

Year group: 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Look up (Catch up unit) Troll Swap	The owl who was afraid of the dark	The dragon machine	Major Glad, Major Dizzy	The last wolf	Grandad's secret giant
	<p>Writing: Join words and clauses using and Use simple description Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Use plural noun suffixes -s and -es</p> <p>Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify Plan or say out loud what is going to be written about Use punctuation correctly - full stops, capital letters</p> <p>Reading: Make inferences on the basis of what is being said and done. Discuss the sequence of events in books and how items of information are related.</p>	<p>Writing: Use co-ordination (but, or) Add -ly to turn adjectives into adverbs Write for different purposes Use commas to separate items in a list</p> <p>Reading: Answer and ask questions. Introduce non-fiction books that are structured in different ways .</p>	<p>Writing: Write sentences with different forms: statement, question, exclamation, command Use subordination (apply because, introduce when) Use present and past tenses correctly and consistently (some progressive) Read aloud with intonation Use punctuation correctly - exclamation marks, question marks</p> <p>Reading: Answer and ask questions Introduce non-fiction books that are structured in different ways Make inferences on the basis of what is being said and done</p>	<p>Writing: Use the progressive form of verbs in the present and past tense Use present and past tenses correctly and consistently Use subordination (apply because, when; introduce that) Write down ideas, key words, new vocabulary Use punctuation correctly introduce apostrophe for the possessive (singular)</p> <p>Reading: Discuss their favourite words and phrases Make inferences on the basis of what is being said and done</p>	<p>Writing: Use subordination (if, that) Add -er and -est to adjectives Use homophones and near homophones Use punctuation correctly – apostrophes for contracted forms</p> <p>Reading: Discuss the sequence of events in books and how items of information are related Make inferences on the basis of what is being said and done</p>	<p>Writing: Use present and past tenses correctly and consistently including the progressive form Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Use expanded noun phrases to describe and specify Add suffixes to spell longer words e.g -ment, -ful</p> <p>Reading: Discuss their favourite words and phrases Answer and ask questions</p>
Reading	Troll by Julia Donaldson The Three Billy Goats Gruff by Mara Alperin Genre: Fiction: fantasy Genre: Fiction: fairy-tale	Above and Below by Patricia Hegarty Genre: Non-Fiction Information Text	The Dragon sitter by Josh Lacey Real Dragons! by Jennifer Szymanski (National Geographic Kids series) Genre: Recount: emails Genre: Information	Owen and the Soldier by Lisa Thompson The Steadfast Tin Soldier (free online version) Genre: Fiction: story with a familiar setting	Fantastic Mr Fox by Roald Dahl Genre: Fiction: adventure	Grimm's Fairytales (Usborne Books) Genre: Fiction: fairy-tale
	Make inferences on the basis of what is being said and done Discuss the sequence of events in books and how items of information are related	Answer and ask questions Introduce non-fiction books that are structured in different ways	Answer and ask questions Introduce non-fiction books that are structured in different ways Make inferences on the basis of what is being said and done	Discuss their favourite words and phrases Make inferences on the basis of what is being said and done	Discuss the sequence of events in books and how items of information are related Make inferences on the basis of what is being said and done	Discuss their favourite words and phrases Answer and ask questions
Ongoing reading skills	<ul style="list-style-type: none"> • Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • Recognise simple recurring literary language in stories and poetry • Draw on what they already know or on background information and vocabulary • Check that the text makes sense to them as they read and correct inaccurate reading • Recognise simple recurring literary language in stories and poetry 					
Maths	Place Value	Addition and subtraction Shape	Multiplication and division Fractions	Measure Money	Time Data Handling	Place Value Multiplication, Division, 2 step word problems (Addition and subtraction)

						Shape
	<p>Can I order numbers? Can I represent a number using 100's, 10's and 1's dienes? Can I represent a number using a pictorial representation? Can I partition numbers? Can I partition numbers in different ways? Can I use <=> signs? Can I compare objects and numbers using the signs? Can I represent/find a number on a number line? Can I plot numbers on a number line? Can I count in 5's, 2's, 3's and 10's? Can I use my knowledge of bonds to 20 to create 2 number facts to 20? Can I add/subtract 3 single digit numbers? Can I add a 2-digit number and 1s? Can I subtract a 1 digit from a 2 digit? Can I add a 2-digit number and 10s? Can I subtract a 2-digit number and 10s?</p>	<p>Can I add 2 to digit numbers? Can I subtract 2 two digit numbers? Can I add 2 two digit numbers by partitioning? Can I solve addition word problems? Can I subtract 2 two digit numbers using partitioning? Can I solve addition /subtraction word problems? Can I find the missing number? Can I identify and describe the properties of 2D shape? Can I sort 2d shapes into groups? Can I sort irregular 2d shapes? Can I understand symmetry? Can I order combinations of mathematical objects in patterns and sequences? Can I solve a problem involving repeated patterns? Can I describe the properties of 3d shapes? Can I recognise 2d shapes on the faces of 3d shapes? Can I sort everyday objects into the correct 3d shapes? Can I add using the column method? Can I subtract using the column method?</p>	<p>Can I solve X calculations using numicon? Can I create multiplication calculations for the given arrays? Can I solve multiplication problems? Can I write multiplication calculations as repeated addition? Can I solve multiplication problems? Can I apply my knowledge of multiplication? Can I share numbers equally? Can I divide using the sharing people? Can I use bar modelling to show division? Can I apply my knowledge of division? Can I solve multiplication and division problems? Can I count in 1/2 and 1/4 to 10? Can I recognise and name halves, thirds and quarters? Can I find fractions of objects and numbers?</p>	<p>Can I measure length in cm? Can I order and compare length? Can I read, order and compare temperature? Can I estimate volume? Can I order and compare capacity? Can I measure in grams, kgs, cm, m, degrees? Can I find different combinations of coins that equal the same amount? Can I add together different amounts of money? Can I find change?</p>	<p>Can I read and tell the time to the hour/half past? Can I read and tell the time to the nearest 5/15 minutes? Can I compare sequences of intervals of time? Can I understand and use different graphs? Can I interpret different graphs? Can I create a pictogram? Can I create a tally chart? Can I answer questions about a bar graph? Can I make up suitable questions about the data presented to me? Can I recognise rotational turns? Can I use positional language?</p>	<p>Can I represent/find a number on a number line. Can I plot numbers on a number line.? Can I apply my knowledge of multiplication? Can I apply my knowledge of division? Can I solve multiplication and division problems? Can I describe the properties of 3d shapes? Can I identify and describe the properties of 2D shape?</p>
Religion	Beginnings/Signs and Symbols	Signs and Symbols/Advent/School nativity	Books	Thanksgiving	Opportunities/Other Faiths Week	Spread the Word
	<p>Can I show my understanding of beginning and creation? Can I explain what God created on each of the 7 days? Can I understand how I can respect the wonderful things God has created? Class Worship Can I recognise signs and symbols in our school?</p>	<p>Can I show compassion and understanding for others? Can I act out/understand the meaning of the symbols of baptism? Can I understand what is meant by preparation and how I will prepare for Advent? Can I understand what the candles on the wreath represent? Can I understand how Mary felt when she received the good news? Can I write about my advent promises?</p>	<p>Can I identify and describe the different types of books used both in the church and in our everyday lives? Can I understand and explain the importance of the bible? Can I understand why Jesus was so important in the story of Jesus Calms the storm? Can I retell the story of Jesus Calms the Storm? Can I understand the meaning of Love and discuss how I can show love to others?</p>	<p>Can I illustrate and explain two ways I can say thank you to others? Can I make a Lenten promise? Can I make the right choice when faced with a dilemma? Can I explain why its ok to be different? Can I act out the Last Supper? Can I explain what happened during The Last Supper? Can I write a short paragraph to explain what happened on Easter Sunday?</p>	<p>Can I describe what happened when the Holy Spirit appeared? Can I write a prayer of thanks to Mary? Can I understand Jewish symbols? Can I understand the importance of Shabbat?</p>	<p>Can I explain how I have shown the Core Values this year? Can I write a prayer of thanks?</p>
Science	Materials	Materials	Animals including humans/Scientific Investigations	Animals including humans	Living things and their habitats	Plants

	<p>Can I identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses? Can I find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching?</p> <p><u>Comparative test:</u> Which material is the most absorbent?</p> <p><u>Identify & Classify</u> Can you sort the materials based on their properties?</p>	<p>Can I conduct a fair experiment with support? Can I use my observational skills to explain the results of the experiment?</p> <p><u>Comparative test:</u> Which material is the most suitable and why?</p> <p><u>Research:</u> Can I investigate facts about Charles Macintosh?</p>	<p>STEM week Can I make suitable predictions? Can I help to prepare a fair test? Can I present results in a table? Can I conduct an experiment? Can I notice that animals, including humans, have offspring which grow into adults? Can I find out and describe the basic needs of animals, including humans, for survival (water, food and air)?</p> <p><u>Research:</u> Can I investigate how animals adapt to their habitat?</p>	<p>Can I explain the importance of each food group? Can I describe how and why it is important to keep myself clean? Can I describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene? Can I explore and compare the differences between things that are living/dead and things that have never been alive?</p> <p><u>Pattern Seeking:</u> Do taller people have a bigger hand span?</p> <p><u>Comparative test:</u> Which exercise requires the greatest number of breaths?</p>	<p>Zoolab visit Can I explore and compare the difference between things that are living, dead and things that have never been alive? Can I identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other? Can I identify and name a variety of plants and animals in their habitats, including micro habitats? Can I describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name the different sources of food?</p> <p><u>Research:</u> Can I research various food chains?</p>	<p>Can I describe how seeds and bulbs grow into mature plants? Can I find out and describe how plants need water, light and suitable temperature to grow and stay healthy?</p> <p><u>Observation over time:</u> Can I observe the impact sunlight has on plants?</p> <p><u>BIG Question – Assessment Opportunity</u> What should I do to grow a healthy plant?</p>
Topic (History & Geography)	The United Kingdom	Rights respecting - Martin Luther King - Rosa Parks Remembrance	The Great Fire of London	7 continents and 5 oceans	Healthy schools' week Inspirational Armstrong and Columbus	Where the forest meets the sea
	<p>I name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas I describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley</p>	<p>Can I explain what my rights are? Can I name and locate the place MLK was born? Can I use atlases and I-Pads to identify human/physical features of Atlanta where MLK was born? Can I write in role as Rosa Parks using my knowledge and understanding of her as a significant individual in History and the impact she had? Can I explain what some of my rights are?</p> <p>Can I explain the importance of remembrance?</p>	<p>Can I order the events of the GFL? Can I create a timeline of the events of GFL? Can I compare life in London in 1666 compared with life today? Can I create a piece of felt to help portray GFL?</p>	<p>I name the continents of the world and locate them on a map I name the world's oceans and locate them on a map I describe a place outside Europe using geographical words and can compare to an area of the United Kingdom I describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley</p>	<p>Can I recall facts about Neil Armstrong? Can I recall facts about Christopher Columbus? Can I compare 2 explorers? I explain the facilities that a village, town and city may need and give reasons I use directional vocabulary: near; far; left; right to explain where a location is I use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop I use simple fieldwork skills to study the geography of the surrounding environment of my school, including the key human and physical features</p>	<p>I explain the facilities that a village, town and city may need and give reasons I use directional vocabulary: near; far; left; right to explain where a location is I use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop I use simple fieldwork skills to study the geography of the surrounding environment of my school, including the key human and physical features</p>

Computing	Coding and gaming	Digital stories Internet Research	Questions and Answers– Creating a Database	Control and senses	Internet safety	Picture This / Internet Research
	Can I understand what algorithms are, how they are implemented on digital devices? Can I create and debug simple programs? Can I use logical reasoning to predict the behaviours of simple programs? Select and use appropriate tools Create an electronic game. Refine and amend computer games Experiment with different aspects of a computer game. To create an electronic game using coding blocks of commands. To create an electronic game using coding blocks of commands. Create a computer game independently.	Can I recognise common uses of IT beyond school? Can I use technology safely? Can I produce a book using a programme? Use images saved from the internet in an alternative program. Insert, edit and organise images. To add text to a digital story. Use in-built tools within the software/app to narrate a story. To add motion and transition to a digital story. Create a digital story independently	Can I use technology safely? To ask questions that only have 'yes' or 'no' answers To identify objects using a branching database by asking questions that have 'yes / no' answers To create a simple branching database Understand that information must be accurate in order to search appropriately. To use a branching database to identify unknown objects. Understand that questions cannot be answered if the relevant data has not been entered into the database.	Can I use technology safely? Understand the basic operations Fd, Bk, Lt and Rt. To record a set of instructions. To record a set of instructions To plan, test and refine a sequence of instructions. To predict the end point of a route from a sequence of instructions. Develop and record instruction. Make predictions & test them	Can I use technology safely? Enter a URL to find a webpage Use a search engine to gather relevant information. Use a search engine to gather relevant information. Book mark favourite web pages Keep safe on-line Use a search engine to find information	Can I create, organise, store, manipulate and retrieve digital content? Can I use technology safely? Select and use appropriate tools Use the pencil tool to draw clear outlines for detailed drawings Use the flood fill tool to create highlights of colour Use the spray, diffuser & rainbow tools to add texture Select tools to create pictures that communicate ideas
Art	The United Kingdom	Lowry	The Great Fire of London	Georges Seurat	Explorers (Neil Armstrong & Christopher Columbus)	Paul Klee Plants Journey sticks
	Can I use pencil, charcoal and pastels and draw a famous UK landmark? Build structures, exploring how they can be made stronger, stiffer and more stable (Materials- Science)	Can I create a symmetrical representation of L.S. Lowry? Can I use a view finder to focus on Lowry's Matchstick figures? Can I create an interpretation of Lowry's Matchstick figures? Select from and use a wide range of ingredients to make and create their own pizzas.	Can I mix and match paints to represent a scene from the Great Fire of London? Build structures, exploring how they can be made stronger, stiffer and more stable (Make a Tudor house)	Can I use different paints to create my own pointillism painting? Can I make my own globe using wide range of materials and components, including construction materials? (Links to 7 continents and oceans)	Can I use collage to create a portrait of a famous explorer? Explore and use mechanisms [for example, levers, sliders, wheels and axles) to create their own moving mechanism of an explorer.	Can I use collage using shapes to recreate Paul Klee's Castle and Sun painting? Can I use collage to create a picture using flowers and plants? Can I use a range of materials creatively to design and make products?
P.E.	Dance around the world Movement skills 2	Dance Fire of London Movement skills 3	Invasion skills games 2 Gymnastics skills 1	Athletics Gymnastics skills 2	Gymnastics spinning, turning and twisting	Dance The Circus Striking and Field games
	See PE passport	See PE passport	See PE passport	See PE passport	See PE passport	See PE passport
Music	Friendship song	Reflect, rewind and replay.	I want to play in a band	Zootime	Tin Whistle, Charanga	Tin Whistle, Charanga

	<p>I play simple rhythmic patterns on an instrument I create music in response to different starting points I choose sounds which create an effect I use symbols to represent sounds</p>	<p>I make connections between notations and musical sounds I listen out for particular things when listening to music I improve my own work</p>	<p>I sing or clap increasing and decreasing tempo I order sounds to create a beginning, middle and an end</p>	<p>I sing and follow a melody I perform simple patterns and accompaniments keeping a steady pulse</p>	<p>I play simple rhythmic patterns on an instrument I create music in response to different starting points</p>	<p>I play simple rhythmic patterns on an instrument I create music in response to different starting points</p>
P.S.H.E.	<p>Relationships <i>"I have come into the world as light, so that whoever believes in me may not remain in darkness."</i> (John 12:4,6)</p>		<p>Living in the wider world <i>"Be completely humble and gentle; be patient, bearing with one another in love."</i> (1 Corinthians 16:14)</p>		<p>Health and Wellbeing <i>"Above all else, guard your heart, for everything you do flows from it."</i> (Proverbs 4:23)</p>	
	<p>Families and Friendships Making friends; feeling lonely and getting help Managing secrets; resisting pressure and getting help; recognising hurtful Behaviour Recognising things in common and differences; playing and working cooperatively; sharing opinions How to be a good friend, e.g. kindness, listening, honesty. About different ways that people meet and make friends. Strategies for positive play with friends, e.g. joining in, including others, etc. About what causes arguments between friends. How to positively resolve arguments between friends. How to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else.</p> <p>Safe relationships How to recognise hurtful behaviour, including online. What to do and whom to tell if they see or experience hurtful behaviour, including online. About what bullying is and different types of bullying. How someone may feel if they are being bullied. About the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help. How to resist pressure to do something that feels uncomfortable or unsafe. How to ask for help if they feel unsafe or worried and what vocabulary to use.</p> <p>Respecting ourselves and others About the things they have in common with their friends, classmates, and other people. How friends can have both similarities and differences. How to play and work cooperatively in different groups and situations. How to share their ideas and listen to others, take part in discussions, and give reasons for their views.</p> <p>Rights Respecting To know that the United Nations govern a set of children's rights that aim to ensure every government ensures all children around the world have access to all children's rights To know a range of the UN Convention of the Rights of the Child articles (includes Rights Respecting Fortnight)</p>		<p>Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community The internet in everyday life; online content and information About being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups. About different rights and responsibilities that they have in school and the wider community. About how a community can help people from different groups to feel included. To recognise that they are all equal, and ways in which they are the same and different to others in their community.</p> <p>Media literacy and digital resilience The ways in which people can access the internet e.g. phones, tablets, computers. To recognise the purpose and value of the internet in everyday life. To recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos. That information online might not always be true.</p> <p>Money and Work What money is; needs and wants; looking after money About what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments. How money can be kept and looked after. About getting, keeping and spending money. That people are paid money for the job they do. How to recognise the difference between needs and wants. How people make choices about spending money, including thinking about needs and wants.</p>		<p>Physical health and mental wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help Growing older; naming body parts; moving class or year Safety in different environments; risk and safety at home; emergencies About routines and habits for maintaining good physical and mental health. Why sleep and rest are important for growing and keeping healthy. That medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies. The importance of, and routines for, brushing teeth and visiting the dentist. About food and drink that affect dental health.</p> <p>Growing and changing How to describe and share a range of feelings. Ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others. How to manage big feelings including those associated with change, loss and bereavement. When and how to ask for help, and how to help others, with their feelings. About the human life cycle and how people grow from young to old. How our needs and bodies change as we grow up. To identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles). About change as people grow up, including new opportunities and responsibilities. Preparing to move to a new class and setting goals for next year.</p> <p>Keeping safe How to recognise risk in everyday situations, e.g. road, water and rail safety, medicines. How to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'. To identify potential unsafe. Situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger. How to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products.</p>	

					<p>About things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel.</p> <p>How to respond if there is an accident and someone is hurt.</p> <p>About whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say.</p>
Spanish					
	<p>'My name is', general greetings and Happy Birthday</p> <p>Recognising similarities between words in different languages</p> <p>A Spanish story – Mama and number songs/games (1-5)</p> <p>Reacting to food items</p> <p>Song to learn food types</p> <p>Everyday language through song</p> <p>Numbers</p>	<p>Numbers</p> <p>Recognising previously learned language, problem solving</p> <p>Emotions</p> <p>Christmas</p>	<p>New Year</p> <p>Enjoying a short story</p> <p>Watching (and performing) a simple finger rhyme</p> <p>Numbers and noticing patterns</p> <p>Exploring the sound of some words in a foreign language</p>	<p>Exploring an aspect of culture</p> <p>Stories linked to aspects of culture</p> <p>Emotions revisited</p>	<p>Participating in playground games</p> <p>Playing with vowel sounds</p> <p>Action songs and warm up games</p> <p>Spanish Exchange week and interaction</p>
Trips	Trip to Gusto (Pizza making)		Visit from Zoolab Great Fire of London Drama Workshop		Trip to Knowsley Safari Park
DT	<p>Food – Preparing fruit and vegetables</p> <ul style="list-style-type: none"> • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose. 		<p>Templates and joining techniques</p> <ul style="list-style-type: none"> • Design a functional and appealing product for a chosen user and purpose based on simple design criteria. • Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. • Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. • Select from and use textiles according to their characteristics. • Explore and evaluate a range of existing textile products relevant to the project being undertaken. • Evaluate their ideas throughout and their final products against original design criteria. 		<p>Wheels and axles</p> <ul style="list-style-type: none"> • Generate initial ideas and simple design criteria through talking and using own experiences. • Develop and communicate ideas through drawings and mock-ups. • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. • Explore and evaluate a range of products with wheels and axles. • Evaluate their ideas throughout and their products against original criteria.