

Long Term Curriculum Plan: YEAR 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Christian Value	Friendship	Love	Responsibility	Courage	Honesty	Respect
School Promises	Be Ready	Be Safe	Be Kind	Be Ready	Be Safe	Be Kind
British Value (throughout: Mutual Respect and Tolerance)	Democracy		Rule of Law		Individual Liberty	

Maths Gateway to Year 3



Count on and back in 1s and 10s from any number E.g.: 24,34,44,54... 32,22,12,2.

Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning E.g. $57 = 50+7$; $57 = 40+17$ etc.

Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.

Secure fluency in addition and subtraction facts within 10, through continued practice.

Add and subtract across 10.

Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?"

Add and subtract within 100 by applying related one digit addition and subtraction facts: add and subtract only ones or only tens to/from a two digit number.

Add and subtract within 100 by applying related one digit addition and subtraction facts: add and subtract any 2 two-digit numbers.

Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.

Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).

Recognise, find, name and write fractions, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.

Write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature; capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.

Compare and order lengths, mass, volume/capacity and record the results using $<$ $>$ and $=$.

Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.

Find different combinations of coins that equal the same amounts of money.

Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

Know the number of minutes in an hour and the number of hours in a day.

Compare and sequence intervals of time.

Tell and write the time to five minutes, including quarter past / to the hour and draw the hands on a clock face to show these times.

Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.


Arrange 2D and 3D shapes to match an example compound shape.


Minimum sufficiency within Year 2

Learners should be mentally fluent with whole numbers, counting and place value up to 100. They should know most of the number bonds to 20 using and understanding place value. They should be able to use practical resources such as concrete objects and measuring tools,

Typically by the end of Year 2

Learners should be mentally fluent with whole numbers, counting and place value up to 100. They should know the number bonds to 20 and be precise in using and understanding place value. Using practical resources such as concrete objects and measuring tools,

	<p>learners are working with numerals, words and the four operations of addition, subtraction, multiplication (tables facts), and division using concrete objects.</p> <p>Learners are able to:</p> <ul style="list-style-type: none"> compose and decompose two-digit numbers and represent calculations with part-part-whole models. recall multiplication tables for 2x, 5x, and 10x using repeated addition and subtraction as a strategy. recognise, describe, draw, compare, and sort different 2D- and 3D-shapes and use related vocabulary describe and compare different quantities such as length, mass, money tell the time including half past, quarter to and quarter past. 		<p>learners are working with numerals, words and the four operations of addition, subtraction, multiplication, and division.</p> <p>Learners are able to:</p> <ul style="list-style-type: none"> compose and decompose two-digit numbers and represent calculations with part-part-whole models. recall multiplication tables for 2x,5x, and 10x and derive associated division facts, using repeated addition and subtraction as a strategy. recognise, describe, draw, compare, and sort different 2Dand 3D-shapes and use related vocabulary describe and compare different quantities such as length, mass, capacity, time, and money tell the time to an accuracy of 5 minutes, including quarter to and quarter past. 	
MATHS Power Maths	<p>Number: Place Value Numbers to 100</p> <p>Number: Addition & Subtraction</p> <p>Measurement: Money</p> <p>Number: Multiplication & Division</p>	<p>Number: Multiplication & Division</p> <p>Statistics</p> <p>Measurement: Length and Height</p> <p>Geometry: Properties of Shapes</p> <p>Number: Fractions Halves, thirds, quarters</p>	<p>Geometry: Position & Direction</p> <p>Problem Solving: Efficient Methods</p> <p>Measurement: Time</p> <p>Measurement: Mass, Volume, Capacity and Temperature</p> <p>Investigations</p>	
<p>Reading Gateway to Year 3</p> 	<p>Knowledge, Skills and Behaviour</p> <ol style="list-style-type: none"> Read most words quickly and accurately, using phonics as the primary strategy for unfamiliar words Use self-correction strategies when monitoring comprehension Retell a range of familiar stories, traditional tales and fairy stories Locate key information within a text Make simple inferences based on what has been read Explain and discuss their understanding of what has been read 	<p>Step 1</p> <ol style="list-style-type: none"> Read a wider range of texts, including non-fiction Notice when a word has been missed or read incorrectly Orally retell stories read by someone else Use contents to locate information Infer from images with simple text Express and justify personal responses to reading, eg 'I think...because...' 	<p>Step 2</p> <ol style="list-style-type: none"> Hear individual syllables and apply phonic knowledge to read each syllable Notice when a word has been missed or read incorrectly, correcting and rerunning the sentence Orally retell stories read by themselves Use headings to locate information Build simple inferences using two pieces of information from the text Listen and respond to ideas of others 	<p>Step 3</p> <ol style="list-style-type: none"> Read polysyllabic words Read on from unknown words to use context clues within the whole sentence Read on when searching for specific information Combine ideas in the text with their prior knowledge to build simple inferences
	<p>Pupils demonstrate a secure use of phonics to blend unfamiliar words. Their increasing knowledge of sight words supports fluency. This improved fluency enables them to comprehend more of what they are reading. They independently deploy self-correction strategies when the text does not make sense to them. They reflect on their reading, expressing and justifying personal responses. Pupils can locate key information and make simple inferences.</p>			
ENGLISH Phonics	Little Wandle			
ENGLISH Grammar, Punctuation & Spelling				

<p style="text-align: center;">Writing Gateway to Year 3</p> 	<p>Knowledge, Skills and Behaviour</p> <ol style="list-style-type: none"> 1. Sequence ideas to form short narrative and non-narrative writing 2. Writing is coherent 3. Write statements and questions as required in different forms of writing 4. Extend ideas within sentences through the use of coordinating and subordinating conjunctions 5. Include appropriate detail for the reader 6. Proof-read for spelling and punctuation errors 7. Use CL, FS, ? to demarcate sentences 8. Use known phonics and class-based resources to support the spelling of unfamiliar words when writing 	<p>Step 1</p> <ol style="list-style-type: none"> 1. Orally retell a story or event. 2. Use time markers to sequence ideas. 3. Ask questions and make statements orally linked to a theme / known context. 4. Write compound sentences, deciding which conjunction to use to link ideas. 5. Discuss what the reader would need to gain from the writing. 6. Re-read writing and notice spelling and punctuation errors. 7. Identify where capital letters are needed for names and at the beginning of sentences. 8. Recognise when a word does not look 'right' when compared to a text or resource. 	<p>Step 2</p> <ol style="list-style-type: none"> 1. Use simple planning structures to capture ideas for planning. 2. Use linked nouns and pronouns to avoid repetition eg the giant, he, they . 3. Write questions using question starters and punctuate correctly with a CL and question mark. 4. Orally rehearse sentences with subordination. 5. Identify and use vocabulary linked to purpose and audience. 6. Use phoneme charts or word mats to edit incorrect spelling. 7. Identify where full stops are needed at the end of sentences. 8. Use resources to make 'best guess' choices of graphemes to represent vowel phonemes. 	<p>Step 3</p> <ol style="list-style-type: none"> 1. Develop ideas across a series of sentences. 2. Maintain a consistent verb tense. 3. Write a statement with correct subject verb agreement and punctuate correctly with a CL and full stop. 4. Write sentences with subordination eg because / when / if. 5. Use adventurous vocabulary appropriate to task. 6. Identify where punctuation needs to be changed or inserted to make sense of their writing. 7. Identify where a question mark is needed to punctuate a sentence. 8. Check common misspellings using resources supplied or created. 		
<p><i>Pupils are confident to write independently. Writing is developed through a series of linked ideas. They rehearse their ideas orally prior to writing and are aware of the need to add description, using simple adjectives to expand noun phrases. They use a range of common conjunctions to develop, link or expand ideas. They can read back their own writing, checking for errors in punctuation and spelling. They are beginning to check for sense and meaning and are able to edit with support where necessary.</i></p>						
<p style="text-align: center;">ENGLISH Talk for Writing Unit</p>	<p>Instructions - How to wash a dirty dog</p> <p>Lost toy story - Dogger</p>	<p>Alternative fairytale - Jim and the Beanstalk</p> <p>Fiction - Mr Men story</p> <p>Christmas poetry – (last week before Christmas holidays)</p>	<p>Non-chronological report- Dragonology</p> <p>Recount - George's marvelous medicine (non-fiction Slime book linked to Science unit)</p>	<p>Character description – Julia Donaldson</p> <p>Diary entry – GFOL diary entry (Taught and written through History lessons instead as cross curriculum writing– new letter writing added for Summer term)</p> <p>Fiction – Ahlberg story</p>	<p>A letter to give advice - The dragon machine by Helen Ward</p> <p>Poetry – A poem about me (acrostic poem)</p>	<p>Fiction - Lighthouse Keeper's lunch story</p> <p>Bubbles (Literacy shed) – Using video to inspire performance</p>

RE	Why is Harvest a worldwide celebration? Why is the Bible an important book? What does the Christmas story tell Christians about Jesus?		Why is church important to Christians? Why do Christians call Jesus "saviour"? Why is Easter important to Christians?		Who is Allah and how do Muslims worship him? What is important to Muslim families? Is prayer important to everyone?	
PSHE <i>Jigsaw</i>	Being me in my world	Celebrating differences	Dreams and Goals	Relationships	Healthy Me (<i>swapped with relationships unit to go alongside Science unit for this half term</i>)	Changing me
SCIENCE <i>Working Scientifically - ongoing</i>	Plants and animals in the local environment Habitats abroad		Materials Plants		Healthy lifestyle Materials	
ART & DESIGN ONGOING: Sketchbooks		Winter wonderland art inspired by winter images	Abstract art: Kandinsky and Mondrian			Seaside art/ artists
Significant Artist		Van Gogh	Wassily Kandinsky Mondrian			Natalie Pascoe John Miller <u>Amiria Gale</u> Irit Hadani
COMPUTING Purple Mash Info on Coding Info on Spreadsheets	Unit 2.1: Coding	Unit 2.2: Online Safety Unit 2.3: Spreadsheets	Unit 2.4: Questioning Unit 2.5: Effective Searching	Unit 2.6: Creating Pictures	Unit 2.7: Making Music	Unit 2.8: Presenting Ideas
D & T Design, Make, Evaluate	Hand Puppets Focus: Textiles			Moving vehicles		Solving design problems based on Lighthouse Keeper's lunch
GEOGRAPHY	Kenya		Coastlines			Geography – A seaside town (St Ives)
HISTORY		Famous people and events		Great Fire of London	Ash in the past	
PE Val Sabin units here: Dance Gymnastics Games Athletics	Games - Val Sabin Unit 1 Throwing, catching, inventing games Unit 2 Making up games with a partner – Aiming, hitting, kicking	Dance – Val Sabin Dance Unit 1: Cats, balloons and Reach for the Stars	Gymnastics – Val Sabin Unit H Parts High and Parts Low Gymnastics Val Sabin Unit I	Gymnastics Val Sabin Unit J Turning, spinning, twisting	Maypole dancing	Athletics Val Sabin Unit 1 and 2

			Pathways straight, zigzag and curving			
MUSIC	HANDS, FEET, HEART music related to South Africa and American Civil Rights/ interrelated dimensions of music	ZOOTIME & CARNIVAL OF THE ANIMALS Composition	LEARNING TO PLAY THE RECORDER Learning recorder/technique and notation	I WANNA PLAY IN A BAND singing and playing together/ensemble	COME TO THE PARTY AND THE JUNGLE! Pitch lines/out bodies/ chime bars/notation	