

## Year 2 Curriculum Map

Year 2 – 1 English	
<b>Fiction</b>	<b>Non Fiction</b> <i>Tourist Guides of Greenwich</i>
<b>Outcome:</b> Story based on <i>John Dyer Tall Ships</i> paintings	<b>Outcome:</b> Non chronological report on aspect of Historic Greenwich
<b><u>Reading – Word Reading</u></b>	
<ul style="list-style-type: none"> <li>▪ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>▪ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>▪ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</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> </ul>	
<p><i>Pupils should revise and consolidate the GPCs and the common exception words taught in year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading. Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils should have opportunities to exercise choice in selecting books and be taught how to do so.</i></p>	
<b><u>Reading – Comprehension</u></b>	
<ul style="list-style-type: none"> <li>▪ develop pleasure in reading, motivation to read, vocabulary and understanding by:             <ul style="list-style-type: none"> <li>▪ listening to, discussing and expressing 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</li> <li>▪ discussing the sequence of events in books and how items of information are related</li> <li>▪ being introduced to non-fiction books that are structured in different ways</li> </ul> </li> <li>▪ understand both the books that they can already read accurately and fluently and those that they listen to by:             <ul style="list-style-type: none"> <li>▪ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>▪ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>▪ predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>▪ 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</li> <li>▪ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>	
<p><i>Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding [for example, by reading ‘place’ instead of ‘palace’]. Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic. The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words. Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character’s behaviour in a story; why certain dates are commemorated annually). ‘Thinking aloud’ when reading to pupils may help them to understand what skilled readers do. Deliberate steps should be taken to increase pupils’ vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language. Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions. Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.</i></p>	
<b><u>Writing – Transcription</u></b>	
<b>Spelling</b> (see <a href="#">English Appendix 1</a> )	
<ul style="list-style-type: none"> <li>▪ spell by:             <ul style="list-style-type: none"> <li>▪ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>▪ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>▪ learning to spell common exception words</li> </ul> </li> </ul>	

- apply spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

*In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words. At this stage children's spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds. Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.*

#### **Handwriting**

- form lower-case letters of the correct size relative to one another
- use spacing between words that reflects the size of the letters.

*Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.*

#### **Writing Composition**

- develop positive attitudes towards and stamina for writing by:
  - writing narratives about personal experiences and those of others (real and fictional)
  - writing about real events
  - writing for different purposes
- consider what they are going to write before beginning by:
  - planning or saying out loud what they are going to write about
  - writing down ideas and/or key words, including new vocabulary
  - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
  - evaluating their writing with the teacher and other pupils
  - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
  - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
  - read aloud what they have written with appropriate intonation to make the meaning clear.

*Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing. Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings. Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.*

#### **Writing – Vocabulary, Punctuation and Grammar**

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
  - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
  - sentences with different forms: statement, question, exclamation, command
  - expanded noun phrases to describe and specify [for example, the blue butterfly]
  - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
  - the grammar for year 2 in English Appendix 2
  - use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

*The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.*

Year 2 – 1 Maths		
Starters	Starter suggestions for Number	Starter suggestions for Measurement, Geometry and Statistics
	<p>Read and write numbers to 100 in figures and words.</p> <p>Count on and back in 1s from any one or two-digit number.</p> <p>Count on and back in multiples of 2, 5 and 10.</p> <p>Order a set of random numbers to 100.</p> <p>Recall addition and subtraction facts for each number up to 20.</p> <p>Recall doubles of simple 2-digit numbers i.e. numbers in which the ones total less than 10.</p> <p>Recall halves of simple even numbers i.e. numbers in which the tens are even.</p> <p>Add a single digit number to any 2-digit number.</p> <p>Take away a single digit number from 2-digit number.</p> <p>Identify number patterns on number lines and hundred squares.</p>	<p>Identify 2-D shapes in different orientations and begin to describe them.</p> <p>Identify 3-D shapes in different orientations and begin to describe them.</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p> <p>Estimate the length and height of familiar items using standard units.</p> <p>Tell the time using o'clock, half past, quarter past and quarter to.</p> <p>Recognise and count amounts of money.</p>
Week	Main Learning	Rationale
1 Number and Place value	<p>Read and write numbers to at least 100 in numerals and in words.</p> <p>Recognise the place value of each digit in a two-digit number (tens, ones).</p> <p>Identify, represent and estimate numbers using different representations, including the number line.</p> <p>Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs.</p> <p>Round numbers to at least 100 to the nearest 10.</p> <p>Use place value and number facts to solve problems.</p>	<p>Children develop their understanding of the number system to include numbers up to and beyond 100. They should use practical equipment, familiar items and pictures to represent the numbers they are working with – children should understand the notion of grouping in tens i.e. 10 ones is the same as 1 ten and that in two-digit number the first digit refers to the number of groups of ten.</p> <p>Children should experience numbers in different ways to support other place value understanding e.g. ordering numbers on a number line to support comparing and rounding numbers, and also make links between the number line and measuring scales and scales on a graph.</p>
2 Number and Place value	<p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</p> <p>Find 1 or 10 more or less than a given number.</p> <p>Partition numbers in different ways (for example, <math>23 = 20 + 3</math> and <math>23 = 10 + 13</math>).</p> <p>Identify, represent and estimate numbers using different representations, including the number line.</p> <p>Use place value and number facts to solve problems.</p>	<p>Children build on their understanding of numbers from the previous week, including using place value to identify numbers 1 and 10 more or less than a given number. At this stage, children should discover for themselves the structure of a 100 square by counting on or back 10 from a given number and realising where they finish.</p> <p>When counting, children should be encouraged to identify patterns in the sequences and reason as to why these patterns emerge.</p> <p>Partitioning numbers in different ways helps children understand the flexibility of how numbers can be made, and that thinking of numbers in different ways is useful when calculating in different contexts e.g. when adding 36 and 7, it is useful to think of 7 as <math>4 + 3</math> to help bridge through 40.</p>
3 Measurement - length and mass	<p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit using rulers.</p> <p>Compare and order lengths and record the results using &gt;, &lt; and =.</p> <p>Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales.</p> <p>Compare and order mass and record the results using &gt;, &lt; and =.</p>	<p>Children should use the term mass instead of weight.</p> <p>Children should work practically to measure length and height, recognising that both are measurements of distance. Children should use standard units and then consolidate their place value knowledge by comparing and ordering lengths and masses.</p> <p>The understanding of positioning numbers on a number line is applied to measuring scales and identifying lengths and masses of familiar items.</p>
4 Addition and subtraction	<p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.</p> <p>Solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> <li>- 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> </ul>	<p>Children should use familiar items to create number stories e.g. 24 children in the class and 7 more come in, how many children are in the class now? This gives rise to the number sentence <math>24 + 7 = ?</math></p> <p>Continuing the theme of number stories can give rise to other number sentences such as <math>24 + ? = 31</math>. This could be explained as, there are 24 children in the class. How many more children come into the class if in the end there are 31 children in class?</p> <p>The use of physical objects to tell a number story and the creation of numbers sentences helps children to understand the relationship between addition and subtraction.</p> <p>Children should also use practical models and visual images to support the place value understanding when calculating with 2-digit numbers.</p>
5 Addition and subtraction	<p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.</p> <p>Solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> <li>- 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> </ul> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>Understand subtraction as take away and difference (how many more, how many less/fewer).</p>	<p>This week is a continuation of last week.</p> <p>Children are introduced to 'difference' in the summer term of Year 1. This understanding should be made more secure and the term difference should be used by children. Children should also learn the term sum and how this applies to addition.</p> <p>Children should also use knowledge of number bonds for each number up to 20 in calculations involving larger numbers e.g. knowing that <math>8 + 7 = 15</math> can support children answering questions such as <math>28 + 7</math>, <math>58 + 7</math> and <math>38 + 47</math>.</p>
6 Shape	<p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</p>	<p>When learning about shapes, children should handle them, name them and begin to describe them. Children should recognise shapes in different orientations and also in different sizes, and know that some shapes can look differently to other shapes with</p>

	Identify 2-D shapes on the surface of 3-D shapes, (for example, a circle on a cylinder and a triangle on a pyramid). Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Compare and sort common 2-D and 3-D shapes and everyday objects.	the same name. When describing 2-D shapes, it is useful for children to consistently use the terms side and corner. When describing 3-D shapes, it is useful for children to consistently use the terms face, edge and vertex (vertices). When sorting shapes in different ways, children should use various diagrams including sorting tables, Venn and Carroll diagrams.			
Year 2 - 1	Science	Creative Curriculum	Computing	Languages	PE
<p><b>What makes Greenwich great?</b></p> <p><b>Outcome:</b> Persuasive booklet for parents with info on Greenwich historic sites</p> <p><b>Trip:</b> Tall Ships/ Greenwich sites 2 or 3 visits to Greenwich</p>	<p><b><u>Living Things and their Habitats</u></b></p> <p>-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</p> <p>-identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p><b><u>Working Scientifically</u></b></p> <p>-asking simple questions and recognising that they can be answered in different ways</p> <p>-observing closely, using simple equipment</p> <p>-performing simple tests</p> <p>-identifying and classifying using their observations and ideas to suggest answers to questions</p> <p>-gathering and recording data to help in answering questions.</p>	<p><b><u>History</u></b></p> <p>-significant historical events, people and places in their own locality.</p> <p>-events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p><i>-Origins of GMT (significant events/ places)</i></p> <p><i>-visit historical sites across Greenwich</i></p>	<p><b><u>DL/IT – Research/ Communication</u></b></p> <p>-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.</p> <p><i>- School Email Emailing/ visiting websites to arrange trips Taking photos and videos</i></p>	<p>Greetings, numbers 1 – 20, name, age and where you live.</p> <p>Read Madeline in Paris (written in English but introduces France/places)</p> <p><b><u>Books</u></b> A Lion in Paris</p>	<p><b><u>Dance</u></b></p> <p>-perform dances using simple movement patterns.</p>

**Poetry**

**Outcome:** Shape poetry linked to Greenwich – read a range of shape poems and explore ways to present – descriptive devices - use senses, similes, metaphors, adjectives, adverbs

**Non Fiction:** Find texts linked to food chains in order to show

**Outcome:** Explanation texts linked to science (food chains) – how a tadpole changes to a frog, caterpillar to butterfly etc.

**Reading – Word Reading**

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

*Pupils should revise and consolidate the GPCs and the common exception words taught in year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading. Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils should have opportunities to exercise choice in selecting books and be taught how to do so.*

**Reading – Comprehension**

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to, discussing and expressing 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
  - being introduced to non-fiction books that are structured in different ways
  - recognising simple recurring literary language in stories and poetry
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far

*Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding [for example, by reading ‘place’ instead of ‘palace’]. Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic. The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words. Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character’s behaviour in a story; why certain dates are commemorated annually). ‘Thinking aloud’ when reading to pupils may help them to understand what skilled readers do. Deliberate steps should be taken to increase pupils’ vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.*

**Writing – Transcription****Spelling** (see [English Appendix 1](#))

- spell by:
  - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
  - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
  - learning to spell common exception words
- apply spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

*In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into*

*phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words. At this stage children's spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds. Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.*

#### **Handwriting**

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

*Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.*

#### **Writing Composition**

- develop positive attitudes towards and stamina for writing by:
  - writing about real events
  - writing poetry
  - writing for different purposes
- consider what they are going to write before beginning by:
  - planning or saying out loud what they are going to write about
  - writing down ideas and/or key words, including new vocabulary
  - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
  - evaluating their writing with the teacher and other pupils
  - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
  - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
  - read aloud what they have written with appropriate intonation to make the meaning clear.

*Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing. Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings. Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.*

#### **Writing – Vocabulary, Punctuation and Grammar**

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
  - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
  - sentences with different forms: statement, question, exclamation, command
  - expanded noun phrases to describe and specify [for example, the blue butterfly]
  - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
  - the grammar for year 2 in English Appendix 2
  - use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

*The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.*

Year 2 – 2 Maths		
Starters	Starter suggestions for Number	Starter suggestions for Measurement, Geometry and Statistics
	<p>Read and write numbers to 100 in figures and words.            Count on and back in 1s from any one or two-digit number.            Count on and back in multiples of 2, 5 and 10.            Order a set of random numbers to 100.            Recall addition and subtraction facts for each number up to 20.            Recall doubles of simple 2-digit numbers i.e. numbers in which the ones total less than 10.            Recall halves of simple even numbers i.e. numbers in which the tens are even.            Add a single digit number to any 2-digit number.            Take away a single digit number from 2-digit number.            Identify number patterns on number lines and hundred squares.</p>	<p>Identify 2-D shapes in different orientations and begin to describe them.            Identify 3-D shapes in different orientations and begin to describe them.            Compare and sort common 2-D and 3-D shapes and everyday objects.            Order and arrange combinations of mathematical objects in patterns and sequences.            Describe position, direction and movement, including whole, half, quarter and three-quarter turns.            Estimate the length and height of familiar items using standard units.            Tell the time using o'clock, half past, quarter past and quarter to.            Recognise and count amounts of money.</p>
Week	Main Learning	Rationale
1 Counting, Multiplication and Sorting	<p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.  <i>Understand multiplication as repeated addition.</i>  <b>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</b>            Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.            Calculate mathematical statements for multiplication (<i>using repeated addition</i>) within the multiplication tables and write them using the multiplication (×), and equals (=) signs.  <i>Compare and sort numbers according to their properties.</i></p>	<p>When counting, children should be encouraged to identify patterns in the sequences and reason as to why these patterns emerge.            Rote counting should be linked to repeated addition and the creation of arrays. Children should learn that multiplication is a convenient way of repeatedly adding a number to itself e.g. 2+2+2+2+2 can be said as 2x6 (2 added to itself 6 times). The array created can then be used to demonstrate commutativity i.e. that 2x6 is the same as 6x2. Children should make links to real life application of multiplication as repeated addition.            Children should begin to relate counting in steps of 2, 3, 5 and 10 to the multiplication tables. The 2x table and counting in 2s from different starting points should be used alongside practical equipment to enable children to understand even and odd numbers.            Children's work on sorting can be used to consolidate understanding of the properties of numbers, including comparing numbers, odd and even and sequences.</p>
2 Statistics	<p>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.  <i>Understand subtraction as take away and difference (how many more, how many less/fewer).</i></p>	<p>Children apply their knowledge of counting in equal steps to work with scales on graphs and charts that count in steps of 2, 5 or 10 or to pictograms in which each symbol is worth more than 1. They also apply their knowledge of place value and calculation to the context of statistics, with a particular focus on difference 'How many more...?' and 'How many fewer/less...?'</p>
3 Fractions Measurement – capacity and volume	<p><i>Understand and use the terms numerator and denominator.</i>  <i>Understand that a fraction can describe part of a set.</i>  <i>Understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be.</i>            Recognise, find, name and write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.  <i>Count on and back in steps of <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math>.</i>            Choose and use appropriate standard units to estimate and measure capacity and <b>volume</b> (litres/ml) to the nearest appropriate unit using measuring vessels.            Compare and order volume/capacity and record the results using &gt;, &lt; and =.</p>	<p>Children's knowledge and understanding of fractions develops to include the names of each number in a written fraction and what each number represents. Practical and visual approaches should be used to allow children to see what the numerator and denominator are and how they go together to form a fraction of a shape or quantity.            Children are introduced to <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> as the first examples of non-unit fractions.            Children also count in fraction steps and see these on a number line, understanding how many halves, quarters and thirds make one whole one/unit.            Children learn about liquid volume and use standard units to measure volume and capacity. Place value knowledge is applied in this context when ordering volumes and capacities. The fraction understanding can also be applied to volume and capacity, finding out that it takes four cupfuls to fill the jug, therefore one cupful is <math>\frac{1}{4}</math> of the capacity of the jug and using this information to estimate when the jug is three-quarters full. This should be extended to thirds.</p>
4 Money	<p><b>Recognise and use symbols for pounds (£) and pence (p).</b>  <b>Combine amounts to make a particular value.</b>  <b>Find different combinations of coins that equal the same amounts of money.</b>            Add and subtract money of the same unit, including giving change.            Solve simple problems in a practical context involving addition and subtraction of money.</p>	<p>Children should become fluent in recognising the values of different coins. Children continue to understand how many pennies each coin is worth and exchange between pennies and 2p, 5p, 10p and 20p coins. This could be done in a Bank role play area. Shop role play could be used when teaching about paying for amounts exactly. This is a good opportunity for children to experience finding all possibilities problems. Combining coins to make given amounts should be linked to addition and number sentences e.g. how many ways can you pay exactly for an item costing 14p?            At this stage, children should record £ and p separately. Formal recording of money using decimal places occurs in Year 4.</p>
5 Time	<p><b>Tell and write the time to five minutes</b>, including quarter past/to the hour and draw the hands on a clock face to show these times.            Know the number of minutes in an hour and the number of hours in a day.            Compare and sequence intervals of time.</p>	<p>When teaching time, links need to be made with fractions half and quarter, and also counting in 5s. Children should experience geared analogue clocks to recognise how the hour hand moves as the minute hand moves around the clock. The idea of minutes past the hour and minutes to the next hour can be explored and linked to rounding numbers and also number bonds of multiples of 5 to 60.            Children should explore how long certain activities take and also how many times certain things can be done in a given time period e.g. one minute.</p>
6	Assess and review week	It is useful at regular intervals for teachers to consider the learning that has taken place over a term (or half term), assess and review children's understanding of the learning and use this to inform where the children need to go next.
7		

Year 2 - 2	Science	Creative Curriculum	Computing	Languages	PE
<p><b>Representing the Royal Borough</b></p> <p><b>Outcome:</b> A sculpture representing Greenwich – visit sculptures in Greenwich and explore the most appropriate materials Modrock, clay etc.</p> <p><b>Trip:</b> Arty Party/ Gallery/sculptures in Greenwich, Tate</p> <p>Anthony Gormley – as a sculptor – look at his work and what he uses as inspiration.</p>	<p><b><u>Living Things and their Habitats</u></b> -explore and compare the differences between things that are living, dead, and things that have never been alive -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.</p> <p><b><u>Working Scientifically</u></b> -asking simple questions and recognising that they can be answered in different ways -observing closely, using simple equipment -performing simple tests -identifying and classifying using their observations and ideas to suggest answers to questions -gathering and recording data to help in answering questions.</p> <p>Possible outcome – create database/food chain/food web</p>	<p><b><u>Art</u></b> -to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -to use a range of materials creatively to design and make products -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -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.</p> <p><b><i>-Children create sculptures in groups</i></b> <b><i>-Focus on working collaboratively</i></b> <b><i>A sculpture representing Greenwich – visit sculptures in Greenwich and explore the most appropriate materials</i></b> <b><i>Modrock, clay etc.</i></b></p>	<p><b><u>IT - PowerPoint</u></b> -use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p><i>-Children create PowerPoint using their explanation texts – present to another class?</i></p>	<p>10 places in a town</p> <p>Use <a href="http://www.jeannedelalune.co.uk">www.jeannedelalune.co.uk</a></p> <p>song and learning and memory games</p> <p>Match pictures to words Label a map Model of Paris and write sentences</p> <p><u>Books</u> Anatole Mr Chicken goes to Paris</p>	<p><b><u>Gym</u></b> -master basic movements including ... developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>
				<p><b><u>R.E.</u></b></p> <p>Celebrations</p> <p>Remember to plan an outcome</p>	<p><b><u>PSHCE</u></b></p> <p>Use values planner</p>

**Fiction:** *The Girl who married a ghost*

**Outcome:** Oral storytelling based on own story from other cultures – the grasshopper story (read the story, re-write their own story based on the Nigerian culture, orally present the story as a video, watch, evaluate and present to parents/another year group)

**Non Fiction**

**Outcome:** Non chronological report on Lagos Island – paragraphs, subordinating and coordinating conjunctions, facts

**Reading – Word Reading**

- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

*When pupils are taught how to read longer words, they should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word. Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up. Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils should have opportunities to exercise choice in selecting books and be taught how to do so.*

**Reading – Comprehension**

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to, discussing and expressing 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
  - discussing the sequence of events in books and how items of information are related
  - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
  - being introduced to non-fiction books that are structured in different ways
  - recognising simple recurring literary language in stories and poetry
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - making inferences on the basis of what is being said and done
  - answering and asking questions
- 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.

*The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words. Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do. Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language. Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions. Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.*

**Writing – Transcription**

**Spelling** (see [English Appendix 1](#))

- spell by:
  - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
  - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
  - learning to spell common exception words
  - learning to spell more words with contracted forms

- apply spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

*In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words. At this stage children's spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds. Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.*

### **Handwriting**

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

*Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.*

### **Writing Composition**

- develop positive attitudes towards and stamina for writing by:
  - writing narratives about personal experiences and those of others (real and fictional)
  - writing about real events
  - writing for different purposes
- consider what they are going to write before beginning by:
  - planning or saying out loud what they are going to write about
  - writing down ideas and/or key words, including new vocabulary
  - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
  - evaluating their writing with the teacher and other pupils
  - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
  - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
  - read aloud what they have written with appropriate intonation to make the meaning clear.

*Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing. Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings. Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.*

### **Writing – Vocabulary, Punctuation and Grammar**

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
  - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
  - the present and past tenses correctly and consistently including the progressive form
  - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
  - the grammar for year 2 in English Appendix 2
  - use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

*The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.*

Year 2 – 3 Maths		
Starters	Starter suggestions for Number	Starter suggestions for Measurement, Geometry and Statistics
	<p>Read and write numbers to 100 in figures and words.            Count on and back in 1s from any one or two-digit number.            Count on and back in steps of 2, 3 and 5 from 0.            Count on and back in 10s from any number.            Recall multiplication facts for the 2x, 5x and 10x tables.            Recognise odd and even numbers.            Order a set of random numbers to 100.            Recall addition and subtraction facts for each number up to 20, and related facts up to 100.            Recall doubles of simple 2-digit numbers i.e. numbers in which the ones total less than 10.            Recall halves of simple even numbers i.e. numbers in which the tens are even.            Add a single digit number to any 2-digit number.            Take away a single digit number from 2-digit number.            Identify number patterns on number lines and hundred squares.</p>	<p>Identify 2-D shapes in different orientations and begin to describe them.            Identify 3-D shapes in different orientations and begin to describe them.            Compare and sort common 2-D and 3-D shapes and everyday objects.            Order and arrange combinations of mathematical objects in patterns and sequences.            Describe position, direction and movement, including whole, half, quarter and three-quarter turns.            Estimate the length and height of familiar items using standard units.            Estimate mass and capacity of familiar items using standard units.            Tell the time to the nearest five minutes on an analogue clock.            Know the number of minutes in an hour and the number of hours in a day.            Recognise and count amounts of money.            Interpret simple pictograms, tally charts, block diagrams and tables.</p>
Week	Main Learning	Rationale
1 Number, place value and measures	<p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.            Read and write numbers to at least 100 in numerals.            Recognise the place value of each digit in a two-digit number (tens, ones).  <b>Identify, represent and estimate numbers using different representations, including the number line.</b>            Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs.  <i>Find 1 or 10 more or less than a given number.</i>  <i>Round numbers to at least 100 to the nearest 10.</i></p>	<p>Children’s understanding of the number system should now include numbers up to and beyond 100. They should use practical equipment, familiar items and pictures to represent the numbers they are working with – children should understand the notion of grouping in tens i.e. 10 ones is the same as 1 ten and that in two-digit number the first digit refers to the number of groups of ten.            Children should experience numbers in different ways to support other place value understanding e.g. ordering numbers on a number line to support comparing and rounding numbers, and also make links between the number line and measuring scales.            All of the place value objectives in this week should be presented in the context of measurement.</p>
2 Measurement - mass	<p>Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales.            Compare and order mass and record the results using &gt;, &lt; and =.            Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</p>	<p>Children should use the term mass instead of weight.            Children should work practically to measure the mass of different items. They should use standard units and then consolidate their place value knowledge by comparing and ordering masses.            The understanding of positioning numbers on a number line is applied to measuring scales and estimating and identifying masses of familiar items.            Children should use measuring scales that use increments of 1, 2, 3, 5 or 10 and should be using numbers up to and beyond 100.</p>
3 Shape	<p>Identify and describe the properties of 2-D shapes, including the number of sides and <b>line symmetry in a vertical line.</b>            Identify 2-D shapes on the surface of 3-D shapes, (for example, a circle on a cylinder and a triangle on a pyramid).            Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.            Compare and sort common 2-D and 3-D shapes and everyday objects.</p>	<p>When learning about shapes, children should handle, name and describe them. Children should recognise shapes in different orientations and also in different sizes, and know that some shapes can look differently to other shapes with the same name.            When describing 2-D shapes, it is useful for children to consistently use the terms side and corner.            When describing 3-D shapes, it is useful for children to consistently use the terms face, edge and vertex (vertices).            When sorting shapes in different ways, children should use various diagrams including sorting tables, Venn and Carroll diagrams.</p>
4 Counting and money	<p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.  <b>Recognise and use symbols for pounds (£) and pence (p).</b>  <b>Combine amounts to make a particular value.</b>  <b>Find different combinations of coins that equal the same amounts of money.</b>            Add and subtract money of the same unit, including giving change.            Solve simple problems in a practical context involving addition and subtraction of money.</p>	<p>Children should become fluent in recognising the values of different coins. Children continue to understand how many pennies each coin is worth and exchange between pennies and 2p, 5p, 10p and 20p coins. This could be done in a Bank role play area.            Children should apply their skill of counting in 2s, 5s and 10s to counting coins of these values.            Shop role play could be used when teaching about paying for amounts exactly. This is a good opportunity for children to experience finding all possibilities problems. Combining coins to make given amounts should be linked to addition and number sentences e.g. how many ways can you pay exactly for an item costing 14p?            At this stage, children should record £ and p separately. Formal recording of money using decimal places occurs in Year 4.</p>
5 Multiplication – problem solving	<p><i>Understand multiplication as repeated addition.</i>  <b>Show that multiplication of two numbers can be done in any order (commutative).</b>            Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.  <i>Understand the connection between the 10 multiplication table and place value.</i>            Calculate mathematical statements for multiplication (<i>using repeated addition</i>) within the multiplication tables and write them using the multiplication (x) and equals (=) signs.            Solve problems involving multiplication, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>	<p>When counting, children should be encouraged to identify patterns in the sequences and reason as to why these patterns emerge.            Rote counting should be linked to repeated addition and the creation of arrays. Children should learn that multiplication is a convenient way of repeatedly adding a number to itself e.g. 2+2+2+2+2+2 can be said as 2x6 (2 added to itself 6 times). The array created can then be used to demonstrate commutativity i.e. that 2x6 is the same as 6x2. Children should make links to real life application of multiplication as repeated addition.            Children should begin to relate counting in steps of 2, 3, 5 and 10 to the multiplication tables. The 2x table and counting in 2s from different starting points should be used alongside practical equipment to enable children to understand even and odd numbers.</p>
6 Division – problem solving	<p><i>Understand division as sharing and grouping.</i>  <b>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</b>            Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.            Calculate mathematical statements for division within the multiplication tables and write them using the division (÷) and equals (=) signs.            Solve problems involving division, using materials, arrays, <i>repeated subtraction and sharing</i>, mental methods, and multiplication and division facts, including problems in contexts.</p>	<p>Children should be introduced to division using contexts that involve sharing. Division as grouping should also be explored practically and linked to the arrays from the previous week. This helps children see the inverse relationship between multiplication and division by exploring ‘How many groups of... are there in...?’            The contexts for grouping should be ones children can relate to, for example making teams of equal size from a given number of children; putting 5 sweets in each bag and finding how many bags can be filled using 47 sweets? These real life scenarios support children in understanding that some numbers do not divide equally and this gives rise to remainders.</p>

Year 2	Science	Creative Curriculum	Computing	Languages	PE
<p>3</p> <p><b>Lunch in Lagos Island</b></p> <p><b>Outcome:</b>  <b>Geography skills</b>  around the features of Lagos and food in Lagos followed by creating a Lagos style restaurant</p> <p><b>Trip:</b>  Restaurant, market, secondary food technology dept, Borough Market to buy plantain</p>	<p><b>Animals including Humans</b>  -describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><b>Working Scientifically</b>  -asking simple questions and recognising that they can be answered in different ways  -observing closely, using simple equipment  -performing simple tests  -identifying and classifying using their observations and ideas to suggest answers to questions  -gathering and recording data to help in answering questions.</p> <p><i>Carry out investigations where children can find out the impact of the body during exercise.</i>  <i>What happens to your heart rate during exercise?</i>  <i>Can you throw further if you have longer arms?</i>  <i>Can you jump further if you have longer legs?</i></p>	<p><b>DT</b>  -use the basic principles of a healthy and varied diet to prepare dishes  -understand where food comes from.</p> <p><b>Geography</b>  -name and locate the world's seven continents and five oceans  -understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country  -use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>▪ -use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul> <p>-use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p><i>-DT focus is on cooking and nutrition</i>  <i>-Geography focus is on Lagos Island – what is it like? What kind of food do they eat? What are naturally grown foods there? What are the physical and human features? Where in the world is it?</i></p>	<p><b>DL/IT – Research/ Word</b>  -use technology purposefully to create, organise, store, manipulate and retrieve digital content  -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.</p> <p><i>-Children research food in Lagos and then write a menu on Word for their café</i></p>	<p>Food</p> <p><u>Books</u>  The Hungry Caterpillar</p> <p><b>Make mini books around the foods they learn</b></p> <hr/> <p><b>R.E.</b></p> <p>Christianity 3</p> <p>Easter and Symbols</p> <p><b>Outcome</b></p>	<p><b>Games</b>  -participate in team games, developing simple tactics for attacking and defending</p> <hr/> <p><b>P.S.H.C.E</b></p> <p>See values map</p>

Year 2 – 4 English

**Fiction** *Traction Man*

**Outcome:** Further adventures of Traction Man

**Non Fiction**

**Outcome:** Instructions on building car

**Reading – Word Reading**

- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

*When pupils are taught how to read longer words, they should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word. Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up. Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils should have opportunities to exercise choice in selecting books and be taught how to do so.*

**Reading – Comprehension**

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to, discussing and expressing 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
  - discussing the sequence of events in books and how items of information are related
  - being introduced to non-fiction books that are structured in different ways
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - discussing their favourite words and phrases
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - making inferences on the basis of what is being said and done
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

*The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words. Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do. Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.*

**Writing – Transcription**

**Spelling** (see [English Appendix 1](#))

Pupils should be taught to:

- spell by:
  - learning to spell common exception words
  - learning to spell more words with contracted forms
- apply spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

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*In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words. At this stage children's spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.*

### **Handwriting**

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

*Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.*

### **Writing Composition**

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
  - writing narratives about personal experiences and those of others (real and fictional)
  - writing about real events
  - writing for different purposes
- consider what they are going to write before beginning by:
  - planning or saying out loud what they are going to write about
  - writing down ideas and/or key words, including new vocabulary
  - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
  - evaluating their writing with the teacher and other pupils
  - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
  - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
  - read aloud what they have written with appropriate intonation to make the meaning clear.

*Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing. Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings. Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.*

### **Writing – Vocabulary, Punctuation and Grammar**

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
  - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
  - the present and past tenses correctly and consistently including the progressive form
  - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
  - the grammar for year 2 in English Appendix 2
  - some features of written Standard English
  - use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

*The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.*

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Year 2 – 4 Maths		
Starters	Starter suggestions for Number	Starter suggestions for Measurement, Geometry and Statistics
	<p>Read and write numbers to 100 in figures and words.</p> <p>Count on and back in 1s from any one or two-digit number.</p> <p>Count on and back in steps of 2, 3 and 5 from 0.</p> <p>Count on and back in 10s from any number.</p> <p>Recall multiplication facts for the 2x, 5x and 10x tables.</p> <p>Recognise odd and even numbers.</p> <p>Order a set of random numbers to 100.</p> <p>Recall addition and subtraction facts for each number up to 20, and related facts up to 100.</p> <p>Recall doubles of simple 2-digit numbers i.e. numbers in which the ones total less than 10.</p> <p>Recall halves of simple even numbers i.e. numbers in which the tens are even.</p> <p>Add a single digit number to any 2-digit number.</p> <p>Take away a single digit number from 2-digit number.</p> <p>Identify number patterns on number lines and hundred squares.</p>	<p>Identify 2-D shapes in different orientations and begin to describe them.</p> <p>Identify 3-D shapes in different orientations and begin to describe them.</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p> <p>Estimate the length and height of familiar items using standard units.</p> <p>Estimate mass and capacity of familiar items using standard units.</p> <p>Tell the time to the nearest five minutes on an analogue clock.</p> <p>Know the number of minutes in an hour and the number of hours in a day.</p> <p>Recognise and count amounts of money.</p> <p>Interpret simple pictograms, tally charts, block diagrams and tables.</p>
Week	Main Learning	Rationale
1 Measurement – length and height, mass/weight	<p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit using rulers.</p> <p>Compare and order lengths and record the results using &gt;, &lt; and =.</p> <p>Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales.</p> <p>Compare and order mass and record the results using &gt;, &lt; and =.</p>	<p>Children should use the term mass instead of weight.</p> <p>Children should work practically to measure length and height, recognising that both are measurements of distance. Children should use standard units and then consolidate their place value knowledge by comparing and ordering lengths and masses.</p> <p>The understanding of positioning numbers on a number line is applied to measuring scales and identifying lengths and masses of familiar items.</p>
2 Mental addition and subtraction facts in context of measurement	<p><b>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</b></p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; <b>adding three one-digit numbers.</b></p> <p>Solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> <li>- <b>using concrete objects and pictorial representations</b>, including those involving numbers, quantities and measures.</li> <li>- applying their increasing knowledge of mental and written methods.</li> </ul>	<p>Children should use measures from the previous week to create number stories e.g. How much longer is Alice's foot than Freya's if Alice is 116cm tall and Freya is 98cm tall? This gives rise to the number sentence <math>24 + 7 = ?</math></p> <p>Continuing the theme of number stories can give rise to other number sentences such as <math>24 + ? = 31</math>. This could be explained as, there are 24 children in the class. How many more children come into the class if in the end there are 31 children in class?</p> <p>The use of physical objects to tell a number story and the creation of numbers sentences helps children to understand the relationship between addition and subtraction.</p> <p>Children should also use practical models and visual images to support the place value understanding when calculating with 2-digit numbers.</p>
3 Fractions	<p><i>Understand and use the terms numerator and denominator.</i></p> <p><i>Understand that a fraction can describe part of a set.</i></p> <p><i>Understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be.</i></p> <p>Recognise, find, name and write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</p> <p>Count on and back in steps of <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math>.</p> <p>Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</p>	<p>Children's knowledge and understanding of fractions develops to include the names of each number in a written fraction and what each number represents. Practical and visual approaches should be used to allow children to see what the numerator and denominator are and how they go together to form a fraction of a shape or quantity.</p> <p>Children are introduced to <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> as the first examples of non-unit fractions.</p> <p>Using shapes, practical and pictorial representations, children understand the concept of equivalent fractions e.g. <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></p> <p>Children should understand the connection between finding a fraction of an amount and division by sharing. This can be supported by using shapes divided into equal fractions and sharing real items equally on to each fraction part.</p>
4 Position and direction	<p>Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>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 anti-clockwise).</p>	<p>Children identify and create sequences and patterns using mathematical objects. They develop their skills in reasoning and communicating by describing how they know what will come next and where certain shapes always appear in the sequence.</p> <p>Children's understanding of position and direction is developed through practical work describing routes and relating turns to the movement of the hands on a clock.</p>
5 Measurement - time	<p><b>Tell and write the time to five minutes</b>, including quarter past/to the hour and draw the hands on a clock face to show these times.</p> <p>Know the number of minutes in an hour and the number of hours in a day.</p> <p>Compare and sequence intervals of time.</p>	<p>When teaching time, links need to be made with fractions half and quarter, and also counting in 5s. Children should experience geared analogue clocks to recognise how the hour hand moves as the minute hand moves around the clock. The idea of minutes past the hour and minutes to the next hour can be explored and linked to rounding numbers and also number bonds of multiples of 5 to 60.</p> <p>Children should explore how long certain activities take and also how many times certain things can be done in a given time period e.g. one minute.</p>
6	Assess and review week	It is useful at regular intervals for teachers to consider the learning that has taken place over a term (or half term), assess and review children's understanding of the learning and use this to inform where the children need to go next.

Year 2	Science	Creative Curriculum	Computing	Languages	PE
<p>4</p> <p><b>Go, go Traction Man!</b></p> <p><b>Outcome:</b> Design and make a car for Traction Man</p> <p><b>Trip:</b> Transport museum, science museum</p>	<p><b><u>Uses of Everyday Materials</u></b> -identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>-find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><b><u>Working Scientifically</u></b> -asking simple questions and recognising that they can be answered in different ways -observing closely, using simple equipment -performing simple tests -identifying and classifying using their observations and ideas to suggest answers to questions -gathering and recording data to help in answering questions.</p>	<p><b><u>DT</u></b> <i>Design</i> -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, information and communication technology</p> <p><i>Make</i> -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</p> <p><i>Evaluate</i> -explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p><i>Technical knowledge</i> -build structures, exploring how they can be made stronger, stiffer and more stable -explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p><i>-Children make own vehicles for Traction Man</i></p>	<p><b><u>CS - Programming</u></b> -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</p> <p><i>- ProBot Recap Program, Algorithm and Debug. Basics of ProBot capabilities and controls (not sensors). Create and store programs in BeeBot. Predict behaviour of given ProBot programmes. Debug given ProBot programs.</i></p>	<p>Body parts</p> <p>Learn body parts and they create their own robot/action characters.</p> <p><u>Books</u> The Big Green Monster in French</p>	<p><b><u>Athletics</u></b> -master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>

**Poetry****Outcome:** Seasons poetry**Fiction****Outcome:** Descriptive writing linked to music**Reading – Word Reading**

- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

*Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils should have opportunities to exercise choice in selecting books and be taught how to do so.*

**Reading – Comprehension**

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to, discussing and expressing 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
  - recognising simple recurring literary language in stories and poetry
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - discussing their favourite words and phrases
  - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - making inferences on the basis of what is being said and done
  - answering and asking questions
- 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

*The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words. Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do. Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language. Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions. Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.*

**Writing – Transcription****Spelling** (see [English Appendix 1](#))

Pupils should be taught to:

- spell by:
  - learning the possessive apostrophe (singular) [for example, the girl's book]
  - distinguishing between homophones and near-homophones

add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

- apply spelling rules and guidance, as listed in [English Appendix 1](#)

*In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words. Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.*

**Handwriting**

Pupils should be taught to:

- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

*Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.*

### **Writing Composition**

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
  - writing narratives about personal experiences and those of others (real and fictional)
  - writing poetry
  - writing for different purposes
- consider what they are going to write before beginning by:
  - planning or saying out loud what they are going to write about
  - writing down ideas and/or key words, including new vocabulary
  - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
  - evaluating their writing with the teacher and other pupils
  - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
  - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
  - read aloud what they have written with appropriate intonation to make the meaning clear.

*Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing. Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings. Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.*

### **Writing – Vocabulary, Punctuation and Grammar**

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
  - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
  - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
  - the grammar for year 2 in English Appendix 2
  - use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

*The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.*

Year 2 – 5 Maths		
Starters	Starter suggestions for Number	Starter suggestions for Measurement, Geometry and Statistics
	<p>Read and write numbers to 100 in figures and words.            Count on and back in 1s from any one or two-digit number.            Count on and back in steps of 2, 3 and 5 from 0.            Count on and back in 10s from any number.            Recall multiplication facts for the 2x, 5x and 10x tables.            Recognise odd and even numbers.            Order a set of random numbers to 100.            Recall addition and subtraction facts for each number up to 20, and related facts up to 100.            Recall doubles of simple 2-digit numbers i.e. numbers in which the ones total less than 10.            Recall halves of simple even numbers i.e. numbers in which the tens are even.            Add a single digit number to any 2-digit number.            Take away a single digit number from 2-digit number.            Identify number patterns on number lines and hundred squares.</p>	<p>Identify 2-D shapes in different orientations and begin to describe them.            Identify 3-D shapes in different orientations and begin to describe them.            Compare and sort common 2-D and 3-D shapes and everyday objects.            Order and arrange combinations of mathematical objects in patterns and sequences.            Describe position, direction and movement, including whole, half, quarter and three-quarter turns.            Estimate the length and height of familiar items using standard units.            Estimate mass and capacity of familiar items using standard units.            Tell the time to the nearest five minutes on an analogue clock.            Know the number of minutes in an hour and the number of hours in a day.            Recognise and count amounts of money.            Interpret simple pictograms, tally charts, block diagrams and tables.</p>
Week	Main Learning	Rationale
1 Number and place value and statistics	<p>Recognise the place value of each digit in a two-digit number (tens, ones).  <b>Identify, represent and estimate numbers using different representations, including the number line.</b>            Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs.  <i>Round numbers to at least 100 to the nearest 10.</i>  <b>Use place value and number facts to solve problems.</b>            Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.  <i>Find 1 or 10 more or less than a given number.</i>  <i>Partition numbers in different ways (for example, 23 = 20 + 3 and 23 = 10 + 13).</i></p>	<p>Children develop their understanding of the number system to include numbers up to and beyond 100. They should use practical equipment, familiar items and pictures to represent the numbers they are working with – children should understand the notion of group in tens i.e. 10 ones is the same as 1 ten and that in two-digit number the first digit refers to the number of groups of ten.            Children should experience numbers in different ways to support other place value understanding e.g. ordering numbers on a number line to support comparing and rounding numbers, and also make links between the number line and measuring scales and scales on a graph. These scales should go up to 100 and use intervals of 2, 3, 5 or 10.            When counting, children should be encouraged to identify patterns in the sequences and reason as to why these patterns emerge. Partitioning numbers in different ways helps children understand the flexibility of how numbers can be made, and that thinking of numbers in different ways is useful when calculating in different contexts e.g. when adding 36 and 7, it is useful to think of 7 as 4 + 3 to help bridge through 40.</p>
2 Addition and subtraction	<p><b>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</b>            Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.            Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; <b>adding three one-digit numbers.</b>            Solve problems with addition and subtraction:            - <b>using concrete objects and pictorial representations</b>, including those involving numbers, quantities and measures.            - applying their increasing knowledge of mental and written methods.</p>	<p>Children should use familiar items to create number stories e.g. 24 children in the class and 7 more come in, how many children are in the class now? This gives rise to the number sentence 24 + 7 = ?            Continuing the theme of number stories can give rise to other number sentences such as 24 + ? = 31. This could be explained as, there are 24 children in the class. How many more children come into the class if in the end there are 31 children in class?            The use of physical objects to tell a number story and the creation of number sentences helps children to understand the relationship between addition and subtraction.            Children should also use practical models and visual images to support the place value understanding when calculating with 2-digit numbers. Children should confidently use the terms difference and sum.            Children should also use knowledge of number bonds for each number up to 20 in calculations involving larger numbers e.g. knowing that 7 + 15 can support children answering questions such as 28 + 7, 58 + 7 and 38 + 47.</p>
3 Measurement – capacity/volume and temperature	<p>Choose and use appropriate standard units to estimate and measure capacity and <b>volume</b> (litres/ml) to the nearest appropriate unit using measuring vessels.            Compare and order <b>volume</b>/capacity and record the results using &gt;, &lt; and =.  <b>Choose and use appropriate standard units to estimate and measure temperature to the nearest degree (°C) using thermometers.</b></p>	<p>Children learn about liquid volume and use standard units to measure volume and capacity. Place value knowledge is applied in this context when ordering volumes and capacities and reading scales.            Children are introduced to temperature in the summer term, where they can sense differences in temperature between inside and outside and in the shade and in the sunshine. They learn that temperature is measured in degrees Celsius (°C) and we use thermometers to measure temperature. Measuring different temperatures allows children to understand that the average room temperature is approximately 20°C.</p>
4 Fractions	<p><i>Understand and use the terms numerator and denominator.</i>  <i>Understand that a fraction can describe part of a set.</i>  <i>Understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be.</i>            Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.  <i>Count on and back in steps of <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math>.</i>            Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</p>	<p>Children's knowledge and understanding of fractions develops to include the names of each number in a written fraction and what each number represents. Practical and visual approaches should be used to allow children to see what the numerator and denominator are and how they go together to form a fraction of a shape or quantity.            Children are introduced to <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> as the first examples of non-unit fractions.            Using shapes, practical and pictorial representations, children understand the concept of equivalent fractions e.g. <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.            Children should understand the connection between finding a fraction of an amount and division by sharing. This can be supported by using shapes divided into equal fractions and sharing real items equally on to each fraction part.</p>
5 Position, direction and time	<p>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 anti-clockwise).  <b>Tell and write the time to five minutes</b>, including quarter past/to the hour and draw the hands on a clock face to show these times.            Know the number of minutes in an hour and the number of hours in a day.            Compare and sequence intervals of time.</p>	<p>Children's understanding of position and direction is developed through practical work describing routes and relating turns to the movement of the hands on a clock.            When teaching time, links need to be made with fractions half and quarter, and also counting in 5s. Children should experience geared analogue clocks to recognise how the hour hand moves as the minute hand moves around the clock. The idea of minutes past the hour and minutes to the next hour can be explored and linked to rounding numbers and also number bonds of multiples of 5 to 60.            Children should explore how long certain activities take and also how many times certain things can be done in a given time period e.g. one minute.</p>
6 Shape	<p>Identify and describe the properties of 2-D shapes, including the number of sides and <b>line symmetry in a vertical line.</b>            Identify 2-D shapes on the surface of 3-D shapes, (for example, a circle on a cylinder and a triangle on a</p>	<p>When learning about shapes, children should handle, name and describe them. Children should recognise shapes in different orientations and also in different sizes, and know that some shapes can look differently to other shapes with the same name.            When describing 2-D shapes, it is useful for children to consistently use the terms side and corner.</p>

	pyramid). Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Compare and sort common 2-D and 3-D shapes and everyday objects.	When describing 3-D shapes, it is useful for children to consistently use the terms face, edge and vertex (vertices). When sorting shapes in different ways, children should use various diagrams including sorting tables, Venn and Carroll diagrams.
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Year 2	Science	Creative Curriculum	Computing	Languages	PE
5 <b>Four Seasons</b>  <b>Outcome:</b> Create 4 seasons composition in groups of 4  <b>Trip:</b> Saison Poetry Library, The Link/Tallis/Plum Manor Recording studio	<b><u>Animals including Humans</u></b> -notice that animals, including humans, have offspring which grow into adults -find out about and describe the basic needs of animals, including humans, for survival (water, food and air)  <b><u>Working Scientifically</u></b> -asking simple questions and recognising that they can be answered in different ways -observing closely, using simple equipment -performing simple tests -identifying and classifying using their observations and ideas to suggest answers to questions -gathering and recording data to help in answering questions.	<b><u>Music</u></b> -use their voices expressively and creatively by singing songs and speaking chants and rhymes -play tuned and untuned instruments musically -listen with concentration and understanding to a range of high-quality live and recorded music -experiment with, create, select and combine sounds using the inter-related dimensions of music.	<b><u>IT - Publishing</u></b> -use technology purposefully to create, organise, store, manipulate and retrieve digital content  <i>-Children create a multimedia presentation with music, images and poetry</i>	Create a French calendar  Learn season vocabulary  Season Poem in French	<b><u>Dance</u></b> -perform dances using simple movement patterns.

Year 2 – 6 English

**Fiction** *Gunner's Boy*

**Outcome:** Story set during Spanish Armada

**Non Fiction**

**Outcome:** Recount – diary entry of day as John (from Gunner's Boy)

**Reading – Word Reading**

- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

*Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils should have opportunities to exercise choice in selecting books and be taught how to do so.*

**Reading – Comprehension**

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to, discussing and expressing 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
  - discussing the sequence of events in books and how items of information are related
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - discussing their favourite words and phrases
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - making inferences on the basis of what is being said and done
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far
- 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.

*The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words. Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do. Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language. Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions. Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.*

**Writing – Transcription**

**Spelling** (see [English Appendix 1](#))

Pupils should be taught to:

- spell by:
  - learning the possessive apostrophe (singular) [for example, the girl's book]
  - distinguishing between homophones and near-homophones

add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

- apply spelling rules and guidance, as listed in [English Appendix 1](#)

*In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words. Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.*

**Handwriting**

Pupils should be taught to:

- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

*Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.*

### **Writing Composition**

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
  - writing narratives about personal experiences and those of others (real and fictional)
  - writing about real events
  - writing for different purposes
- consider what they are going to write before beginning by:
  - planning or saying out loud what they are going to write about
  - writing down ideas and/or key words, including new vocabulary
  - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
  - evaluating their writing with the teacher and other pupils
  - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
  - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
  - read aloud what they have written with appropriate intonation to make the meaning clear.

*Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing. Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings. Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.*

### **Writing – Vocabulary, Punctuation and Grammar**

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
  - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
  - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
  - the grammar for year 2 in English Appendix 2
  - use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

*The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.*

Year 2 – 6 Maths		
Starters	Starter suggestions for Number	Starter suggestions for Measurement, Geometry and Statistics
	<p>Read and write numbers to 100 in figures and words.            Count on and back in 1s from any one or two-digit number.            Count on and back in steps of 2, 3 and 5 from 0.            Count on and back in 10s from any number.            Recall multiplication facts for the 2x, 5x and 10x tables.            Recognise odd and even numbers.            Order a set of random numbers to 100.            Recall addition and subtraction facts for each number up to 20, and related facts up to 100.            Recall doubles of simple 2-digit numbers i.e. numbers in which the ones total less than 10.            Recall halves of simple even numbers i.e. numbers in which the tens are even.            Add a single digit number to any 2-digit number.            Take away a single digit number from 2-digit number.            Identify number patterns on number lines and hundred squares.</p>	<p>Identify 2-D shapes in different orientations and begin to describe them.            Identify 3-D shapes in different orientations and begin to describe them.            Compare and sort common 2-D and 3-D shapes and everyday objects.            Order and arrange combinations of mathematical objects in patterns and sequences.            Describe position, direction and movement, including whole, half, quarter and three-quarter turns.            Estimate the length and height of familiar items using standard units.            Estimate mass and capacity of familiar items using standard units.            Tell the time to the nearest five minutes on an analogue clock.            Know the number of minutes in an hour and the number of hours in a day.            Recognise and count amounts of money.            Interpret simple pictograms, tally charts, block diagrams and tables.</p>
Week	Main Learning	Rationale
1 Time	<p><b>Tell and write the time to five minutes</b>, including quarter past/to the hour and draw the hands on a clock face to show these times.            Know the number of minutes in an hour and the number of hours in a day.            Compare and sequence intervals of time.</p>	<p>When teaching time, links need to be made with fractions half and quarter, and also counting in 5s. Children should experience geared analogue clocks to recognise how the hour hand moves as the minute hand moves around the clock. The idea of minutes past the hour and minutes to the next hour can be explored and linked to rounding numbers and also number bonds of multiples of 5 to 60.</p>
2 Multiplication and division	<p><i>Understand multiplication as repeated addition.</i>  <i>Understand division as sharing and grouping.</i>  <b>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</b>            Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.  <i>Understand the connection between the 10 multiplication table and place value.</i>            Calculate mathematical statements for multiplication (<i>using repeated addition</i>) and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.            Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>	<p>Rote counting should be linked to repeated addition and the creation of arrays. Children should learn that multiplication is a convenient way of repeatedly adding a number to itself e.g. <math>2+2+2+2+2</math> can be said as <math>2 \times 6</math> (2 added to itself 6 times). The array created can then be used to demonstrate commutativity i.e. that <math>2 \times 6</math> is the same as <math>6 \times 2</math>. Children should make links to real life application of multiplication as repeated addition.            Children should begin to relate counting in steps of 2, 3, 5 and 10 to the multiplication tables.            Children should be introduced to division using contexts that involve sharing. Division as grouping should also be explored practically and linked to the arrays created when learning about multiplication. This helps children see the inverse relationship between multiplication and division by exploring ‘How many groups of... are there in...?’            The contexts for grouping should be ones children can relate to, for example making teams of equal size from a given number of children; putting 5 sweets in each bag and finding how many bags can be filled using 47 sweets? These real life scenarios support children in understanding that some numbers do not divide equally and this gives rise to remainders.</p>
3 Statistics including subtraction (finding the difference)	<p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.            Ask and answer questions about totalling and comparing categorical data.  <i>Understand subtraction as take away and difference (how many more, how many less/fewer).</i>            Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.            Add and subtract numbers <b>using concrete objects, pictorial representations</b>, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers.            Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>	<p>Children apply their knowledge of counting in equal steps to work with scales on graphs and charts that count in steps of 2, 5 or 10 or to pictograms in which each symbol is worth more than 1. They also apply their knowledge of place value and calculation to the context of statistics, with a particular focus on difference ‘How many more...?’ and ‘How many fewer/less...?’</p>
4 Measurement	<p>Choose and use appropriate standard units to estimate and measure capacity and <b>volume</b> (litres/ml) to the nearest appropriate unit using measuring vessels.            Compare and order volume/capacity and record the results using &gt;, &lt; and =.            Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit using rulers.            Compare and order lengths and record the results using &gt;, &lt; and =.            Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales.            Compare and order mass and record the results using &gt;, &lt; and =.</p>	<p>Children should use the term mass instead of weight.            Children should work practically to measure length and height, recognising that both are measurements of distance. Children should use standard units and then consolidate their place value knowledge by comparing and ordering lengths and masses.            The understanding of positioning numbers on a number line is applied to measuring scales and identifying lengths and masses of familiar items.            Children can apply their measuring skills in PE lessons, when measuring how far they jump or throw.</p>
5 Sorting	<p>Compare and sort common 2-D and 3-D shapes and everyday objects.            Compare and sort numbers according to their properties.</p>	<p>Children’s work on sorting can be used to consolidate understanding of the properties of numbers, including comparing numbers, odd and even and sequences.</p>
6	Assess and review week	It is useful at regular intervals for teachers to consider the learning that has taken place over a term (or half term), assess and review children’s understanding of the learning and use this to inform where the children need to go next.
7		

Year 2	Science	Creative Curriculum	Computing	Languages	PE
<p>6</p> <p><b>Francis Drake – El Draque?</b></p> <p><b>Outcome:</b> Debate</p> <p><b>Trip:</b> Golden Hinde, Maritime museum</p>	<p><b><u>Plants</u></b></p> <p>-observe and describe how seeds and bulbs grow into mature plants</p> <p>-find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><b><u>Working Scientifically</u></b></p> <p>-asking simple questions and recognising that they can be answered in different ways</p> <p>-observing closely, using simple equipment</p> <p>-performing simple tests</p> <p>-identifying and classifying using their observations and ideas to suggest answers to questions</p> <p>-gathering and recording data to help in answering questions.</p>	<p><b><u>History</u></b></p> <p>-events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>-the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p><i>-Compare Neil Armstrong (Yr 1) with Francis Drake – both explorers from different times</i></p> <p><i>-Look at Spanish Armada (significant event)</i></p>	<p><b><u>IT – Databases</u></b></p> <p>-use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p><i>- Investigate/Publisher (word) branching databases</i></p> <p><i>-Create a database linked to science topic</i></p>	<p>Explorers and the French speaking world</p> <p>Explore countries that speak French</p> <p>Labelled map of the French speaking world</p> <p>Do research in groups</p>	<p><b><u>Games</u></b></p> <p>-participate in team games, developing simple tactics for attacking and defending</p>