

## Year 2 2022/2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English and Reading</b>	<p><b>Anansi</b> Write a description using expanded noun phrases and adverbs. Retelling a story. Using coordinating and subordinating conjunctions. Planning and writing a letter of complaint.</p> <p><b>Retrieving information from the text.</b></p>	<p><b>Tear Thief</b> Using contractions. Homophones. Writing a recount. Describing a setting using the senses. Planning and retelling a story.</p> <p><b>Saying whether a statement is true or false.</b></p>	<p><b>Akimbo</b> <b>The Picture Book of Rosa Parks</b> Using the present tense. Using technical vocabulary Subordinating conjunctions. Using commas when writing a list. Planning and writing a newspaper article.</p> <p><b>Summarising information from the text.</b></p>	<p><b>George's Marvellous Medicine</b> Writing a character description. Expanded noun phrases. Writing using different sentence types. Subordinating and coordinating conjunctions. Imperative verbs. Planning and writing a set of instructions.</p> <p><b>Making inferences from the text.</b></p>	<p><b>A Bear Called Paddington/London City Trails</b> Describing a setting using the five senses. Describing characters through their actions. Planning and writing a story. Planning and writing an informational report.</p> <p><b>Explaining the meaning of words.</b></p>	<p><b>Raven Boy</b> <b>Great Fire of London</b> Use expanded noun phrases in a setting description. Using irregular past tense verbs. Planning and writing a story. Using complex sentences. Planning and writing a non-chronological report.</p> <p><b>Inferring a characters thoughts and feelings through their actions.</b></p>
<b>Curriculum</b>	<p><b>Street Detectives</b> Local history- how has the area changed over time? Exploring the Geography of the local area; looking at maps. Street art.</p>	<p><b>Wriggle and Crawl</b> Exploring insects and minibeasts. Learning about microhabitats, adaptation, and life cycles.</p>	<p><b>Muck, Mess and Mixtures</b> Investigating mixing and texture through sensory exploration. Sorting, grouping, weighing/measuring and tasting different food. Mixed media artwork.</p>	<p><b>Beat Band Boogie!</b> Exploring rhythm and percussion through found items, body percussion, and instruments. Thinking about how different pieces of music make us feel and responding to them in different ways.</p>	<p><b>The Scented Garden</b> Exploring the scents of different flowers, herbs, fruits, and vegetables. Learning about the importance of our senses. Observing and growing plants, creating artwork inspired by the natural world.</p>	<p><b>Land Ahoy!</b> Learning about the history of sailing and navigation- including pirates! Looking at maps and routes. Constructing boats and exploring materials and flotation.</p>
<b>Science (In Curriculum)</b>	<p><b>Animals including Humans</b> What do living things need to survive? What is the difference between living and non-living things?</p>	<p><b>Living Things and their Habitats</b> What makes different animals suited to their habitats? What is adaptation? Life cycles and food chains.</p>	<p><b>Everyday Materials</b> Learning to identify and describe the properties of various different everyday materials (wood, plastic, metal, glass, paper, brick, rock, cardboard etc.)</p>	<p><b>Everyday Materials</b> Comparing and testing the suitability of everyday materials for different uses. Exploring how materials can be changed by bending, squashing, twisting, and stretching.</p>	<p><b>Plants</b> <b>Science Week</b> Find out what plants need in order to grow healthily. Observing and describing how seeds/bulbs grow over time.</p>	<p><b>Animals including Humans</b> Learning about animals and their offspring. What is the effect of exercise on our bodies? Why is it important to eat lots of different types of food?</p>
<b>Maths</b>	<p><b>Numbers 10-100</b> Tens and ones Representations Multiples of 10 Unitising to add and subtract 10 Explore sequencing beyond 100 (multiples of 10) Representing numbers in different ways Positions on number lines Comparing two digit numbers Partitioning two digit numbers into tens and ones <b>Calculations within 20</b> Add three addends Use 'first, then, now' Bridging tens (addition and subtraction) Calculating difference Pictograms Bar charts</p>	<p><b>Fluently add and subtract within 10</b> Revision and fluency practice <b>Addition and subtraction of two digit numbers</b> Add and subtract from 2 digit numbers Crossing tens boundaries Part-part whole models Number bonds Problem solving Adding and subtracting multiples of 10 Partitioning in different ways <b>Introduction to multiplication</b> Grouping objects and numbers Repeated addition Represent equal groups as multiplication Factor pairs</p>	<p><b>Introduction to multiplication</b> Count in 2s, 5s and 10s as multiplication facts Doubling and halving Solving problems <b>Introduction to division structures</b> Grouping equally Identify unequal groups Calculate groups in division stories Skip counting Using divisor to find the quotient Problem solving</p>	<p><b>Shape</b> Polygons and their properties Sorting polygons Group and compare polygons Describe properties of 3D shapes Compare 3D shapes <b>Addition and subtraction of two digit numbers</b> Add two, two digit numbers Crossing tens boundary Subtract two, two digit numbers Partitioning to add and subtract efficiently</p>	<p><b>Money</b> Recognise and use symbols for £ and p Find different combinations of coins to equal amounts Solve problems involving money <b>Fractions</b> Equal and unequal parts One half One quarter One third Read and write fraction notations for the above Find one half, quarter and third of sets of objects Find one half, quarter and third of numbers Recognise equivalence of 2/4 and 1/2 <b>Time</b> Compare and sequence intervals of time Tell and write time to 5 minutes Know minutes in hour and hours in day <b>Position and direction</b> Order and arrange combinations of objects in patterns and sequences Use mathematical vocabulary to describe position and direction</p>	<p><b>Multiplication and division</b> Identify and explain patterns and relationships between 5 and 10 times tables Solving problems Relate dividing by 2 to halving Know divisibility rules when divisor is 2, 5 or 10 Know how the dividend of zero affects the quotient Know how the quotient is affected when the divisor is equal to the dividend Explain how a divisor of one affects the quotient <b>Measure – capacity, volume and mass</b> Choose appropriate standard units to use for purpose Estimation Compare and order lengths, mass, volume/capacity Recording results using &lt; &gt; =</p>
<b>RE</b>	<p><b>Believing</b> <b>Who is a Christian and what do they believe?</b> What do Christians believe about God and Jesus? What are the symbols that Christians use to represent their religion? What do Christians learn from their important stories?</p>	<p><b>Believing</b> <b>Who is a Muslim and what do they believe?</b> What do Muslims believe about God? Why don't Muslims draw pictures of God or the Prophet Muhammad? What artefacts do Muslims use and why are they important?</p>	<p><b>Believing</b> <b>Who is Jewish and what do they believe?</b> How do Jewish people remember God in different ways? What is the significance of Shabbat? What is the meaning of Chanukah? How does the mezuzah remind Jewish people of God?</p>	<p><b>Believing</b> <b>What can we learn from sacred books?</b> What are the sacred books for Jewish, Christian, and Muslim people? How do different religions treat their sacred books? What do religious stories teach us about good, bad, right and wrong?</p>	<p><b>Expressing</b> <b>How and why do we celebrate special and sacred times?</b> How do Muslims celebrate Eid-ul-Fitr? How do Jewish people celebrate Pesach? What are the similarities and differences between different festivals?</p>	<p><b>Living</b> <b>How should we care for others and the world, and why does it matter?</b> What is the Jewish practice of Tzedakah? Who are some religious believers that cared for people? What are the links between the stories we know and the belief in caring?</p>

<b>PE</b>	Athletics	Introduction to Invasion Games	Introduction to Invasion Games	Introduction to Net/Wall Games	Introduction to Net/Wall Games	Gymnastics
<b>Music</b> Sequencing/term taught varies across the year but all covered.	<b>Year 2</b> <b>Key genre/person/song(s)</b> Pop/Rock The Beatles Yellow Submarine <b>Listening</b> Listen to high quality music and respond with feeling, story-making and dance movement. Copies others' movements to music.	<b>Storytelling/Acting</b> Is involved in creating and acting out a basic storyline to music in a group and understands that music can show a story and can be represented through dance.	<b>Composing</b> Compose basic rhythm patterns and simple tunes in a group using percussion instruments. Write down basic dot notation in boxes with words to create their own rhythm strip	<b>Notation</b> Follow a conductor and basic start/stop and loud/quiet instructions. Follows basic dot notation in boxes with more complex word rhythms. <b>Performing</b> Perform basic rhythms and tunes in a group using bodies, voices and percussion instruments. Performs basic dot notation compositions with hands and voices.	<b>Understanding</b> Understands the difference between beat and rhythm and clap along to both with a piece of music being played.	<b>Singing</b> Sings a basic melody in a group in time with a piano or recording and can notice when the music changes pitch.
<b>Computing</b> Sequencing/term taught varies across the year but all covered.	<b>Online Safety</b> (Digital Literacy)  <b>Effective Searching</b> (Digital Literacy)	<b>Coding</b> (Computer Science)	<b>Spreadsheets</b> (Information Technology)	<b>Questioning</b> (Information Technology)	<b>Presenting Ideas</b> (Information Technology)  <b>Making Music</b> (Information Technology)	<b>Creating Pictures</b> (Information Technology)
<b>PSHE/RHE</b> Sequencing/term taught varies across the year but all covered.	<b>PSHE</b> – Keeping Safe – Tying Shoelaces <b>RHE</b> – Bullying <b>No Outsiders!</b> – To understand what diversity is.	<b>PSHE</b> –Keeping Healthy – Healthy Eating <b>RHE</b> – Body Language <b>No Outsiders!</b> – To understand how we share the world.	<b>PSHE</b> –Relationships - Bullying <b>RHE</b> – Computer Safety Documentary <b>No Outsiders!</b> – To understand what makes someone feel proud.	<b>PSHE</b> –Being Responsible – Helping Someone in Need <b>RHE</b> – Worry <b>No Outsiders!</b> – To feel proud of being different.	<b>PSHE</b> – Feelings and Emotions - Worry <b>RHE</b> – Anger <b>No Outsiders!</b> – To be able to work with everyone in my class.	<b>PSHE</b> – Money Matters <b>RHE</b> – Computer Safety – Image sharing <b>No Outsiders!</b> – Review and Recap