

	Year 2					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Billy the Brave Knight Defeating a Monster Tale Toolkit – problem/resolution •Sequencing story language (one day, eventually, luckily, by the time) •Character feelings (problem/ending) Goblins Toolkit – information •Subheadings •Expanded noun phrases to describe •Question to hook the reader in the introduction •Conjunction (because)	Bog Baby Finding Tale Toolkit – setting •Tell the reader about the time of day or weather •Use the senses to describe •Use a simile •List of 3 (comma) How to catch a Bog Baby Toolkit – Instructions •bullet points •title/subheadings •sequential connectives •imperative language	Jack and the Beanstalk Tale of Quest Toolkit – suspense •Say what they can hear, see or feel •Dramatic sentence starters - at that moment, suddenly, unfortunately •Short sentences for impact •Exclamation sentences Why Giants need Catching Toolkit – explanation •Why title •Introduction to the text to explain importance •Generalisers (most, many, some, few) •Conjunctions for cause and effect (so..., so that..., because..., that's why..., in order to...)	Cinderella Rags to Riches Toolkit – openings and endings •Place story starters – i.e. In a distant land far, far away •Time openings (sequential conjunctions) Early one morning... Late one night... •Character feelings at the start and end Should Cinderella have gone to the ball? Toolkit – discussion •‘Should’ question title •Present/past tense •Give points to agree and disagree •Generalisers (the majority, the minority) •Give own opinion in the conclusion	Monkey See Monkey Do Losing Tale Toolkit – problem/resolution •-ly starters (unfortunately, eventually, sadly) •Show change of character feelings •Use an exclamation mark to show emotion Mischievous monkeys steal innocent man's hats! Toolkit – recount (newspaper report) •Catchy headline title •5ws in introduction •Past tense •First person (quote)	The Papaya that Spoke Tale of fear Toolkit – character •Feelings of character at the start and end •List of 3 (adjectives or facts about the MC) •Suffixes •Adverbs Delicious Papayas! Toolkit – advert to persuade •Persuasive language – most, need, •If..... then... sentence •Numerical sequencing of key points (firstly, secondly) •Conjunctions to extend and add information (and, but, because, as, when)
Maths	Place value - numbers to 100 and Addition and Subtraction Pupils main learning will be:	Addition and Subtraction and Shape Pupils main learning with be: Addition and Subtraction	Money and Multiplication and Division Pupils main learning will be: Money	Length and height Mass capacity and temperature Pupils main learning will be:	Statistics and fractions Pupils main learning will be: Statistics	Position and direction and Time Pupils main learning will be: Position and direction order and arrange

	Place Value - develop their fluency in addition and subtraction facts within 10. - recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers. - reason about the location of any two-digit number in the linear number system. Addition and Subtraction - Add and subtract across 10. - recognise the subtraction structure of 'difference'	- add and subtract within 100 by applying related one-digit addition Shape - Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.	- 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 - recognise repeated addition contexts, representing them with multiplication	- 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 =	- 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. Fractions - recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$	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). Time - 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
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	and answer questions of the form, “How many more...?”.		equations and calculating the product, within the 2, 5 and 10 multiplication tables. relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations.		of a length, shape, set of objects or quantity - write simple fractions for example, $\frac{1}{2}$ of 6 = 3 - recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	know the number of minutes in an hour and the number of hours in a day.
Science	<u>Human Body</u> In this unit pupils will be taught to: - notice that animals, including humans, have offspring which grow into adults - find out about and describe the basic needs of animals, including	<u>Living Things and their Environments</u> In this unit pupils will: - learn the differences between living, dead and never been alive - identify that most living things live in habitats to which they are suited and describe how	<u>Electricity</u> In this unit pupils will learn: - to identify things that use electricity. - know that electricity is useful, but it can also be dangerous - construct an electrical circuit	<u>Plants</u> In this unit pupils will be taught to: - Observe and describe how seeds and bulbs grow to mature plants - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	<u>Materials and Matter</u> In this unit pupils will be taught to: - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - find out how the shapes of solid objects made from some materials can be changed by	<u>Astronomy</u> In this unit pupils will be taught to: - know there are eight planets in our solar system. - know that Earth travels around the sun. - know that the moon orbits the earth. - know that groups of stars are called

	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.	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 microhabitats - 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	identify materials that conduct electricity This unit is beyond the requirements of the National Curriculum for Year 2. It has been written and included in our partnership to teach some important background knowledge that will help children in Year 4, when electricity features again, to access curriculum content in greater depth.		squashing, bending, twisting and stretching	- constellations. - know scientists, including astronomers, learn from each other to make new discoveries about space This unit has been written in addition to the National Curriculum content in Science for Year 2. It has been included to give pupils some prior knowledge which will be useful when they study astronomy again in Year 5
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History		<u>Romans in Britain</u> Pupils will be taught about: • events beyond living memory that are significant nationally or globally. • the lives of significant individuals in the past who have contributed to national and international achievements. This unit prepares pupils for future learning in KS2 as pupils learn about the Roman Empire and its impact on Britain.		<u>The Tudors</u> Pupils will be taught about: • the lives of significant individuals in the past who have contributed to national and international achievements • significant historical events, people and places in their own locality		<u>Powerful Voices</u> Pupils will be taught about: • changes within living memory. • The lives of significant individuals in the past who have contributed to national and international achievements.
Art	<u>Colour and Shape</u> Pupils will be taught: • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and	<u>Colour Shape and Texture</u> Pupils will be taught: • to use a range of materials creatively to design and make products • to use drawing, develop and share their	<u>Portraits and Self portraits</u> Pupils will be taught: • to evaluate and analyse creative works using the language of art, craft and design • to improve their mastery	<u>Landscapes and Symmetry</u> Pupils will be taught: • to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing	<u>History Painting</u> Pupils will be taught: • to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	<u>Murals and Tapestries</u> Pupils will be taught to: • develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of

	share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour and shape - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, shape and texture - about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work	of art and design techniques, including drawing and painting be taught about great artists in history	awareness of different kinds of art, craft and design to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials got example, pencil, paint about great artists in history	- to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing with a range of materials for example, pencil, charcoal	art, craft and design. - improve their mastery of art and design techniques - know about great artists in history
Geography	<u>Spatial sense (mapping, compass)</u> Pupils will be taught to: use simple compass directions, locational and directional language.		<u>British Isles</u> Pupils will be taught to: know when we look at a map, the British Isles are made up of lots of islands, the		<u>Northern Europe</u> Pupils will be taught to: - be able to describe northern Europe. - know the location of northern Europe means it has quite warm summers and very cold winters. - know Denmark, Norway and Sweden	

	draw a simple map.		main ones are Britain and Ireland. - know There are 6,000 other small islands in the British Isles. - know England, Wales, Scotland and Ireland are the countries in the British Isles. - compare my local area with Cape Town in South Africa.		are Scandinavian countries. - know people and animals have adapted to survive the cold winters in Northern Europe - know about Roald Amundsen the explorer	
DT	Perfect Pizzas Pupils will learn to: - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking,		Puppets Pupils will learn to: - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking,			Making vehicles Pupils will learn to: - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate,

	drawing, templates, mock-ups and, where appropriate, information and communication technology. • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria • use the basic principles of a healthy and varied diet to prepare dishes		drawing, templates, mock-ups and, where appropriate, information and communication technology. • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria			information and communication technology. • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products
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	understand where food comes from					
PE	Coordination – Footwork Static Balance – one leg standing Pupils will be taught to: - know where they are in their learning and have begun to challenge themselves - try several times at something and if at first, they don't succeed ask for help when appropriate - follow instructions, practise safely and work on simple tasks by myself	Dynamic Balance to Agility Static Balance – seated Static Balance – one leg standing Pupils will be taught to: - show patience and support others, listening well to them - show and tell others about their ideas - help praise and encourage others in their learning - work sensibly with others, taking turns and sharing	Dynamic Balance (5) Static Balance – small base (4) Pupils will be taught to: - understand the simple tactics of attacking and defending. - explain what they are doing well and begin to identify areas for improvement begin to order instructions, movements and skills. - With help recognise similarities and differences in performance and explain why someone is working or performing well - understand and follow simple rules and name some things they are good at	Coordination – ball skills Counter balance in pairs Pupils will be taught to: - make up their own rules and versions of activities and respond differently to a variety of tasks - recognise similarities and differences in movements and expression - begin to compare their movements and skills with those of others. - select and link movements together to fit a theme - explore and describe different movements	Coordination – sending and receiving Agility – reaction/response Pupils will be taught to: - roll, throw and kick a ball accurately - stop, catch and collect a ball with control	Agility – ball chasing Static balance – floor Pupils will be taught to: - describe how and why their body feels during and after exercise the way it does - explain why we need to warm up and cool down - say how our body feels before, during and after exercise. - be aware of why exercise is important for good health

Computing	Unit 2.1 coding 2code Unit 2.2 online safety In this unit pupils will be taught to: • understand what algorithms are; how they are implemented as programs on digital • devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs • use technology safely and respectfully, keeping personal information private;	Unit 2.3 spreadsheets Unit 2.4 questioning In this unit pupils will be taught to: • recognise common uses of information technology beyond school • use technology purposefully to create, organise, store, manipulate and retrieve digital content	Unit .4 questioning Unit 2.5 effective searching In this unit pupils will be taught to: • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Unit 2.7 making music 2sequence In this unit pupils will be taught to: • use technology purposefully to create, organise, store, manipulate and retrieve digital content	Unit 2.6 creating pictures Unit 2.7 2paint a picture In this unit pupils will be taught to: • use technology purposefully to create, organise, store, manipulate and retrieve digital content	Unit 2.8 presenting ideas In this unit pupils will be taught to: • use technology purposefully to create, organise, store, manipulate and retrieve digital content • Recognise common uses of information technology beyond school
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	identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.					
Music	Pulse Pupils will be taught to: - internalise the pulse and keep a steady beat in different pieces of music. - use body percussion and percussion instruments to keep a steady beat in different pieces of music.	Rhythm Pupils will be taught to: - internalise and accurately recall simple rhythmic patterns. - play and perform repeated rhythmic patterns using body percussion and classroom percussion. - explore the use of graphic symbols, dot notation and stick notation – read and respond to rhythm patterns (begin to	Pitch Pupils will be taught to: - internalise and recall simple melodic patterns - sing short phrases independently within a singing game or short song. - recognise dot notation and match it to 3-note tunes played on tuned percussion.	Tempo and Dynamics Pupils will be taught to: - know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to the leader's directions and visual symbols (e.g. crescendo, decrescendo, pause) - use body percussion and percussion instruments with increasing control to demonstrate dynamics (getting	Instruments Pupils will be taught to: - recognise and name a selection of musical instruments (percussion and orchestral). - play and explore a wider range of contrasting sounds musically using classroom percussion instruments. - organise and choose sounds and musical ideas when responding to a range of musical and non-musical starting points.	Listening, Singing and Performing Pupils will be taught to: - sing songs confidently with a good sense of pulse, rhythm and diction - continue to develop simple ensemble skills, e.g. learning to start/stop, follow the leader/conductor and be a leader/conductor

		introduce crotchets, quavers and crotchets rests)		louder/quieter) and tempo (getting faster/slower)		
RE	Religion – Christianity What Jesus taught Pupils will be taught to: • recognise when they have been kind to others even when it was difficult. • re-tell a story Jesus told about being kind and give an example of when Jesus showed kindness. • discuss if they think Christians should be kind and give a reason.	Religion – Christianity Christmas – Jesus as a gift from God Pupils will be taught to: • discuss how they could help solve a problem by showing love. • Know the Christmas story and start to • explain that Christians believe Jesus was a gift from God. • reasons why Christians think God gave Jesus to the world.	Religion – Judaism Passover Pupils will be taught to: • talk about why we do as some people ask but not others. • talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this. • suggest what they think are the most and least important things Jews do that God asks them to do and add at	Religion – Christianity Easter - Resurrection Pupils will be taught to: • say what they believe happens to you when you die • tell others how we remember people close to us. • recall what Christians believe happened on Easter Sunday. • start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer their opinion.	Religion – Islam Community & Belonging Pupils will be taught to: • explain why agreements are important and why they should be kept. • tell a story about Abraham or Moses and say why one of these men is important to Jews today. • start to explain the significance of one thing Jews do and say how it shows their special relationship with God. • understand how meeting in a certain place could make me feel like I belong. • explain what happens when Muslims pray alone or at the mosque. • talk about how Muslims feel a sense of belonging	Religion – Islam Hajj Pupils will be taught to: • explain why we could do certain things at certain ages. • tell you what they are most committed to in their life. • talk about one of the ways Jews show commitment to God. • talk about a way that Jews show commitment to God and say why this might be important. • talk about a special journey and why it was special to them. • remember some of the events that happen during Hajj and start to explain

			least one reason.		when they are with other Muslims or when they pray on their own and say why this might be.	why these are important to Muslims. start to think about the significance of Hajj to a Muslim
PSHE	Being me in my world Pupils will be taught: - to recognise my hopes and fears. - to know who to talk to when I am worried. - to understand my rights and responsibilities in school.	Celebrating difference Pupils will be taught: - to identify some ways in which my friend is different from me. - to tell you why I value this difference about him/her.	Dreams and Goals Pupils will be taught: - to choose a goal and think about how to achieve it. - to recognise who I work well with and work as part of a team. - to share my successes.	Healthy Me Pupils will be taught: - to know what I need to keep my body healthy. - to understand what medicines are used for and why it is important to use them safely. - to understand what relaxed means.	Relationships Pupils will be taught: - to understand the different relationships, I have with family members. - to understand what physical contact is and that some are appropriate and some are not. - to talk about what causes conflict with friends. - to understand when it is good to keep a secret and when it is not.	Changing Me Pupils will be taught: - to talk about life cycles in nature and in humans. - to recognise how my body has changed since I was a baby. - to recognise the differences between boys and girls and use the correct names for body parts. - to talk about touch I like and touch I don't like.