing speed, direction, sending and receiving and stopping a ball with control. They will take part in opposed condition games with others following basic game rules.</p> <p><u>Real PE</u> The children will develop the use of alternate feet when striking or receiving and stopping a large ball. They will use small touches when dribbling a ball using alternate feet. They will learn to change direction when dribbling.</p>	<p><u>Cricket</u> <u>(Invasion games)</u> The children will learn to travel with a ball developing speed, direction, sending and receiving and stopping and catching a ball with control. They will take part in opposed condition games with others following basic game rules.</p> <p><u>Real PE</u> The children will work to maintain control when holding a racket/bat and balancing a small ball. They will extend this challenge by closing their eyes, balancing on one leg or performing a small squat.</p>	<p><u>Athletics</u> The children will learn to perform a jump and balance and run with speed. They will complete obstacle courses and skip with a rope. Alternate hands will be used when throwing. The children will note how their heart rate changes during exercise.</p> <p><u>Dance</u> The children will link with a partner to create body patterns. They will perform a range of actions and communicate expression through dynamic movement.</p>
R.E.	<p><u>Christianity</u> The children will identify which symbols are important to Christians. They will describe the inside of a church. They will learn</p>	<p><u>Christianity</u> The children will identify which symbols are important to Christians. They will describe the inside of a</p>	<p><u>Buddhism</u> The children will ask questions about a Buddhist's life. They will understand the symbols in</p>	<p><u>Buddhism</u> The children will ask questions about a Buddhist's life. They will understand the symbols in</p>	<p><u>Sikhism</u> The children will learn about Guru Nanak and Sikh festivals. They will learn about the</p>	<p><u>Judaism</u> The children will learn the importance of symbols and religious expression in Judaism. They will retell</p>

	<p>how Christian's worship. The children will study the story of Creation, 'The Good Samaritan' and 'The Nativity'. They will consider the message of these stories and their importance to Christianity.</p>	<p>church. They will learn how Christian's worship. The children will study the story of Creation, 'The Good Samaritan' and 'The Nativity'. They will consider the message of these stories and their importance to Christianity.</p>	<p>Buddhism. They will find out about the life of the Buddha. The children will learn to think about how some religious practices share characteristics in more than one religion.</p>	<p>Buddhism. They will find out about the life of the Buddha. The children will learn to think about how some religious practices share characteristics in more than one religion.</p>	<p>importance of symbols in Sikhism and in their own lives.</p>	<p>the story of Moses. They will consider how to communicate sensitively to the experiences and feelings of others.</p>
<p>PSHE</p>	<p><u>Health and well-being</u> Children are supported to make simple informed choices about some aspects of their health and well-being and know what keeps them healthy. They will talk about how people change and grow over time and how people's needs change as they grow. Children will learn the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls. (SRE) Children talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe. They will know some strategies they can use to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good. Children talk about and describe my feelings to others, including feelings associated with change and loss. They will know that we are all unique and can talk about some of the things that make them special. Children will learn to think about themselves, learn from their experiences, recognise and celebrate their strengths and set simple but challenging goals.</p>		<p><u>Relationships (including Diversity)</u> The children will know how people make friends and what makes a good friendship. They will discuss who to trust and how to seek help or advice from others, if needed. Children will begin to identify and respect differences and similarities between people and can explain different ways that family and friends should care for one another. They will learn how to listen to others peoples' views and know how to play and work co-operatively. The children will know how people make friends and what makes a good relationship. The children will learn who to trust and who not to trust and where to seek advice. They will understand that bullying is wrong and that feelings can be hurt. The children will learn about the different roles people we care about can have in their lives.</p>		<p><u>Living in the wider world</u> The children will understand that people and other living things have rights. They will explore what improves and harms the local, natural and built environments. They will identify various groups and communities that they belong to. Children will discuss with others about the role of the internet and money in everyday life. They will discuss different jobs that people have and how they are important.</p>	

	Children will learn how to keep themselves physically, emotionally and environmentally safe. They can recognise risk in simple everyday situations and what action to take to minimise harm.					
ReflectED	<u>Learning a new skill</u> Children can say how we can learn. They can explain how they are feeling when learning a new skill. Children can start to talk about good things that have happened in their learning.	<u>Growth mindset</u> Children can recognise when someone in a story has a fixed or growth mindset. They are starting to set targets for themselves.	<u>What a successful learner looks like</u> Children can recognise what characteristics helped others be successful. They can understand why it is important to reflect on their work honestly and use the correct colour tag. Children understand what a challenge is and can work with others to overcome it. They recognise how feelings can sometimes stop us learning.	<u>Questioning, summarising and visualisation skills</u> Children can start to say why questions help us learn. They can use mind maps as a strategy to help them summarise. They are starting to understand how we all visualise different things when we hear words.	<u>Review knowledge of Growth Mind set</u> Children can give clear instructions to organise and solve problems. They can join in group discussions. They understand how body language and tone of voice can change what they say.	<u>Deliberate practice, coaching and feedback</u> <u>Co-operative learning and teamwork</u> Children understand what deliberate coaching is, i.e. in PE.
RSE	<u>Citizenship</u> Learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school councils work and voicing an opinion.	<u>Families and relationships</u> Learning: that families are composed of different people who offer each other care and support; how other people show their feelings and how to respond. Looking at conventions of manners and developing an understanding of self-respect.	<u>Health and wellbeing</u> Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals, developing a growth mindset and understanding dental hygiene.	<u>Safety and the changing body</u> Developing understanding of safety: roads and medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.	<u>Safety and the changing body</u> Developing understanding of safety: roads and medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.	<u>Economic wellbeing</u> Learning about where money comes from, how to look after money and why we use banks and building societies.