

Year 2

English

Autumn	Spring	Summer
<p>Texts: 'The Magic Finger' by Roald Dahl and 'Traction Man' by Mini Gray.</p> <p>Reading: To listen to and discuss their views about a wide range of poetry, stories and non-fiction texts. Discuss the significance of the title and events. Link what they hear or read to own experiences. Explain understanding of what is read. Discuss the sequence of events in books and how items of information are related. Discuss favourite words and phrases. Answer and ask questions. Predict what might happen on the basis of what has been read. Draw inferences on the basis of what is being said and done. Participate in discussion about what is read, taking turns and listening to others. Express views about reading. To be able to discuss the sequence of events in books and identify interesting vocabulary and the structure of the book.</p> <p>Writing: To develop their spelling by segmenting spoken words, learning ways of spelling difficult words and apply this knowledge to their writing. To form their letters correctly and begin to join their handwriting, using spacing between words. To write narratives and non-fiction texts for different purposes.</p>	<p>Texts: 'Zeraffa Giraffa' by Dianne Hofmeyr and 'The Robot' and 'The Bluebird' by David Lucas.</p> <p>Reading: To listen to and discuss their views about a wide range of poetry, stories and non-fiction texts. Discuss the significance of the title and events. Link what they hear or read to own experiences. Explain understanding of what is read. Discuss the sequence of events in books and how items of information are related. Discuss favourite words and phrases. Answer and ask questions Predict what might happen on the basis of what has been read. Draw inferences on the basis of what is being said and done. Participate in discussion about what is read, taking turns and listening to others. Express views about reading. To be able to discuss the sequence of events in books and identify interesting vocabulary and the structure of the book.</p> <p>Writing: To develop their spelling by segmenting spoken words, learning ways of spelling difficult words and apply this knowledge to their writing. To form their letters correctly and begin to join their handwriting, using spacing between words. To write narratives and non-fiction texts for different</p>	<p>Texts: 'Gregory Cool' by Caroline Binch and a variety of texts and poems from different countries.</p> <p>Reading: To listen to and discuss their views about a wide range of poetry, stories and non-fiction texts. Discuss the significance of the title and events. Link what they hear or read to own experiences. Explain understanding of what is read. Discuss the sequence of events in books and how items of information are related. Discuss favourite words and phrases. Answer and ask questions Predict what might happen on the basis of what has been read. Draw inferences on the basis of what is being said and done. Participate in discussion about what is read, taking turns and listening to others Express views about reading. To be able to discuss the sequence of events in books and identify interesting vocabulary and the structure of the book.</p> <p>Writing: To develop their spelling by segmenting spoken words, learning ways of spelling difficult words and apply this knowledge to their writing. To form their letters correctly and begin to join their handwriting, using spacing between words. To write narratives and non-fiction texts for different</p>

<p>To plan what they are going to write about, writing down key words and vocabulary. To evaluate their writing and check it makes sense. Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally. Sequence sentences to form short narratives. Write for different purposes including about fictional personal experiences, poetry, non-fiction and real events. Read writing aloud with appropriate intonation to make the meaning clear. Use new and familiar punctuation correctly. Use sentences in different forms. Expand noun phrases to describe and specify. Use past and present tense correctly and consistently Use simple conjunctions to link subordinate and coordinating clauses. Spellings: the long a sound as in <i>brain, train, day, play, made, take etc</i>; the dj sound, as in <i>age, huge, change etc</i>; the dj sound as in <i>badge, edge, bridge etc</i>; the dj sound as in <i>gem, giant, giraffe etc</i>; soft c sound as in <i>pencil, bicycle, juicy</i>; silent k, g, w as in <i>gnat, knee, knight</i>; words ending in le as in <i>able, apple, bottle</i>. Punctuation: Capital letters and full-stops; commas to separate items in a list; question marks, exclamation marks. Grammar: using expanded noun phrases for description; the difference between statements, questions, exclamations and commands; Subordination (when, if, that,</p>	<p>purposes. To plan what they are going to write about, writing down key words and vocabulary. To evaluate their writing and check it makes sense. Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally. Sequence sentences to form short narratives. Write for different purposes including about fictional personal experiences, poetry, non-fiction and real events. Read writing aloud with appropriate intonation to make the meaning clear. Use new and familiar punctuation correctly. Use sentences in different forms. Expand noun phrases to describe and specify. Use past and present tense correctly and consistently. Use simple conjunctions to link subordinate and coordinating clauses. Spellings: words ending in el, al, il as in <i>bagel, camel, oval, loyal, evil, pupil</i>; adding ing and ed to words ending in y as in <i>flying, playing, hurried, tried</i>; adding ing and ed to words ending in e as in <i>baked, closed, moving, writing</i>; double letters with ing and ed as in <i>jogging, shopping, rubbed</i>; adding est and er as in <i>fastest, bravest, larger, thinner</i>. Punctuation: Exclamation marks; question marks; apostrophes for possession; apostrophes for missing letters. Grammar: Turning adjectives into adverbs; compound words; present and past tense;</p>	<p>purposes. To plan what they are going to write about, writing down key words and vocabulary. To evaluate their writing and check it makes sense. Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally. Sequence sentences to form short narratives. Write for different purposes including about fictional personal experiences, poetry, non-fiction and real events. Read writing aloud with appropriate intonation to make the meaning clear Use new and familiar punctuation correctly. Use sentences in different forms. Expand noun phrases to describe and specify. Use past and present tense correctly and consistently Use simple conjunctions to link subordinate and coordinating clauses. Spellings: adding y as in <i>dirty, noisy, spotty</i>; words ending in tion and sion as in <i>lotion, vision, tension, television</i>; adding ly as in <i>badly, sadly, lazily</i>; adding ment, ful, less and ness as in <i>basement, pavement, useless, careless, harmful, joyful, illness, sadness</i>; the ur sound as in <i>serve, dirty, purse, world</i>. Punctuation: Apostrophes for missing letters and possession; commas to separate items in a list, question marks and exclamation marks; inverted commas for speech and revision of all previous punctuation. Grammar: Nouns, adjectives, verbs, adverbs;</p>
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because) and coordination (or, and, but); using present tense and past tense consistently; turning adverbs into adjectives.	subordination and coordination; progressive forms of verbs (I am walking; I was walking); Formation of adjectives using different suffixes –ful –er –est- ly etc.	Suffixes - -ful, -est, -ly, -er Revision of all previous grammar.
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Mathematics

Autumn	Spring	Summer
<p>To count in steps of 2, 5 and 10 forwards and backwards. To compare, order numbers from 0—100. To recognise the place value of each digit in a two-digit number (tens and ones). To solve problems with addition and subtraction, applying their knowledge of mental and written methods.</p> <p>To recall and use addition and subtraction facts to 20 fluently. To calculate mathematical statements for multiplication and division using the correct signs. To choose and use appropriate standard units to estimate and measure length, mass, temperature and capacity. To find combinations and coins that equal the same amounts of money. To compare and sequence intervals of time to 15 minutes. To identify and describe properties of 3D and 2D shapes. To order and arrange mathematical objects in patterns and sequences.</p>	<p>To count in steps of 2, 3, 5 and 10 from any number. To recognise the place value of each digit in a two-digit number (tens and ones). To solve problems with addition and subtraction, applying their knowledge of mental and written methods.</p> <p>To understand the inverse relationship between addition and subtraction. To recall and use addition and subtraction facts to 20 fluently. To calculate mathematical statements for multiplication and division using the correct signs. To choose and use appropriate standard units to estimate and measure length, mass, temperature and capacity. To find combinations and coins that equal the same amounts of money To compare and sequence intervals of time. To identify lines of symmetry.</p> <p>To order and arrange mathematical objects in patterns and sequences.</p>	<p>Continue to practise their 2, 3, 5 and 10 times tables. To use their knowledge of place value and number facts to help them to solve different problems. To apply their written and mental methods of addition and subtraction to a variety of number problems. To solve multiplication and division problems using materials, arrays, repeated addition and mental methods. Recognise, find, name and write fractions of a length, shape, set of objects or quantity ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ $\frac{3}{4}$, $\frac{1}{3}$) To identify the different properties of 2D and 3D shapes, including lines of symmetry. To practise telling the time to five minutes.</p>

PE

Autumn	Spring	Summer
<p>Games skills - throwing, catching. Passing, moving into a space and marking. To learn and understand the need for rules.</p> <p>Gymnastics skills—travelling in different pathways on the floor and apparatus. To explore movement sequences at a variety of levels and speed.</p>	<p>Games skills - Develop traveling and sending with control with hands and feet. Learn simple team games with rule.</p> <p>Dance Skills -Develop movements that reflect the African theme.</p> <p>Create an African dance choreographing as a class and as smaller groups</p>	<p>Games — Participate in team games developing simple tactics.</p> <p>Athletics – Running, jumping and throwing skills.</p> <p>Gymnastics—Basic gymnastic skills.</p> <p>Develop balance, agility and co-ordination.</p>

RE

Autumn	Spring	Summer
<p>To explore why some things are special.</p> <p>To look at the festivals of light—Hanukah, Diwali and Candlemas.</p> <p>To explore aspects of Christmas.</p>	<p>Look at the symbols of Easter.</p> <p>Look at Easter traditions.</p> <p>Consider how the Bible is a special book for Christians.</p> <p>Study some stories on Jesus’ life.</p> <p>Identify the needs of other people in the community and worldwide. Look at the work of charities.</p>	<p>To understand that people have books that are special to them.</p> <p>To recognise different ways that holy books are treated.</p> <p>To be aware of the importance of prayer and worship for many Christians.</p> <p>To know that Christians can worship in the home and the church.</p>

Music

Autumn	Spring	Summer
<p>To begin to learn the recorder.</p> <p>To learn some basic notes and tunes on the recorder.</p> <p>To listen to a range of music with concentration.</p>	<p>Continue to learn different notes on the recorder.</p> <p>Continue to learn and play different songs on the recorder</p>	<p>To continue to learn to play the recorder.</p> <p>To be able to discriminate between higher and lower pitch sounds and to create simple melodic patterns.</p> <p>To be able to recognise different ways sounds are made and how instrument make and change sounds</p>