



## Year 2 – Year Plan



	Autumn 1 <i>A twist in the tale</i>	Autumn 2 <i>Super Seasons</i>	Spring 1 <i>Your Royal Highness</i>	Spring 2 <i>Life in the freezer</i>	Summer 1 <i>Nature all around us</i>	Summer 2 Celebrating differences
	<p><b>English Texts</b> Goldilocks and the three bears/The Goldilocks Project</p> <p><b>Guided Reading</b> The 3 little wolves and the big bad pig 1 – 4 Vlad and the GfOL</p>	<p><b>English Texts</b> Pumpkin Soup The Owl who was afraid of the dark (shortened version) Toby and the Great Fire of London</p> <p><b>Guided Reading</b> Sally and the Seahorse Here we are On my way home</p>	<p><b>English Texts</b> The Queen’s knickers</p> <p><b>Guided Reading</b> Castles &amp; Dragon poems. Prince Cinders Avocado Baby</p>	<p><b>English Texts</b> The Rainbow Bear The Last Polar Bears</p> <p><b>Guided Reading</b> The Bumble Bear Footprints in the snow Lily and the snowman</p>	<p><b>English Texts</b> The Flower The hodgeheg</p> <p><b>Guided Reading</b> Florence Nightingale &amp; Vlad Amelie Earhurt The seeds of friendships</p>	<p><b>English Texts</b> The Owl and the Pussycat Meerkat Mail</p> <p><b>Guided Reading</b> Meerkat Mail The Giraffe Pelly and me</p>
<b>Reading</b>	<p><b>Reading Skills</b></p> <ul style="list-style-type: none"> <li>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>To check that the text makes sense to them as they read and to correct inaccurate reading.</li> <li>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</li> <li>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related.</li> <li>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</li> <li>To discuss their favourite words and phrases.</li> <li>To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives.</li> <li>To justify predictions using evidence from the text.</li> <li>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. (Summer 1)</li> <li>To recognise that non - fiction books are often structured in different ways.</li> </ul>					
	<b>Texts - Reading for Pleasure</b> The Colour Monster Roald Dahl books	<b>Texts - Reading for Pleasure</b> Seaside books (non fiction) Roald Dahl books	<b>Texts - Reading for Pleasure</b> Roald Dahl books	<b>Texts - Reading for Pleasure</b> Roald Dahl books	<b>Texts - Reading for Pleasure</b> Roald Dahl books Flat Stanley	<b>Texts - Reading for Pleasure</b> Roald Dahl books Amazing Grace
<b>Writing</b>	<p><b>Genre</b> <i>Stories set in familiar settings – Goldilocks and the three bears</i></p> <p><b>Writing Skills</b></p> <ul style="list-style-type: none"> <li>Use planning tools independently: Story map / story mountain / story grids/ 'Boxing-up' grid</li> <li>Plan and write an opening with character(s), setting, time of day and type of weather</li> <li>Structure stories in 5 parts with more complex vocabulary: Opening e.g. <i>In a land far away.... One cold but bright morning.....</i> Build-up e.g. <i>Later that day</i></li> <li>Vary openers to sentences.</li> <li>Construct embellished simple sentences using <b>Adjectives:</b> <i>The boys peeped inside the dark cave.</i></li> <li>Use short sentences for emphasis.</li> </ul>	<p><b>Genre</b> <i>Persuasion – advert to buy pumpkin soup</i></p> <p><b>Writing Skills</b> Write sentences with:</p> <ul style="list-style-type: none"> <li>Statements</li> <li>Questions</li> <li>Exclamations</li> <li>Commands</li> <li>Use long sentences to add description or information.</li> <li>Two adjectives to describe the noun e.g. <i>The scary, old woman... Squirrels have long, bushy tails.</i></li> <li>Adverbs for information e.g. <i>Lift the pot carefully onto the tray</i> <i>The river quickly flooded the town.</i></li> <li>Demarcate sentences with: <ul style="list-style-type: none"> <li>Capital letters</li> <li>Full stops</li> <li>Question marks</li> <li>Exclamation marks</li> </ul> </li> </ul>	<p><b>Genre</b> <i>Recount – letter – write to queen to thank her</i></p> <p><b>Writing Skills</b></p> <ul style="list-style-type: none"> <li>Write sentences with: <ul style="list-style-type: none"> <li>Statements</li> <li>Questions</li> <li>Exclamations</li> <li>Commands</li> </ul> </li> <li>Say and write compound sentences with <b>coordinating conjunctions: and/ or / but / so</b></li> <li>Demarcate sentences with: <ul style="list-style-type: none"> <li>Capital letters</li> <li>Full stops</li> <li>Question marks</li> <li>Exclamation marks</li> </ul> </li> </ul>	<p><b>Genre</b> <i>Non-chronological report (fact file)</i></p> <p><b>Writing Skills</b></p> <ul style="list-style-type: none"> <li>Write a factual <b>Introduction</b> with a heading, a hook to engage reader</li> <li>Write factual statements and use these in introductions and conclusions.</li> <li>Group related ideas / facts into sections</li> <li>Use sub- headings to introduce sentences /sections</li> <li>Write lists to convey what is needed / lists or steps to be taken</li> <li>Use bullet points for facts</li> <li>Create labelled diagrams.</li> <li>Write a final comment to reader, eg <i>Extra tips! / Did-you-know? facts / True or false?</i></li> </ul>	<p><b>Genre</b> <i>Stories from other cultures – Amazing Grace</i></p> <p><b>Writing Skills</b></p> <ul style="list-style-type: none"> <li>Use planning tools independently: Story map / story mountain / story grids/ 'Boxing-up' grid</li> <li>Plan and write an opening with character(s), setting, time of day and type of weather</li> <li>Structure stories in 5 parts with more complex vocabulary: Opening e.g. <i>In a land far away.... One cold but bright morning.....</i> Build-up e.g. <i>Later that day</i></li> <li>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting.)</li> <li>Use -'ly' starters e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></li> <li>Vary openers to sentences.</li> <li>Construct embellished simple sentences using <b>Adjectives:</b> <i>The boys peeped inside the dark cave.</i></li> <li>Construct embellished simple sentences using <b>Adverbs:</b> <i>Tom ran quickly down the hill.</i></li> <li>Write speech bubbles /speech marks for direct speech. Implicitly understand how to change from indirect speech to direct speech.</li> </ul>	<p><b>Genre</b> <i>Comic strip – Flat Stanley</i></p> <p><b>Writing Skills</b></p> <ul style="list-style-type: none"> <li>Use planning tools independently: Story map / story mountain / story grids/ 'Boxing-up' grid</li> <li>Use -'ly' starters e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></li> <li>Vary openers to sentences.</li> <li>Construct embellished simple sentences using <b>Adjectives:</b> <i>The boys peeped inside the dark cave.</i></li> <li>Construct embellished simple sentences using <b>Adverbs:</b> <i>Tom ran quickly down the hill.</i></li> <li>Write speech bubbles /speech marks for direct speech. Implicitly understand how to change from indirect speech to direct speech.</li> </ul>



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	<ul style="list-style-type: none"> <li>Prepositions: <i>above along before between after</i></li> <li>Demarcate sentences with:</li> <li>Capital letters</li> <li>Full stops</li> <li>Question marks</li> <li>Exclamation marks</li> </ul>			<ul style="list-style-type: none"> <li>Make consistent use of present tense versus past tense throughout texts</li> <li>Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i></li> <li>Demarcate sentences with:</li> <li>Capital letters</li> <li>Full stops</li> <li>Question marks</li> <li>Exclamation marks</li> </ul>	<ul style="list-style-type: none"> <li>Say and write more complex sentences using</li> <li>Write a list of 3 for description: <i>He wore old shoes, a dark cloak and a red hat.</i></li> <li>additional subordinating conjunctions: <i>what/ while/ when/ where/ because/ then/ so that/ if/ to/ until</i></li> <li>Similes using...like... e.g. ... like sizzling sausages ...hot like a fire</li> <li>Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i></li> <li>Generalisers for information, e.g. <i>Most dogs... Some cats....</i></li> <li>Demarcate sentences with:</li> <li>Capital letters</li> <li>Full stops</li> <li>Question marks</li> <li>Exclamation marks</li> <li>Use Commas to separate items in a list.</li> <li>Use a Comma after an '-ly' opener: <i>Fortunately,...Slowly,....</i></li> </ul>	
	<p><b>Genre</b> <i>Traditional Tales with a Twist – Little Red</i></p> <p><b>Writing Skills</b></p> <ul style="list-style-type: none"> <li>Use planning tools independently: Story map / story mountain / story grids/ 'Boxing-up' grid</li> <li>Plan and write an opening with character(s), setting, time of day and type of weather</li> <li>Structure stories in 5 parts with more complex vocabulary: Opening e.g. <i>In a land far away.... One cold but bright morning.....</i> Build-up e.g. <i>Later that day</i></li> <li>Vary openers to sentences.</li> <li>Construct embellished simple sentences using <b>Adjectives:</b> <i>The boys peeped inside the <b>dark</b> cave.</i></li> </ul>	<p><b>Genre</b> <i>Character/setting description – The Owl who was afraid of the dark</i></p> <p><b>Writing Skills</b></p> <ul style="list-style-type: none"> <li>Use planning tools independently: Story map / story mountain / story grids/ 'Boxing-up' grid</li> <li>Plan and write an opening with character(s), setting, time of day and type of weather</li> <li>Structure stories in 5 parts with more complex vocabulary: Opening e.g. <i>In a land far away.... One cold but bright morning.....</i> Build-up e.g. <i>Later that day</i></li> <li>Vary openers to sentences.</li> <li>Demarcate sentences with:</li> <li>Capital letters</li> <li>Full stops</li> <li>Question marks</li> <li>Exclamation marks</li> </ul>	<p><b>Genre</b> <i>Retell and rewrite story – The Queen's Knickers</i></p> <p><b>Writing Skills</b></p> <ul style="list-style-type: none"> <li>Use planning tools independently: Story map / story mountain / story grids/ 'Boxing-up' grid</li> <li>Plan and write an opening with character(s), setting, time of day and type of weather</li> <li>Structure stories in 5 parts with more complex vocabulary: Opening e.g. <i>In a land far away.... One cold but bright morning.....</i> Build-up e.g.</li> <li><i>Later that day</i> Vary openers to sentences.</li> <li>Say and write compound sentences with <b>coordinating conjunctions:</b> <i>and/ or / but / so</i></li> </ul>	<p><b>Genre</b> <i>Acrostic poems</i></p> <p><b>Writing Skills</b></p> <ul style="list-style-type: none"> <li>Alliteration e.g. <i>wicked witch slimy slugs</i></li> <li>Similes using...like... e.g. ... like sizzling sausages ...hot like a fire</li> </ul>	<p><b>Genre</b> <i>Simple poems learnt by heart for performance – The Owl and the Pussycat</i></p> <p><b>Writing Skills</b></p> <ul style="list-style-type: none"> <li>Alliteration e.g. <i>wicked witch slimy slugs</i></li> <li>Similes using...like... e.g. ... like sizzling sausages ...hot like a fire</li> </ul>	<p><b>Genre</b> <i>Recount in diary – bean diary</i></p> <p><b>Writing Skills</b></p> <ul style="list-style-type: none"> <li>Use Commas to separate items in a list.</li> <li>Use a Comma after an '-ly' opener: <i>Fortunately,...Slowly,....</i></li> <li>Use apostrophes to show contractions: e.g. <i>don't, can't</i></li> <li>Begin to use apostrophes to mark singular possession: e.g. <i>the cat's name</i></li> </ul>



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	<ul style="list-style-type: none"> <li>Demarcate sentences with:</li> <li>Capital letters</li> <li>Full stops</li> <li>Question marks</li> <li>Exclamation marks</li> </ul>	<ul style="list-style-type: none"> <li>Say and write compound sentences with <b>coordinating conjunctions</b>: <i>and/ or / but / so</i></li> </ul>	<ul style="list-style-type: none"> <li>Write sentences with expanded noun phrases.</li> <li>Similes using...like... e.g. ... like sizzling sausages ...hot like a fire</li> <li>Demarcate sentences with:</li> <li>Capital letters</li> <li>Full stops</li> <li>Question marks</li> <li>Exclamation marks</li> </ul>			
		<b>Genre</b> <i>Structured – riddles and shape – link to Autumn</i>				<b>Genre</b> <i>Instructions- The Flower – planting beans etc</i>
		<b>Writing Skills</b>				<b>Writing Skills</b> <ul style="list-style-type: none"> <li>Adverbs for information e.g <i>Lift the pot <b>carefully</b> onto the tray</i> <i>The river <b>quickly</b> flooded the town.</i></li> </ul>
	<b>Genre</b> Recount in diary – diary across the year – link to reflective Friday					
	<b>Writing Skills</b>					
<b>Phonics</b>	Phase 2 - 5 <ul style="list-style-type: none"> <li>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>Read accurately words of two or more syllables that contain the same graphemes as above.</li> <li>Read words containing common suffixes.</li> <li>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur.</li> <li>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>Re-read these books to build up their fluency and confidence in word reading.</li> <li>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>To reread these books to build up fluency and confidence in word reading.</li> <li>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</li> </ul>			Nonsense Spelling	Nonsense Spelling	Nonsense Spelling  Formation of nouns using suffixes such as –ness, –er  Formation of adjectives using suffixes such as –ful, –less  Use of the suffixes –er and –est to form comparisons of adjectives and adverbs  Formation of nouns using suffixes such as –ness, –er  Compound nouns, eg <i>whiteboard</i> <i>Superman</i> <i>sunflower</i>
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Maths</b>	<b>Place value (4 weeks)</b> <ul style="list-style-type: none"> <li>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward</li> <li>compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> </ul>	<b>Number: Addition and subtraction (3 weeks)</b> <ul style="list-style-type: none"> <li>a two-digit number and ones</li> <li>a two-digit number and tens</li> <li>two two-digit numbers</li> <li>adding three one-digit numbers               <ul style="list-style-type: none"> <li>show that addition of</li> </ul> </li> </ul>	<b>Number: Multiplication &amp; Division (5 weeks)</b> <ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including</li> </ul>	<b>Geometry : Properties of shape. (2weeks)</b> <ul style="list-style-type: none"> <li>name and describe properties of 2-D and 3-D shapes, including number of sides,</li> </ul>	<b>Measurement: Length and Height (2 weeks)</b> <ul style="list-style-type: none"> <li>read scales* in divisions of ones, twos, fives and tens</li> <li>Use and understand the language of length such as long, longer, short, shorter, tall, taller. Recognise this language will change depending on what type of length they are describing and comparing. Understand that height is a type of</li> </ul>	<b>Measurement: Time (2 weeks)</b> <b>TAF Exp</b> : read the time on a clock to the nearest 15 minutes. <b>TAF GD</b> : read the time on a clock to the nearest 5 minutes. <ul style="list-style-type: none"> <li>Introduced telling the time to the hour using an analogue clock.</li> </ul>



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	<ul style="list-style-type: none"> <li>identify, represent and estimate numbers using different representations, including the number line</li> <li>read and write numbers to at least 100 in numerals and in words</li> <li>use place value and number facts to solve problems</li> </ul> <p><b>Number: Addition and subtraction (2 weeks)</b></p> <ul style="list-style-type: none"> <li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</li> </ul>	<ul style="list-style-type: none"> <li>two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>estimate the answer to a calculation and use inverse operations to check answers</li> <li>solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>applying their increasing knowledge of mental and written methods</li> <li>recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If <math>7 + 3 = 10</math>, then <math>17 + 3 = 20</math>; if <math>7 - 3 = 4</math>, then <math>17 - 3 = 14</math>; leading to if <math>14 + 3 = 17</math>, then <math>3 + 14 = 17</math>, <math>17 - 14 = 3</math> and <math>17 - 3 = 14</math>)</li> </ul> <p><b>Measurement: Money (2 weeks)</b></p> <ul style="list-style-type: none"> <li>know the value of different coins</li> <li>use different coins to make the same amount</li> <li>use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. <math>29 + 17 = 15 + 4 + \square</math>; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.) G</li> </ul>	<p>recognising odd and even numbers</p> <p><b>Statistics (2weeks)</b></p> <ul style="list-style-type: none"> <li>Children are introduced to tally charts as a systematic method of recording data. They should already be able to count in 5s and understand the vocabulary of total, altogether, more, less and difference.</li> <li>Children use tally charts to produce pictograms. They build pictograms using concrete apparatus such as counters or cubes then move to drawing their own pictures.</li> <li>Children use their knowledge of one-to-one correspondence to help them interpret and answer questions about the data presented in pictograms.</li> <li>Compare data</li> </ul>	<p>vertices, edges, faces and lines of symmetry.</p> <ul style="list-style-type: none"> <li>Recognise and name both 2-D and 3-D shapes and to be able to differentiate between them.</li> <li>Understand that 2-D shapes are actually flat.</li> <li>Recognise 2-D shapes in different orientations and proportions</li> <li>Develop strategies for accurate counting of sides, such as marking each side as it has been counted.</li> <li>Understand that not all same-sided shapes look the same, eg irregular 2-D shapes.</li> <li>Understand that a vertex is where two lines meet at a point. They recognise that corners are vertices and will be able to identify and count them on shapes.</li> </ul> <p><b>Number Fractions</b></p> <ul style="list-style-type: none"> <li>identify <math>1/4</math>, <math>1/3</math>, <math>1/2</math>, <math>2/4</math>, <math>3/4</math>, of a number or shape, and know that all parts must be equal parts of the whole.</li> <li>Understand the concept of a whole as being one object or one quantity. Explore making and recognising equal and unequal parts by using both real life objects and pictorial representations of a variety of shapes and quantities.</li> <li>Halving by splitting a whole into two equal parts.</li> <li>Introduce the language of numerator, denominator and what these represent.</li> <li>Explore halves in different contexts, half</li> </ul>	<p>length. They should also be exposed to lengths that are equal to one another.</p> <ul style="list-style-type: none"> <li>use non-standard units, such as cubes, hands and straws to measure length and height.</li> <li>build on prior knowledge of measuring length and height using non-standard units and apply this to measuring using a ruler.</li> <li>know to measure from 0 cm.</li> <li>measure larger objects using metres.</li> <li>Children compare lengths of objects using comparison language and symbols. They use language such as longer than, shorter than, taller than, longest, shortest and tallest.</li> <li>Children order more than two lengths from shortest to longest and vice versa. This will help them recap their understanding of ordering numbers to 100</li> <li>Draw on their skills of the four operations and apply their understanding to length. They solve one-step and two-step problems relating to length and use concrete and pictorial representations to calculate efficiently.</li> </ul> <p><b>Geometry: Position and Direction (2 weeks)</b></p> <ul style="list-style-type: none"> <li>use 'left', 'right', 'forwards' and 'backwards' to describe position and direction. They will describe the position of objects and shapes from different starting positions.</li> <li>build upon directional language 'left' and 'right' to assist with describing position. Describe position using: 'top', 'in between', 'bottom', 'above' and 'below'. Children explore the position of objects and shapes from different starting points.</li> <li>use language 'forwards', 'backwards', 'up', 'down', 'left' and 'right' to describe movement in a straight line.</li> <li>describe turns using the language 'full turn', 'half turn', 'quarter turn', 'three-quarter turn', 'clockwise' and 'anticlockwise'.</li> <li>use their knowledge of movement and turns to describe and record directions.</li> <li>build on previous knowledge of patterns and repeating patterns from Year 1 Describe and create patterns that involve direction and turns. Use the language 'clockwise', 'anti-clockwise', 'quarter', 'half' and 'three quarters' to describe patterns.</li> </ul>	<ul style="list-style-type: none"> <li>learn the language of o'clock and understand the hour hand is the shorter hand and the minute hand is the longer hand.</li> <li>read the time to the hour and know when the minute hand is pointing upwards to the number 12 it is an o'clock time, and understand that they need to look at the hour hand to see which hour it is.</li> <li>introduced telling the time to the half hour. They learn the language half past.</li> <li>read and draw the times 'quarter to' and 'quarter past'.</li> <li>use knowledge of fractions and turns to identify quarter past and quarter to.</li> <li>recognise that the hour hand moves along with the minute hand. Therefore when the time is quarter past the hour, the hour hand will be just past the hour and when the time is quarter to, the hour hand will be just before the hour.</li> <li>read and show analogue time to 5-minute intervals.</li> <li>counting from 0 to 60 in steps of 5 so they can then apply this to counting around the clock in fives and use this method to work out what time is shown. Children need to recognise that once the minute hand gets past 6 the time is described as 'to' the next hour, rather than 'past' the hour.</li> <li>Writing time - explore the difference between seconds, minutes and hours. Decide which activities would be measured in each unit of time.</li> <li>Hours &amp; Days - learn that there are 24 hours in a day and 60 minutes in an hour.</li> <li>use clocks to convert minutes to hours and minutes.</li> <li>use their knowledge of counting in fives to help them convert.</li> <li>Duration of time - identify the start and end time of an event.</li> <li>use these times to work out how long an event lasted.</li> <li>understand this is the duration of an event.</li> <li>use individual clocks and number lines to help work out the duration of an event.</li> <li>count in steps of 5 minutes to help.</li> </ul>
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				<p>of a length, shape or set object.</p> <ul style="list-style-type: none"> <li>Extend their knowledge of the whole and halves to recognise quarters of shapes, objects and quantities.</li> <li>Learn by concretely and pictorially, understanding that they are splitting the whole into 4 equal parts and that each part is one quarter.</li> <li>Apply understanding of fractions to finding thirds.</li> <li>Use the language of 'whole' and 'equal parts' and understand that one third is equal to one part out of three equal parts.</li> <li>Write one third as a fraction and explain what each of the digits represents in the fractional notation.</li> <li>Children are introduced to the non-unit fractions <math>\frac{2}{3}</math> &amp; <math>\frac{3}{4}</math>.</li> <li>Fractions where the whole is shaded and how these fractions are written. Learn that the numerator and denominator are the same when the fraction is equivalent to one whole.</li> <li>Explore the equivalence of two quarters and one half of the same whole and understand that they are the same. Tackle this practically, using strips of paper and concrete apparatus.</li> </ul>		<ul style="list-style-type: none"> <li>compare times using 'longer' and 'shorter'.</li> <li>order times from longest to shortest and vice versa.</li> <li>compare durations of time taken by particular events.</li> <li>explore ways to work out durations of time most efficiently, including using empty number lines and using their knowledge that there are 60 minutes in an hour.</li> </ul> <p><b>Measurement : Mass, capacity &amp; temperature. (2 weeks)</b></p> <ul style="list-style-type: none"> <li>begin by holding objects and describing them using vocabulary such as heavy, light, heavier than, lighter than before using the scales to check. The children may believe that larger objects are always heavier – address misconceptions.</li> <li>use balance scales to compare the mass of two or more objects.</li> <li>compare mass using &lt; and &gt; and order objects based on their masses.</li> <li>use standard units of mass (grams) for the first time.</li> <li>continue to use balance scales before moving on to use standard weighing scales.</li> <li>Children apply their counting in 2s, 5s and 10s skills to reading scales accurately.</li> <li>see a variety of scales with different intervals.</li> <li>Give opportunities to feel the mass of gram weights for estimation.</li> <li>use their knowledge of measuring mass in grams to start to measure mass in kilograms.</li> <li>apply counting in 2s, 5s and 10s to measure on different scales.</li> <li>Give opportunities to feel the mass of kilogram weights and real life objects that weigh 1 kg for estimating.</li> </ul> <p><b>Volume &amp; Capacity</b></p> <ul style="list-style-type: none"> <li>compare the volume in a container by describing whether it is full, nearly full, empty or nearly empty.</li> <li>measure the capacity of different containers using non-standard units of measure.</li> <li>understand that the unit of measure must stay the same, for example the same cup, the same spoon etc.</li> </ul>
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						<ul style="list-style-type: none"> <li>understand to measure accurately, they must make each container or non-standard measure full.</li> <li>compare the volume of containers using <math>&lt;</math>, <math>&gt;</math> and <math>=</math></li> <li>build on understanding of the difference between capacity and volume from Year 1.</li> <li>Capacity is the amount a container can hold.</li> <li>Volume is the amount it is actually holding.</li> <li>use the language 'quarter', 'half' and 'three-quarters full' to describe and compare volume</li> <li>give opportunity to practically investigate volume and capacity.</li> <li>Introduce standard units of millilitres (ml).</li> <li>Provide a selection of different measuring cylinders and jugs in order to practice measuring in millilitres.</li> <li>encourage estimation how many ml unlabelled containers will hold and then use measuring cylinders or jugs to check.</li> <li>introduce litres (l) as a standard unit for the first time.</li> <li>recognise the difference between measuring in millilitres and litres and when it is more efficient to use litres to measure liquid rather than millilitres.</li> <li>Encourage estimation of volumes and then check by measuring.</li> <li>Introduce temperature, thermometers and the units 'degrees Centigrade', written <math>^{\circ}\text{C}</math>.</li> <li>learn that the temperature is higher when it is warmer.</li> <li>apply their counting in 2s, 5s and 10s skills when reading different scales on thermometers.</li> </ul>
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<b>Science</b>	<b>Everyday Materials</b> Curious question: What material makes the strongest chair?		<b>Animals including humans</b> Curious question: What changes happen in animals and in us as we grow?	<b>Plants</b> Curious question: What happens as a plant grows?		<b>Living things and their habitats</b> Curious question: How do we know we are alive?
	Making comparisons, finding pattern, noting differences and drawing conclusions. <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>	<ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	<ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>identify that most living things live in habitats to which they are suited</li> <li>describe how different habitats provide for the basic needs of different kinds of animals and</li> </ul>		



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					<p>plants, and how they depend on each other</p> <ul style="list-style-type: none"> <li>• identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>• describe how animals obtain their food from plants and other animals</li> <li>• understand a simple food chain, and identify and name different sources of food.</li> </ul>
History	<p><b>The Great Fire of London</b> Curious question: How has the Great Fire of London affected life today?</p>		<p><b>Kings and Queens</b> Curious question: How has life changed since Victorian times?</p>	<p><b>Important people</b> Curious question: Who was the best at making the world better?</p>	
	<ul style="list-style-type: none"> <li>• Place events or artefacts in order on a timeline.</li> <li>• Label timelines with pictures, words or phrases and give reasons for their order.</li> <li>• Make connections between long and short-term timescales</li> <li>• Use dates to talk about people or events from the past (when appropriate)</li> <li>• Connect their new learning of historical people or events to others that they have learnt about before.</li> <li>• Understand and talk about how people find out about the past</li> <li>• Understand how evidence is collected and used to make historical facts</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?.</li> <li>• Answer questions by using a specific source, such as an information book.</li> <li>• Research the life of someone who used to live in the area using the Internet and other sources to find out about them.</li> <li>• Research the life of a famous Briton from the past using different resources to help them.</li> </ul>	<p>Making comparisons, finding pattern, noting differences and drawing conclusions.</p> <p>Individuals of the past who have reigned and have made national and significant achievements</p> <ul style="list-style-type: none"> <li>• Understand and talk about how people find out about the past.</li> <li>• Understand how evidence is collected and used to make historical facts.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Answer questions by using a specific source, such as an information book.</li> <li>• Research the life of someone who used to live in the area using the Internet and other sources to find out about them.</li> <li>• Research the life of a famous Briton from the past using different resources to help them.</li> </ul>	<p>Rosa Parks, Florence Nightingale, Mary Seacole, Edith Cavell</p> <ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past and talk about what they did.</li> <li>• Explain the causes of an historical event and what the consequences were.</li> <li>• Explain what impact that significant events from the past have had on the way they live today.</li> <li>• Talk about similarities and differences between two different time periods.</li> <li>• Explain how local people or events in history have changed things nationally or internationally.</li> <li>• Explain why someone in the past acted in the way they did.</li> <li>• Choose and use parts of stories or other sources to show that they understand events or people from the past.</li> <li>• Explain why Britain has a special history by naming some famous events and some famous people.</li> <li>• Talk about what type of evidence is reliable when finding out about the past.</li> </ul> <p>Talk about a 'nation', an aspect of its history and</p> <ul style="list-style-type: none"> <li>• the impact it has had on the nation.</li> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and events.</li> </ul> <p>Create my own accounts of historical people or events.</p>		



## Year 2 – Year Plan

<p><b>Geography</b></p>		<p><b>Oceans and Seas</b> Curious question: Where in the world?</p>		<p><b>Life in the Freezer</b> Curious question: Why are countries hot or cold?</p>		<p><b>Comparing Brazil to a local area</b> Curious question: What features does Frimley have compared to Brazil?</p>
	<ul style="list-style-type: none"> <li>• Know the names of the seven continents of the world and how to find them in an atlas.</li> <li>• Know the names of the world's five oceans and how to find them in an atlas.</li> <li>• Know the names of the capital cities of England, Wales, Scotland and Ireland.</li> <li>• Know the names of other major cities of England, Wales, Scotland and Ireland.</li> <li>• Find where they live on a map of the United Kingdom.</li> </ul>		<p><b>Observing, collecting and interpreting data, drawing conclusion explaining and presenting findings.</b></p> <ul style="list-style-type: none"> <li>• Children encouraged to ask simple geographical questions; Where is it? What's it like?</li> <li>• Use non-fiction books, stories, maps, atlases, globes, pictures/photos and internet as sources of information.</li> <li>• Make appropriate observations about why things happen.</li> <li>• Make simple comparisons between features of different places.</li> </ul>	<p><b>Observing, collecting and interpreting data, drawing conclusion explaining and presenting findings.</b></p> <ul style="list-style-type: none"> <li>• Make simple comparisons between human and physical features of a small area of the UK and a contrasting non-European country.</li> <li>• Recognise how places are linked to each other (e.g. travel, language, weather)</li> <li>• Describe some human features of their own locality, such as the jobs people do.</li> <li>• Explain how the jobs people do may be different in different parts of the world.</li> <li>• Explain how some people might 'spoil' an area.</li> <li>• Explain how some people might try to make an area better.</li> <li>• Explain what facilities a town or village might need.</li> <li>• Make simple comparisons between features of different places.</li>   <li>• Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>		
<p><b>Computing</b></p>	<p><b>Information Technology around us</b> Curious question: How does a computer work?</p>	<p><b>Digital Photography</b> Curious question: How do you edit a photo?</p>	<p><b>Robot Algorithms</b> Curious question: Can I successfully programme instructions?</p>	<p><b>Pictograms</b> Curious question: Can I collect and present information?</p>	<p><b>Making Music</b> Curious question: Can I create a piece of music?</p>	<p><b>An Introduction to Quizzes</b> Curious question: Can I create my own quiz?</p>





Year 2 – Year Plan

	<ul style="list-style-type: none"> <li>Understand what a computer is and that it's made up of different components.</li> <li>Recognise that buttons cause effects and that technology follows instructions.</li> <li>Know how technology is doing what we want it to do via its output.</li> <li>Use greater control when taking photos with tablets or computers.</li> <li>Develop confidence with the keyboard and the basics of touch typing.</li> </ul>	<ul style="list-style-type: none"> <li>Develop word processing skills, including altering text, copying and pasting and using keyboard shortcuts.</li> <li>Use word processing software to type and reformat text.</li> <li>Use software to create story animations.</li> <li>Create and labelling images.</li> </ul>	<ul style="list-style-type: none"> <li>Articulate what decomposition is.</li> <li>Decompose a game to predict the algorithms used to create it.</li> <li>Use decomposition to decompose a story into smaller parts.</li> <li>Explain the concept abstraction.</li> <li>Explain that there are different levels of abstraction.</li> <li>Articulate what an algorithm is.</li> <li>Follow an algorithm.</li> <li>Create a clear and precise algorithm.</li> <li>Understand that computers use algorithms to make predictions.</li> <li>Understand that programs execute by following precise instructions.</li> <li>Incorporate loops within an algorithm.</li> </ul>	<ul style="list-style-type: none"> <li>Collect and input data into a spreadsheet.</li> <li>Interpret data</li> </ul>	<ul style="list-style-type: none"> <li>Explain how computers are used in the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>Use logical thinking to explore software, predicting, testing and explaining what it does.</li> <li>Use an algorithm to write a basic computer program.</li> <li>Explain what loops are in a program.</li> <li>Incorporate loops to make code more efficient.</li> </ul>
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<b>Responsibility</b>						
<b>E-Safety</b>	<p><b>E-Safety Responsibility</b></p> <ul style="list-style-type: none"> <li>Understand how to stay safe when talking to people online.</li> <li>Understand not to share personal information and what to do if they see or hear something online that makes them feel upset or uncomfortable.</li> <li>Explain why you should go online for a short amount of time.</li> </ul> <p>Recognise that not everyone is who they say they are on the internet</p>					

<b>Art</b>		<p><b>Andy Goldsworthy</b> <b>Natural Art</b> Curious question: How can we use nature to create art?</p>	<p><b>Kings and Queens</b> Curious question: How have churches used art?</p>	<p><b>Colours</b> Curious question: Do colours have temperatures?</p>		<p><b>William Morris – wallpaper printing</b> Curious question: What is printing and how is it used?</p>
		<ul style="list-style-type: none"> <li>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</li> <li>Understand the basic use of a sketchbook and work out ideas for drawings.</li> </ul> <p>Draw for a sustained period of time from the figure and real objects,</p> <ul style="list-style-type: none"> <li>including single and grouped objects.</li> <li>Experiment with the visual elements; line, shape, pattern and colour.</li> <li>Begin to understand knowledge of landscape and how to create different textures.</li> </ul>	<p>Stained glass windows (mosaic) – link to RE – church. Make a basket for fruit (weaving) – link to History – Kings and Queens</p> <ul style="list-style-type: none"> <li>Use a variety of techniques, including weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</li> <li>Create textured collages from a variety of media.</li> <li>Make a simple mosaic.</li> </ul>	<p>Colours – colour mixing – link to hot and cold places</p> <ul style="list-style-type: none"> <li>Mix a range of secondary colours, shades and tones.</li> <li>Experiment with tools and techniques, including layering, mixing media, scraping through etc.</li> <li>Name different types of paint and their properties.</li> <li>Work on a range of scales e.g. large brush on large paper etc.</li> </ul>		<ul style="list-style-type: none"> <li>Use a variety of techniques, including carbon printing, relief, press and fabric printing and rubbings.</li> <li>Design patterns of increasing complexity and repetition.</li> <li>Print using a variety of materials, objects and techniques.</li> <li>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</li> <li>Understand the basic use of a sketchbook and work out ideas for drawings.</li> <li>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</li> </ul>



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			<ul style="list-style-type: none"> <li>Stitch, knot and use other manipulative skills.</li> </ul>	<ul style="list-style-type: none"> <li>Mix and match colours using artefacts and objects.</li> </ul>		<ul style="list-style-type: none"> <li>Experiment with the visual elements; line, shape, pattern and colour.</li> </ul>
DT	<p><b>A twist in the tale</b> Curious question: How strong is little bears chair?</p>	<p><b>Pumpkin soup</b> Curious question: Can you add a pipkin of salt to your pumpkin soup?</p>		<p><b>Sewing – puppets (animals)</b> Curious question: How do we use hand tools to make a puppet.</p>		<p><b>Make an owl with moving parts.</b> Curious question: Can I make things move?</p>
	<ul style="list-style-type: none"> <li>Generate ideas by drawing on their own and other people's experiences</li> <li>Develop their design ideas through discussion, observation, drawing and modelling</li> <li>Identify a purpose for what they intend to design and make</li> <li>Identify simple design criteria</li> </ul> <p>Make simple drawings and label parts</p>	<ul style="list-style-type: none"> <li>Cut, peel or grate ingredients safely and hygienically.</li> <li>Measure or weigh using measuring cups or electronic scales.</li> </ul>		<ul style="list-style-type: none"> <li>Begin to select tools and materials; use vocab' to name and describe them.</li> <li>Measure, cut and score with some accuracy.</li> <li>Use hand tools safely and appropriately.</li> <li>Assemble, join and combine materials in order to make a product.</li> <li>Cut, shape and join fabric to make a simple garment.</li> <li>Use basic sewing techniques.</li> <li>Choose and use appropriate finishing techniques.</li> </ul>		<ul style="list-style-type: none"> <li>Add a mechanism of movement.</li> <li>Generate ideas by drawing on their own and other people's experiences</li> <li>Develop their design ideas through discussion, observation, drawing and modelling</li> <li>Identify a purpose for what they intend to design and make</li> <li>Identify simple design criteria</li> </ul> <p>Make simple drawings and label parts</p>
PE	<p><b>Dance</b> Curious question: Can you move your body to create a dance?</p>	<p><b>Dance</b> Curious question: Can you move your body to create a dance?</p>	<p><b>Gym</b> Curious question: Why do we use PE equipment safely?</p>	<p><b>Gym</b> Curious question: Why do we use PE equipment safely?</p>	<p><b>Games</b> Curious question: What skills do you need to create a game?</p>	<p><b>Athletics</b> Curious question: Can I move with control and skill?</p>
	<ul style="list-style-type: none"> <li>Copies and explores basic movements with clear control.</li> <li>Varies levels and speed in sequence</li> <li>Can vary the size of their body shapes</li> <li>Add change of direction to a sequence</li> <li>Uses space well and negotiates space clearly.</li> <li>Can describe a short dance using appropriate vocabulary.</li> <li>Responds imaginatively to stimuli.</li> </ul>	<ul style="list-style-type: none"> <li>Copies and explores basic movements with clear control.</li> <li>Varies levels and speed in sequence</li> <li>Can vary the size of their body shapes</li> <li>Add change of direction to a sequence</li> <li>Uses space well and negotiates space clearly.</li> <li>Can describe a short dance using appropriate vocabulary.</li> <li>Responds imaginatively to stimuli.</li> </ul>	<ul style="list-style-type: none"> <li>Explores and creates different pathways and patterns.</li> <li>Uses equipment in a variety of ways to create a sequence</li> <li>Link movements together to create a sequence</li> </ul>	<ul style="list-style-type: none"> <li>Explores and creates different pathways and patterns.</li> <li>Uses equipment in a variety of ways to create a sequence</li> <li>Link movements together to create a sequence</li> </ul>	<ul style="list-style-type: none"> <li>Confident to send the ball to others in a range of ways.</li> <li>Beginning to apply and combine a variety of skills (to a game situation)</li> <li>Develop strong spatial awareness.</li> <li>Beginning to develop own games with peers.</li> <li>Understand the importance of rules in games.</li> <li>Develop simple tactics and use them appropriately.</li> <li>Beginning to develop an understanding of attacking/ defending</li> </ul>	<ul style="list-style-type: none"> <li>Can change speed and direction whilst running.</li> <li>Can jump from a standing position with accuracy.</li> <li>Performs a variety of throws with control and co-ordination.</li> <li>Preparation for shot put and javelin</li> <li>Can use equipment safely</li> </ul>
RE	<p><b>Why did Jesus tell parables?</b> 4-5hrs</p> <ul style="list-style-type: none"> <li>retell religious, spiritual and moral stories</li> <li>retell religious stories and identify some religious beliefs and teachings</li> </ul>	<p><b>What does the Christmas story tell us about Jesus?</b> 3 hr</p> <ul style="list-style-type: none"> <li>suggest meanings in religious symbols, language and stories</li> </ul>	<p><b>Why is the church important to Christians?</b> 5-6hrs</p> <ul style="list-style-type: none"> <li>identify possible meanings for symbols and other forms of religious expression</li> </ul>	<p><b>Why is Easter important to Christians?</b> 2-3hrs</p> <p><b>Why do Christians call Jesus saviour?</b> 4-5hrs</p>	<p><b>Who is Allah and how to Muslims worship him?</b> 5-6hrs</p> <ul style="list-style-type: none"> <li>identify how religion and belief is expressed in different ways</li> <li>identify similarities and differences in features of religions and beliefs</li> <li>respond sensitively to the experiences and feelings of others, including those with a faith</li> </ul>	<p><b>What is important to Muslim families?</b> 5-6hrs</p> <ul style="list-style-type: none"> <li>identify some religious practices, and know that some are characteristic of more than one religion</li> <li>respond sensitively to the values and concerns of others, including</li> </ul>



## Year 2 – Year Plan

				<ul style="list-style-type: none"> <li>• recognise that some questions about life are difficult to answer</li> <li>• ask questions about their own and others' feelings and experiences             <ul style="list-style-type: none"> <li>• realise that some questions that cause people to wonder are difficult to answer</li> </ul> </li> </ul>		those with a faith, in relation to matters of right and wrong
<b>PSHCE</b>	<b>Being me in my world</b> <b>Celebrating differences</b>	<b>Being me in my world</b> <b>Celebrating differences</b>	<b>Dreams and goals</b> <b>Healthy me</b>	<b>Dreams and goals</b> <b>Healthy me</b>	<b>Relationships</b> <b>Changes</b>	<b>Relationship</b> <b>Changes</b>
<b>Visits/Workshops</b>			Windsor Castle			