



#### **Phonics – endpoints**

By the end of Phase 5 (Year 1), pupils will know and be able to:

- use more graphemes for the phonemes they already know, plus different ways of pronouncing the graphemes they already know (ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a\_e, e\_e, i\_e, o\_e, u\_e)
- use all the grapheme-phoneme correspondences learnt so far to write decodable spellings correctly
- read Common Exception words by sight (could, should, would, want, oh, their, Mr, Mrs, love, your, people, looked, called, asked, water, where, who, why, thought, through, work, house, many, laughed, because, different, any, eyes, friend, also, once, please, lived, coming, Monday, Tuesday, Wednesday, Thursday, more, before, January, February, April, July, August, October, November, December, door, floor, prince, princess, autumn, school, know, baby, mother, another, talk, two)
- spell/write Common Exception words (said, so, have, like, some come, were, there, little, one, do, when, what, could, should, would, want, their, Mr, Mrs, love, your, people, looked, asked, called, water, where, who, why, though, through, work, house, many, laughed, because, different, any, eyes, friend, once, please, lived, more, coming, Monday, Tuesday, Wednesday, Thursday, also, before, January, February, April, July, August, October, November, December)

By the end of Phase 6 (Year 2), pupils will know and be able to:

- recognise and use the following punctuation correctly; capital letters and full stops, exclamation marks, question marks, commas in lists, contractions and possessive apostrophes
- understand nouns (common, plural and proper nouns), verbs, adjectives, adverbs and expanded noun phrases
- use tenses appropriately (present, regular past, irregular past, future)
- use co-ordinating and subordinating conjunctions
- recognise different sentence types (statement, question, command, exclamation)
- use a dictionary for spellings and definitions
- use a thesaurus to improve vocabulary
- use alphabetical order
- use more graphemes to read and write decodable spellings (examples in brackets):  
y saying /igh (try, reply), dge and ge saying /j/ (edge, challenge), gn and kn saying /n/ sign, gnome, know, knife), wr saying /r/ (wrong, wrist), le, el, al and il saying /l (table, camel, total, pencil), eer saying /ear/(cheer), ture saying /cher/ (picture, adventure), mb saying /m/(lamb, climb), al saying /or (walk, small), o saying /u/ (above, cover), ey saying /ee/ (monkey, honey), war saying /wor/(warm, towards), wor saying /wur/(work, worst), s saying /zh/(usual, treasure), wa saying /wo/(want, watch), qua saying /quo(squash, quality), tion saying /shun/station, fiction)
- add -es, -ed, -est or -ing to words ending in y
- add -ed, -er, -est and -y to words ending in e
- add -ing, -ed, -er, -est or -y to CVC and CCVC words
- correctly use the suffixes -ful, -less and -ly, and the prefix dis-
- recognise and spell homophones and near homophones (hear, here, there, their, they're, quiet, quiet)
- read/spell/write Common Exception words ( door, floor, prince, princess, autumn, school, know, baby, mother, another, talk, two, world, work, poor, great, break, steak, busy, clothes, whole, Easter, again, most, only, both, please, use, money, parents, every, everybody, pretty, beautiful, England, Ireland, always, after, everyone, mouse, four, eight, aunt, father, prove, improve, hour, move, sure, sugar, half, quarter, straight, weight, caught, daughter, forty, area, heard, early)

## **Reading**

**YEAR TWO** (End of Y2 colour-coded reading expected standard – White/Lime Yellow)

### **By the end of Year 2 children will:**

- be starting to gain control of the reading process.
- link reading to their own experiences.
- be able to read texts increasingly independently.
- make predictions and inferences based on what they have read.
- show interest in a growing range of reading material and branch out into a variety of books and other texts, which include simple information texts, poetry and picture books, as well as digital texts and print in the environment.
- read words containing common suffixes and contractions and understand their purpose.
- have a more extensive vocabulary of sight words and fluency is beginning to develop through recognition of larger units within words.
- continue to develop self-correction strategies when reading does not make sense and are able to use more than one strategy.
- use their improved fluency to enable them to comprehend more of what they are reading.
- reflect on their reading and respond personally to what they have read by drawing on personal connections to the texts.
- evaluate the books they meet and articulate views and preferences, making connections to other texts they have encountered.
- read certain kinds of material with confidence, such as short books with simple narrative shapes and with illustrations.
- often re-read favourite books.

## Spelling – work for year 2

### Revision of work from year 1

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

### New work for year 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</p>	<p>The letter j is never used for the /dʒ/ sound at the end of English words.</p> <p>At the end of a word, the /dʒ/ sound is spelt <b>-dge</b> straight after the /æ/, /ɛ/, /ɪ/, /ʊ/, /ʌ/ and /ʊ/ sounds (sometimes called ‘short’ vowels).</p> <p>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as <b>-ge</b> at the end of a word.</p> <p>In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.</p>	<p>badge, edge, bridge, dodge, fudge</p> <p>age, huge, change, charge, bulge, village</p> <p>gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust</p>
<p>The /s/ sound spelt c before e, i and y</p>		<p>race, ice, cell, city, fancy</p>
<p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p>	<p>The ‘k’ and ‘g’ at the beginning of these words was sounded hundreds of years ago.</p>	<p>knock, know, knee, gnat, gnaw</p>
<p>The /r/ sound spelt wr at the beginning of words</p>	<p>This spelling probably also reflects an old pronunciation.</p>	<p>write, written, wrote, wrong, wrap</p>
<p>The /l/ or /əl/ sound spelt -le at the end of words</p>	<p>The <b>-le</b> spelling is the most common spelling for this sound at the end of words.</p>	<p>table, apple, bottle, little, middle</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /l/ or /əl/ sound spelt –el at the end of words	The <b>–el</b> spelling is much less common than <b>–le</b> . The <b>–el</b> spelling is used after <b>m, n, r, s, v, w</b> and more often than not after <b>s</b> .	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /əl/ sound spelt –al at the end of words	Not many nouns end in <b>–al</b> , but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending –il	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt –y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding –es to nouns and verbs ending in –y	The <b>y</b> is changed to <b>i</b> before <b>–es</b> is added.	flies, tries, replies, copies, babies, carries
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	The <b>y</b> is changed to <b>i</b> before <b>–ed, –er</b> and <b>–est</b> are added, but not before <b>–ing</b> as this would result in <b>ii</b> . The only ordinary words with <b>ii</b> are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ... <b>but</b> copying, crying, replying
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	The <b>–e</b> at the end of the root word is dropped before <b>–ing, –ed, –er, –est, –y</b> or any other suffix beginning with a vowel letter is added. <b>Exception:</b> <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ ʊ/, / / and /ʌ/ sound (i.e. to keep the vowel ‘short’). <b>Exception:</b> The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound (‘or’) is usually spelt as <b>a</b> before <b>l</b> and <b>ll</b> .	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /i:/ sound spelt -ey	The plural of these words is formed by the addition of <b>-s</b> ( <i>donkeys, monkeys, etc.</i> ).	key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt a after w and qu	<b>a</b> is the most common spelling for the /ɒ/ ('hot') sound after <b>w</b> and <b>qu</b> .	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /z/ sound spelt s		television, treasure, usual
The suffixes -ment, -ness, -ful, -less and -ly	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. <b>Exceptions:</b> (1) <i>argument</i> (2) root words ending in <b>-y</b> with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly  merriment, happiness, plentiful, penniless, happily
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – <i>cannot</i> ). <i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in -tion		station, fiction, motion, national, section

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Common exception words	<p>Some words are exceptions in some accents but not in others – e.g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the <b>a</b> in these words is pronounced /æ/, as in <i>cat</i>.</p> <p><i>Great, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt <b>ea</b>.</p>	<p>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.</p> <p><b>Note:</b> 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.</p>

## **Writing**

By the end of Year 2 pupils will know and be able to:

- Write simple, coherent narratives about personal experiences and those of others (real or fictional)
- Write about real events, recording these simply and clearly
- Demarcate most sentences with capital letters and full stops
- Show some correct use of question marks and exclamation marks
- Use present and past tense mostly correctly and consistently
- Use co-ordination (or / and / but) and some subordination (when / if / that / because)
- Segment spoken words into phonemes and representing these by graphemes, spelling many correctly
- Spelling many of the common exception words\*
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- Use space between words that reflects the size of the letters

# Grammar and punctuation contents

*(either supplementing Power of Reading or standalone where connection is not available)*

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nouns & Verbs	Nouns & Verbs	Nouns & Verbs (action & being)	Nouns & Verbs (action & being)	Nouns & Verbs (action & being)	Nouns & Verbs (action & being)
Subject/verb identification	Subject/verb identification	Subject/verb identification	Subject/verb identification	Subject/verb identification	Subject/verb identification
Tenses	Tenses (past + present (-ing))	Tenses (-ing + present perfect)	Tenses (-ing + past & present perfect)	Tenses (past, present, future + simple, progressive, perfect)	Tenses (past, present, future + simple, progressive, perfect)
Full stops. Questions marks? Exclamation marks! Capital letters & spaces	Replace the subject with a pronoun	Replace the subject with a pronoun	Prepositions	Prepositions	Prepositions
Co-ordinating conjunctions (and, but)	Full stops. Questions marks? Exclamation marks! Capital letters	Full stops. Questions marks? Exclamation marks! Capital letters	Co-ordinating conjunctions (FANBOYS)	Co-ordinating conjunctions (FANBOYS)	Co-ordinating conjunctions (FANBOYS)
Plural noun suffixes	Sentence types (statement, question, command, exclamation)	Prepositions	Adverbs & Adverbials (+fronted)	Adverbs & Adverbials (for cohesion + modal verbs)	Semi-colons, colons & dashes (inc. independent clauses)
Verb suffixes	Co-ordinating & subordinating conjunctions	Co-ordinating conjunctions (FANBOYS)	Commas for fronted adverbials	Commas for fronted adverbials	Adverbs & Adverbials (for cohesion + modal verbs)
Using the prefix <i>un-</i>	Suffixes (nouns, adjectives & adverbs)	Adverbs & Adverbials	Subordinating Conjunctions	Subordinating Conjunctions	Commas for fronted adverbials
Sequence sentences	Expanded Noun Phrases	Subordinating Conjunctions	Commas for clauses & clarity	Commas for clauses & clarity	Subordinating Conjunctions
	Commas in lists	Sentence types (single & multi-clause)	Sentence types (single & multi-clause)	Relative Clauses	Commas for clauses & clarity
	Apostrophes (contraction + singular possession)	Noun prefixes & use of <i>a</i> or <i>an</i>	Plural or possessive 's'	Punctuation for parenthesis (commas, dashes & brackets)	Relative Clauses
		Word families	Standard English (verb forms)	Change nouns & adjectives to verbs using suffixes	Punctuation for parenthesis (commas, dashes & brackets)
		Paragraphs, headings & sub-headings	Expanded Noun Phrases (inc. prepositional phrases)	Verb prefixes	Informal vs. formal speech
		Inverted commas	Speech punctuation		Synonyms & Antonyms

## Word Classes/Types/Forms, Tenses, Punctuation, Sentence type/structure, Prefixes & Suffixes



## Vocabulary, grammar and punctuation – Years 1 to 6

Year 2: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i></p> <p>(A fuller list of <b>suffixes</b> can be found on page <a href="#">Error! Bookmark not defined.</a> in the year 2 spelling section in English Appendix 1)</p> <p>Use of the <b>suffixes</b> <i>-er, -est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b></p>
<b>Sentence</b>	<p><b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>)</p> <p>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p><b>How the grammatical patterns in a sentence indicate its function as a</b> statement, question, exclamation or command</p>
<b>Text</b>	<p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>
<b>Punctuation</b>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Commas to separate items in a list</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
<b>Terminology for pupils</b>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>

# The Power of Reading

YEAR 2	Autumn 1 Out and About By Shirley Hughes	Autumn 1 & 2 Man on the Moon By Simon Bartram	Autumn 2 Rapunzel By Bethan Woolvin
Literary Form	Poetry	Picture book	Traditional Tales
Link to Main NC Area of Learning	Science – Seasons and Plants Music – Rhythm and Beat	Geography – planet Earth	
PSED & Human Themes	Family Environment	Environment Valuing differences	Resilience and independence
<b>Reading (NC Objectives):</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>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> </ul> </li> <li>recognising simple recurring literary language in stories and poetry</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>make inferences on the basis of what is said and done</li> <li>answer and ask questions</li> <li>explain and discuss understanding of poems; those they listen to and those read independently</li> </ul>	<ul style="list-style-type: none"> <li>Increase familiarity with a range of books at a level beyond that which they can read independently;</li> <li>Discuss the significance of the title and events;</li> <li>Explain understanding of what is read;</li> <li>Discuss the sequence of events in books;</li> <li>Answer and ask questions;</li> <li>Predict what might happen on the basis of what has been read;</li> <li>Draw inferences on the basis of what is being said and done; express views about reading.</li> </ul>	<ul style="list-style-type: none"> <li>listen to, discuss and express views about books at a level beyond that which they can read independently</li> <li>discuss the significance of the title and events</li> <li>link what they hear or read to own experiences</li> <li>explain understanding of what is read</li> <li>discuss the sequence of events in books and how items of information are related</li> <li>discuss favourite words and phrases</li> <li>answer and ask questions</li> <li>predict what might happen on the basis of what has been read</li> <li>draw inferences on the basis of what is being said and done</li> <li>participate in discussion about what is read, taking turns and listening to others</li> <li>express views about reading</li> </ul>
<b>Speaking and listening (NC Objectives):</b>	<ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and peers</li> <li>ask relevant questions to extend knowledge and understanding</li> <li>consider and evaluate viewpoints, attending to and building on the contributions of others</li> <li>participate in discussions, performances, role play, improvisations and debate about what has been read</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussion about what is read, taking turns and listening to what others say;</li> <li>Listen and respond appropriately to adults and peers;</li> <li>Ask relevant questions;</li> <li>Use spoken language to develop understanding through imagining and</li> </ul>	<ul style="list-style-type: none"> <li>listen and respond appropriately to adults and peers</li> <li>ask relevant questions to extend knowledge and understanding</li> <li>consider and evaluate viewpoints, attending to and building on the contributions of others</li> <li>participate in discussions, performances, role-play, improvisations and debate about what has been read</li> </ul>

	<ul style="list-style-type: none"> <li>prepare and learn poems for performance</li> <li>use spoken language to develop understanding through imagining and exploring ideas</li> </ul>	exploring ideas in discussion, role-play and drama.	<ul style="list-style-type: none"> <li>use spoken language to develop understanding through imagining and exploring ideas</li> <li>performance skills</li> </ul>
<b>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</b>	<p>Adjectives, Nouns and Verbs</p> <p>Conjunctions</p> <p>Capital letters and full stops.</p> <p>Vocabulary development</p> <p>Rhyme, rhythm &amp; metre</p>	<p>Questions</p> <p>Capital letters and full stops</p> <p>Adjectives, Nouns and Verbs</p> <p>Vocabulary development</p> <p>Complete sentences</p>	<p>Expanded noun phrases</p> <p>Tenses</p> <p>Complete sentences</p> <p>Capital letters and full stops</p> <p>Vocabulary development</p> <p>Adjectives</p> <p>Sentence types (commands, statements, exclamations, questions)</p>
<b>Writing (NC Objectives):</b>	<ul style="list-style-type: none"> <li>develop positive attitudes and stamina for writing by writing poetry</li> <li>draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing phrases and sentences orally</li> <li>write for different purposes including poetry</li> <li>reread and evaluate writing to check it makes sense and make simple revisions</li> <li>read writing aloud with appropriate intonation to make the meaning clear</li> <li>use new and familiar punctuation correctly</li> <li>use sentences in different forms</li> <li>expand noun phrases to describe and specify</li> <li>learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>learn how to use the present and past tenses correctly and consistently including the progressive form</li> </ul>	<ul style="list-style-type: none"> <li>Draft and write by composing and rehearsing sentences orally;</li> <li>Sequence sentences to form short narratives;</li> <li>Write for different purposes including about fictional personal experiences and fictional narratives;</li> <li>Re-read writing to check it makes sense and make simple revisions;</li> <li>Read writing aloud with appropriate intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally</li> <li>sequence sentences to form short narratives</li> <li>write for different purposes including about fictional personal experiences, poetry, non-fiction and real events</li> <li>reread and evaluate writing to check it makes sense and make simple revisions</li> <li>read writing aloud with appropriate intonation to make the meaning clear</li> <li>use new and familiar punctuation correctly</li> <li>use sentences in different forms</li> <li>expand noun phrases to describe and specify</li> <li>use past and present tense correctly and consistently use simple conjunctions to link subordinate and co-ordinating clauses</li> </ul>
<b>Extended Writing Outcome</b>	<p>Poetry</p> <p>Descriptive writing</p> <p>Speech and thought bubbles</p>	<p>Recount</p> <p>Predictions</p> <p>Information text</p> <p>Persuasive writing</p> <p>Descriptive writing</p> <p>Review writing</p>	<p>Predictions</p> <p>Character descriptions</p> <p>Diary writing</p> <p>Poetry following a structure</p> <p>First person writing</p> <p>Review</p>

**Writing types covered in other ways and in other curriculum areas:**

Recount writing, retelling a story, information texts

**Class Reading Books (Name of book, author, genre):**

**2DK:** Fortunately the milk by Neil Gaiman, The magic faraway tree by Enid Blyton

**2KK:** Pippi Longstocking by Astrid Lindgren, The Owl who was afraid of the dark by Jill Tomlinson

Plus a variety of age appropriate picture books in both classes

<b>YEAR 2</b>	<b>Spring 1</b> The Secret Sky Garden By Linda Sarah & Fiona Lumbers	<b>Spring 1</b> The Puffin Book of Fantastic First Poems Edited by June Crebbin	<b>Spring 2</b> Anna Hibiscus By Atinuke
<b>Literary Form</b>	Picture book	Poetry	Short stories
<b>Link to Main NC Area of Learning</b>	Environment	Food  Travel	Geography – Is it really round? / Continents
<b>PSED &amp; Human Themes</b>	Friendship and relationships	Family life	Valuing differences Families and relationships
<b>Reading (NC Objectives):</b>	<ul style="list-style-type: none"> <li>▪ Increase familiarity with a range of books</li> <li>▪ Explain and discuss understanding of books</li> <li>▪ Discuss the sequence of events in books and how items of information are related</li> <li>▪ Answer and ask questions</li> <li>▪ Predict what might happen on the basis of what has been read</li> <li>▪ Draw inferences on the basis of what is being said and done</li> <li>▪ Express views and opinions about reading</li> <li>▪ Listen to, discuss and express views about books at a level beyond that which they can read independently</li> <li>▪ Discuss the significance of the title and events</li> <li>▪ Link what they hear or read to own experiences</li> <li>▪ Discuss favourite words and phrases</li> <li>▪ Taking turns and listening to others</li> </ul>	<ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding;</li> <li>• listen to, discuss and express views about a wide range of poems at a level beyond that at which they can read independently;</li> <li>• link what they read or hear read to their own experiences;</li> <li>• recognise and join in with predictable phrases in poems and to recite some by heart and to recognise simple recurring literary language in poetry;</li> <li>• discuss and clarify word meanings, linked to those already known;</li> <li>• discuss favourite words and phrases;</li> <li>• continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear;</li> <li>• make inferences on the basis of what is said and done as well as answer and ask questions;</li> <li>• explain and discuss understanding of poems; those they listen to and those read independently.</li> </ul>	<ul style="list-style-type: none"> <li>▪ listen to, discuss and express views about books at a level beyond that which they can read independently;</li> <li>▪ discuss the significance of the title and events;</li> <li>▪ link what they hear or read to own experiences;</li> <li>▪ explain understanding of what is read;</li> <li>▪ discuss the sequence of events in books and how items of information are related;</li> <li>▪ discuss favourite words and phrases;</li> <li>▪ answer and ask questions;</li> <li>▪ predict what might happen on the basis of what has been read;</li> <li>▪ draw inferences on the basis of what is being said and done;</li> <li>▪ participate in discussion about what is read, taking turns and listening to others;</li> <li>▪ express views about reading.</li> </ul>

<p><b>Speaking and listening (NC objectives):</b></p>	<ul style="list-style-type: none"> <li>▪ Participate in discussion about what is read, taking turns and listening to what others say</li> <li>▪ Ask relevant questions to extend their understanding and build vocabulary and knowledge</li> <li>▪ Listen and respond appropriately to adults and peers</li> <li>▪ Articulate and justify answers and opinions</li> <li>▪ Use spoken language to develop understanding</li> <li>▪ Speak audibly and fluently with an increasing command of Standard English</li> <li>▪ Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and peers;</li> <li>• ask relevant questions to extend knowledge and understanding;</li> <li>• consider and evaluate viewpoints, attending to and building on the contributions of others;</li> <li>• participate in discussions, performances, role play, improvisations and debate about what has been read;</li> <li>• use spoken language to develop understanding through imagining and exploring ideas.</li> </ul>	<ul style="list-style-type: none"> <li>▪ listen and respond appropriately to adults and peers;</li> <li>▪ ask relevant questions to extend knowledge and understanding;</li> <li>▪ consider and evaluate viewpoints, attending to and building on the contributions of others;</li> <li>▪ participate in discussions, performances, role play, improvisations and debate about what has been read;</li> <li>▪ use spoken language to develop understanding through imagining and exploring ideas</li> </ul>
<p><b>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</b></p>	<p>Complete sentences Capital letters and full stops Vocabulary development Adjectives Proper nouns Conjunctions</p>	<p>Expression Vocabulary development Rhyme Onomatopoeia Alliteration</p>	<p>Complete sentences Questions Capital letters and full stops Adjectives Speech bubbles First person Past tense</p>
<p><b>Writing (NC Objectives):</b></p>	<ul style="list-style-type: none"> <li>▪ Draft and write by composing and rehearsing sentences orally</li> <li>▪ Sequence sentences to form short narratives</li> <li>▪ In narrative create settings, characters and plot</li> <li>▪ Write for different purposes including about fictional personal experiences and fictional narratives</li> <li>▪ Re-read writing to check it makes sense and make simple revisions</li> </ul>	<ul style="list-style-type: none"> <li>• Develop positive attitudes and stamina for writing by writing poetry;</li> <li>• draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing phrases and sentences orally;</li> <li>• write for different purposes including poetry;</li> <li>• reread and evaluate writing to check it makes sense and make simple revisions;</li> <li>• read writing aloud with appropriate intonation to make the meaning clear;</li> <li>• use new and familiar punctuation correctly;</li> <li>• use sentences in different forms;</li> <li>• expand noun phrases to describe and specify.</li> </ul>	<ul style="list-style-type: none"> <li>▪ draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally;</li> <li>▪ sequence sentences to form short narratives;</li> <li>▪ write for different purposes including; about fictional personal experiences, poetry, non-fiction and real events;</li> <li>▪ reread and evaluate writing to check it makes sense and make simple revisions;</li> <li>▪ read writing aloud with appropriate intonation to make the meaning clear;</li> </ul>

<b>Extended Writing Outcome</b>	Information leaflet List poem Predictions First person writing Character descriptions For and against arguments What happened next story extension	Onomatopoeia poems Poems following a structure Review	Poetry Descriptive writing Predictions Information fact file Speech and thought bubbles Postcard in role Playscript  Review
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**Writing types covered in other ways and in other curriculum areas:**

Once upon a picture – grammar for writing week – question and statement sentences, adjectives, adverbs, and sentence openers (focusing on sequencing).

Non-fiction focus week linked with Science learning (Animals including Humans) – poster, features of nonfiction writing, fact finding.

**Class Reading Books (Name of book, author, genre):**

**2KK:** Fortunately the milk by Neil Gaiman, The magic faraway tree by Enid Blyton

**2DK:** The Owl who was afraid of the dark by Jill Tomlinson

Plus a variety of age appropriate picture books in both classes

<b>YEAR 2</b>	<b>Summer 1</b> Necklace of Raindrops By Joan Aiken	<b>Summer 2</b> Olga da Polga By Michael Bond
<b>Literary Form</b>	Short stories – Fantasy & Magic	Fiction chapter book
<b>Link to Main NC Area of Learning</b>	Art and Design	Science, PSHE
<b>PSED &amp; Human Themes</b>	Actions and choices of individuals  Feelings	Feelings and emotions  Belonging
<b>Reading (NC Objectives):</b>	<p>Read aloud whole books to expose children to books and authors they may not choose; Identify and discuss themes in reading Show understanding through intonation, tone, volume and action so that meaning is clear to an audience; Discuss and evaluate how authors use language impacts upon the reader; Draw inferences about characters' feelings, thoughts, emotions and actions; Discuss opinions related to the themes in the text and present these as an argument.</p>	<ul style="list-style-type: none"> <li>● listen to, discuss and express views about books at a level beyond that which they can read independently</li> <li>● discuss the significance of the title and events</li> <li>● link what they hear or read to own experiences</li> <li>● explain understanding of what is read</li> <li>● discuss the sequence of events in books and how items of information are related</li> <li>● discuss favourite words and phrases</li> <li>● answer and ask questions</li> <li>● predict what might happen on the basis of what has been read</li> <li>● draw inferences on the basis of what is being said and done</li> <li>● participate in discussion about what is read, taking turns and listening to others</li> <li>● express views about reading</li> </ul>
<b>Speaking and listening (NC Objectives):</b>	<ul style="list-style-type: none"> <li>● Participate actively discussion and debate;</li> <li>● Use spoken language to develop understanding through imagining and exploring ideas in role play drama and dance;</li> <li>● Select and use appropriate registers for effective communication.</li> </ul>	<ul style="list-style-type: none"> <li>● listen and respond appropriately to adults and peers</li> <li>● ask relevant questions to extend knowledge and understanding</li> <li>● consider and evaluate viewpoints, attending to and building on the contributions of others</li> <li>● participate in discussions, performances, role-play,</li> </ul>



		<p>improvisations and debate about what has been read</p> <ul style="list-style-type: none"> <li>● use spoken language to develop understanding through imagining and exploring ideas</li> </ul>
<p><b>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</b></p>	<p>Capital letters and full stops Complete sentences Adjectives, Nouns and Verbs Conjunctions</p>	<p>Capital letters and full stops Complete sentences Adjectives, Nouns and Verbs Conjunctions Contractions Headings and subheadings</p>
<p><b>Writing (NC Objectives):</b></p>	<ul style="list-style-type: none"> <li>● Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar.</li> <li>● Draft and write by composing and rehearsing sentences orally;</li> <li>● In narrative create characters and plot;</li> <li>● Draft and write arguments based on themes explored in a text.</li> <li>● Story mapping</li> </ul>	<ul style="list-style-type: none"> <li>● draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally</li> <li>● sequence sentences to form short narratives</li> <li>● write for different purposes including about fictional personal experiences, poetry, nonfiction and real events</li> <li>● reread and evaluate writing to check it makes sense and make simple revisions</li> <li>● read writing aloud with appropriate intonation to make the meaning clear</li> <li>● use new and familiar punctuation correctly</li> <li>● use sentences in different forms</li> <li>● expand noun phrases to describe and specify</li> <li>● use past and present tense correctly and consistently</li> <li>● use simple conjunctions to link subordinate and co-ordinating clauses</li> </ul>
<p><b>Extended Writing Outcome</b></p>	<p>Letter writing Descriptive writing For and against Instruction writing</p>	<p>Non-fiction information text  Descriptive writing  Writing in role</p>

**Class Reading Books (Name of book, author, genre):**

**2DK:** You're a bad man Mr Gum by Andy Stanton, Finn Family Moomintroll by Tove Jansson, Short stories from Necklace of Raindrops that are not covered in POR sequence, remaining chapters of Olga da Polga.

**2KK:** You're a bad man Mr Gum by Andy Stanton, Finn Family Moomintroll by Tove Jansson, Short stories from Necklace of Raindrops that are not covered in POR sequence, remaining chapters of Olga da Polga.



By the end of year 2 pupils will know and be able to:

<p><b>Place Value: Counting</b></p> <ul style="list-style-type: none"> <li>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> </ul>	<p><b>Place Value: Represent</b></p> <ul style="list-style-type: none"> <li>read and write numbers to at least 100 in numerals and in words</li> <li>identify, represent and estimate numbers using different representations, including the number line</li> </ul>
<p><b>Place Value: Use Place Value and Compare</b></p> <ul style="list-style-type: none"> <li>recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs</li> </ul>	<p><b>Place Value: Problems and Rounding</b></p> <ul style="list-style-type: none"> <li>use place value and number facts to solve problems.</li> </ul>
<p><b>Addition and Subtraction: Recall, Represent, Use</b></p> <ul style="list-style-type: none"> <li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li> </ul>	<p><b>Addition and Subtraction: Calculations</b></p> <ul style="list-style-type: none"> <li>add and subtract numbers using concrete objects, pictorial representations, and mentally, including:             <ul style="list-style-type: none"> <li>a two-digit number and ones</li> <li>a two-digit number and tens</li> <li>two two-digit numbers</li> <li>adding three one-digit numbers</li> </ul> </li> </ul>

Addition and Subtraction: Solve Problems	Multiplication and Division: Recall, Represent, Use
<ul style="list-style-type: none"> <li>• solve problems with addition and subtraction: <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> </li> </ul>	<ul style="list-style-type: none"> <li>• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>• show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> </ul>
Multiplication and Division: Calculations	Multiplication and Division: Solve Problems
<ul style="list-style-type: none"> <li>• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (<math>=</math>) signs</li> </ul>	<ul style="list-style-type: none"> <li>• solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> </ul>
Multiplication and Division: Combined operations	Fractions: Recognise and Write
	<ul style="list-style-type: none"> <li>• 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</li> </ul>
Fractions: Compare	Fractions Calculations
<ul style="list-style-type: none"> <li>• Recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> </ul>	<ul style="list-style-type: none"> <li>• write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3</li> </ul>
Decimals: Recognise and Write	Decimals: Compare
Decimals: Calculations and Problems	Fractions, Decimals and Percentages

Ratio and Proportion	Algebra
	<ul style="list-style-type: none"> <li>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li> </ul>
Measurement: Using Measures	Measurement: Money
<ul style="list-style-type: none"> <li>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul>	<ul style="list-style-type: none"> <li>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>find different combinations of coins that equal the same amounts of money</li> <li>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul>
Measurement: Time	Measurement: Perimeter, Area, Volume
<ul style="list-style-type: none"> <li>compare and sequence intervals of time</li> <li>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</li> <li>know the number of minutes in an hour and the number of hours in a day</li> </ul>	

<p><b>Geometry: 2-d shapes</b></p> <ul style="list-style-type: none"> <li>• identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>• identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>• compare and sort common 2-D shapes and everyday objects</li> </ul>	<p><b>Geometry: 3-d shapes</b></p> <ul style="list-style-type: none"> <li>• recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</li> <li>• compare and sort common 3-D shapes and everyday objects</li> </ul>
<p><b>Geometry: Angles and Lines</b></p>	<p><b>Geometry: Position and Direction</b></p> <ul style="list-style-type: none"> <li>• order and arrange combinations of mathematical objects in patterns and sequences</li> <li>• 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)</li> </ul>
<p><b>Statistics: Present and Interpret</b></p> <ul style="list-style-type: none"> <li>• interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> </ul>	<p><b>Statistic: Solve Problems</b></p> <ul style="list-style-type: none"> <li>• ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>• ask and answer questions about totalling and comparing categorical data</li> </ul>



By the end of year 2, in the study of living things and their habitats, pupils will know and be able to explore and compare the differences between things that are living, dead, and things that have never been alive

- 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
- explore and compare the differences between things that are living, dead and things that have never come alive.
- identify and name a variety of plants and animals in their habitats, including micro-habitats
- 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.

By the end of year 2, in the study of plants, pupils will know and be able to

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

By the end of year 2, in the study of animals including humans, pupils will know and be able to

- 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)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

By the end of year 2, in the study of the uses of everyday materials, pupils will know and be able to

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.



By the end of year 2 pupils will know and be able to:

Autumn 1 – What is there around me?

- devise a simple map to show their journey to school.
- depict key features on a map, using agreed symbols.
- undertake a traffic survey.
- collate and interprets the information gathered.
- knows different modes of transport available, such as by car, bus, train, aircraft and ferry.
- uses maps to identify places where transport could be accessed.
- collects information about local shops.
- understands that some items are local and others are shipped from overseas.
- can discuss reasonable changes to their local environment.

Autumn 2 – Is it really round?

- identify the seven continents, the United Kingdom and the five oceans.
- understand that if they travel from their school in one direction, they will eventually return to where they started as the world is a sphere.
- can locate and name the continents and oceans studied
- can understand and interpret a 2D representation of the world in map form.

Spring 1 – A visit to China.

- knows where to find China on a world map and globe.
- recognise similarities and differences between Beijing and cities/towns in the United Kingdom.
- understand how rice is grown.
- understand the importance of rice as a source of food.
- knows about the lives of two different Chinese children: one living in a city, the other a village.
- understand that although there are similarities, life for a child in Beijing can be very different from that of a child in a small village.
- knows about some aspects of Chinese culture – meditation, art and food.

Spring 2 – Which way shall I go?

- read a simple map or plan.
- find their way on a journey and identify places using a simple grid system.
- design a map of an island with grid numbers.
- use globes and world maps to help create a journey line from their school to Kenya, Africa.

Summer 1 – What have I found out about the world?

- name places they have visited both in UK and overseas and find them on a map or globe.
- use different sources of information to identify where famous landmarks and geographical features are found in the world.
- place landmarks and features on a world map.
- give an explanation (presentation) as to why they would like to visit anywhere in the world.
- use the globes and world maps to help create a journey line from their school to Kenya, Africa.

Summer 2 – Where shall we go on safari?

- locate Africa and Kenya.
- knows what a national safari park is.
- map the journey to Kenya on a globe or world map.
- knows about Kenya's terrain.
- knows about the wet and dry seasons in Kenya and the importance of rain.
- knows which animals might be found in the safari park.



- understand that animals move in search of food.
- knows that some animals are endangered.

#### Skills and knowledge

- use simple fieldwork and observational skills to study the key human and physical features of the surrounding environment.
- create freehand route maps.
- depict key features on a map, using agreed symbols.
- begin to understand the need for and use of a key.
- use simple compass points (N, S, E, W) and locational and directional language(near, far) to describe the location of features and routes on a map.
- follow a route on a map
- use simple world maps, globes and infant atlases to identify the United Kingdom, its four countries and their capital cities.
- use simple world maps, globes and atlases to identify and locate countries, the seven continents and five oceans of the world.
- can understand that if they travel from their school in one direction, east or west (using a compass), they will eventually return to where they started as the world is a sphere.



By the end of year 2 pupils will know and be able to:

- identify differences between places from different times
- identify questions about the great fire of London
- find answers to questions about the great fire of London
- place events in chronological order
- empathise with the way of life of people in the past and how they felt during the fire.
- know how people lived during the great fire of London
- recognise why people did things, why events happened and what happened as a result of using an eyewitness (Samuel Pepys)
- know about the significant people from history of Britain Samuel Pepys
- use knowledge and understanding of the great fire of London to make up the dramas.
- write a dairy as an eye witness to the great fire.
  
- know about significantly with history of Britain - Guy Fawkes.
- know about significant people from history of Britain – Florence Nightingale
- know about people’s way of life in the distant past – Florence Nightingale
- know about significant people from history of Britain - Mary Seacole.
- compare aspects of life in different periods – Edith Cavell and Florence Nightingale
- understand who Louis Braille is and why he is famous
- know about significant people from history of Britain - Grace Darling
  
- investigate the seaside now
- understand how clothing changes at the seaside
- know about the entertainment available at the seaside
- know how we got to the seaside
- recognise that somethings stay the same and some things change
- create a timeline of holiday pictures past and present
- write about each period history at the seaside.



By the end of year 2 pupils will know and be able to:

- Understands that some stories can carry a special meaning or moral. *Special Stories*
- Recognises what special places can tell us about the beliefs, feelings, practices and values of people who go there. *Important Places*
- Understands the difference it makes to belong to a group or community. *Belonging*
- Understands that certain people have affected the lives of others. *Important People*



By the end of year 2 pupils will know and be able to:

### Fruit kebabs

- Know that food comes from plants or animals
- Evaluate products
- Understand and use basic principles of food hygiene
- Design a fruit kebab
- Practise food processing skills
- Make a fruit kebab following a plan
- Evaluate their finished product

### Puppets

- Know about the entertainment available at the seaside.
- Research different types of puppets
- Investigate different types of puppets
- Evaluate different types of puppets
- Design a glove puppet
- Sew a glove puppet
- Decorate a glove puppet
- Write a play considering the use of puppets
- Act out a play using the completed puppets

### Wheels and Axels

- Understand how wheeled vehicles work.
- Use construction kits to investigate wheeled vehicles.
- Make base vehicle.
- Design wheeled vehicle of their choice.
- Make their product.
- Evaluate the completed vehicles.



By the end of year 2 pupils will know and be able to:

### **Autumn**

#### **Logging On and Paint**

- use a computer software program to recreate art.
- change the colour and size of the dots.
- insert lines that are different sizes into my work.
- fill areas with different colours.
- draw lines and fill spaces with colour to recreate a piece of art.
- produce at least 3 different shapes using a computer program.
- rotate, resize and colour shapes.
- arrange different shapes to recreate a piece of art.
- produce lighter and darker shades of a colour.
- match colours to particular moods and emotions.
- make two versions of a piece of art using different shades.
- combine the styles of at least two artists to create my own artwork.
- recall and use computer skills to produce my own piece of artwork.
- review the work of others and offer suggestions for improvement.

### **Beebots**

- 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
- recognise algorithms and creating and debugging
- identify algorithms and creating and debugging
- describe and explain algorithms and creating and debugging

### **Spring**

#### **Creating Animation**

- explore puppet pals
- create a storyboard
- retell a story
- create an animation

#### **Computer Explorers**

- identify a variety of ways of doing research on the internet..
- find a variety of information and present it in PicCollage.
- identify and utilise ways of finding further information on the internet.
- use commands in Google Maps
- find a variety of different travel times and locations in Google Maps
- compare different travel times to locations, using Google Maps.
- research information using google.
- present the information that they find in a digital mind map.
- identify ways in which they can ensure the information they have found is trustworthy.
- create a simple online quiz
- reflect on ways that they created a more user friendly quiz.
- experience a google expedition to another city.
- create their own expedition using various google tools.
- identify how tools like these can help people in the workplace, in education or at home.

## **Summer**

### **Coding Apps**

- 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
- create algorithms to solve problems
- use IF statements
- create algorithms to move around lightbot
- use repeat loops (Procedure 1)
- create algorithms to solve problems.
- put a series of instructions together to create a program.

### **Scratch Jnr 2**

- explain that coding means giving instructions to a computer to make things happen.
- open Scratch Jr on an iPad / tablet and add and delete characters and backgrounds.
- make a character move by using a start block and movement blocks.
- make characters move at different speeds
- code a program which makes the sun set and disappear.
- add a background to my program and change scenes when the sun has set.
- add text to the background of a program.
- use repeat blocks to make characters do actions a few times.
- use sound a movement code blocks to make characters look like they are dancing.
- use a bump block to make another character move.
- use repeat end blocks to make a program keep on working unless I press stop
- use speech code blocks to make different characters say different things.
- add message blocks so that characters speak and reply to each other

## **E-Safety**

### **Finding Treasure Safely**

- apply their awareness and developing knowledge of safety and rules and healthy lifestyle skills to on and offline situations.
- use appropriate vocabulary and clear sentences to write their own account.

### **Design and Fill a Treasure Chest**

- show respect for others both on and offline.
- exhibit a growing awareness through their interactions both on and offline of the behaviours which lead to positive relationships and mutual respect.
- appreciate the range of ICT available in and outside of school and will use it responsibly.
- work independently or cooperatively considering a variety of factors to produce a model for a specific purpose.

### **Song and Dance**

- internalise the message of safer internet use and its applications.
- express their ideas and emotions through singing and dancing.
- perform to an audience.

### **Internet Safety Poster**

- recognise and manage risk and have the ability to make safer choices.
- communicate any concerns they may have while using the internet to a responsible adult.
- produce a list of clear instructions supported by pictures and illustrations.



By the end of year 2 pupils will know and be able to:

### Drawing

explore mark making using paints, brushes and other tools and investigate and use materials and processes to communicate ideas and meaning  
explore expressive mark making in response to music and begin to explore and record objects and arrangements from different viewpoints  
suggest ways of improving their work and say what they think and feel about their own work and the work of others.

### Painting

investigate the use of painting to communicate ideas and meanings in response to music and comment on their own and others' work  
suggest improvements to their work and explore ideas about shape, pattern and colour using different brush strokes and painting media  
incorporate the painting techniques that they have learned.

### Printmaking

investigate and use resist and relief printmaking materials and processes to communicate ideas  
say what they think and feel about their own and others' work and suggest ways of improving their own work.

### Collage

investigate and use collage materials and processes to communicate ideas about line, shape and colour  
work with others to develop large-scale responses  
say what they think and feel about their own and others' work and suggest ways of improving their own work.

### Textiles

explore ideas through making dip dyes, rubbings, relief block prints and card wraps and respond to individually selected reproductions from different times and cultures  
say what they think and feel about their own and others' work and suggest ways of improving their own work.

### 3D

explore and communicate ideas in response to Aboriginal Art  
manipulate clay to produce imaginative forms in response to stories  
comment on differences in others' work and suggest ways of improving their own work.



By the end of year 2 pupils will know and be able to:

### Health and Wellbeing

- understand and give examples of things they can choose themselves and things that others choose for them;
- explain things that they like and dislike, and understand that they have choices about these things;
- understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.
- understand the importance of and how to maintain personal hygiene.
- know how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others.
- understand what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.
- know the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls.
- Know the rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail, water and fire safety)) About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them
- recognise that they share a responsibility for keeping themselves and others safe, when to say, yes, no, 'I'll ask' and 'I'll tell'.
- know that household products, including medicines, can be harmful if not used properly.
- explain what privacy means;
- know that you are not allowed to touch someone's private belongings without their permission;
- give examples of different types of private information.
- think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.
- understand about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- understand about the process of growing from young to old and how people's needs change. To know about growing and changing and new opportunities and responsibilities that increasing independence may bring
- identify which parts of the human body are private;
- explain that a person's genitals help them to make babies when they are grown up;
- understand that humans mostly have the same body parts but that they can look different from person to person.

### Relationships

- recognise the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.
- listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- offer constructive support and feedback to others
- judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
- understand that there are different types of teasing and bullying, that these are wrong and unacceptable.
- know how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.
- know that there are different types of teasing and bullying, that these are wrong and unacceptable
- communicate their feelings to others, to recognise how others show feelings and how to respond.



- recognise how their behaviour affects other people.
- identify their special people (family, friends, carers), what makes them special and how special people should care for one another.
- understand about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.
- understand that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- recognise what is fair and unfair, kind and unkind, what is right and wrong.
- identify and respect the differences and similarities between people.

#### Living in the Wider World

- know how to contribute to the life of the classroom.
- help construct, and agree to follow, group and class rules and to understand how these rules help them.
- understand that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)
- understand that they belong to various groups and communities such as family and school.
- understand what improves and harms their local, natural and built environments and about some of the ways people look after them.
- know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.
- know about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices.



By the end of year 2 pupils will know and be able to:

- Dance by finding interesting and inventive ways of moving between standing and floor shapes
- Perform gymnastic moves with control and co-ordination.
- Can select and apply a range of skills with control and consistency.
- Perform and repeat longer sequences with clear shapes and controlled movement
- To engage in competitive (both against self and others) and co-operative physical activities in a range of increasingly challenging situations
- Pupils should participate in team games, developing simple tactics for attacking and defending
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.



By the end of year 2 pupils will know and be able to:

### OURSELVES - EXPLORING SOUNDS

- create and respond to vocal sounds and vocal percussion
- develop the use of vocal sounds to express feeling
- explore expression in a conversation without words
- notate pitch shape and duration using simple line graphics
- understand how mood can be expressed using the voice
- understand the structure of 'call and response' songs
- develop an expressive song performance with voice and instruments

### TOYS - BEAT

- keep a steady beat at different speeds (tempi)
- make beats within a 4-beat meter
- develop a sense of a steady beat through chants, actions and instruments
- make beats within a 4-beat metre
- change the tempo

### OUR LAND - EXPLORING SOUNDS

- explore timbre and texture to understand how sounds can be descriptive
- creating and perform descriptive instrumental music inspired by British myths and legends
- listen to and identify contrasting sections of descriptive music
- match descriptive sounds to images
- identify ways of producing sounds
- listen to and evaluate composition
- rehearse and refine to develop a performance.

### OUR BODIES - BEAT

- recognise and respond to a rhythm ostinato pattern
- recognise and play rhythmic patterns
- recognise and respond to steady beats and different tempi
- play steady beat at different tempi on body percussion and instruments

### ANIMALS - PITCH

- listen to a steady beat than responding movement
- identify and respond to changes in pitch, upwards and downwards
- perform changes in pitch using whole body movement and voice understanding perform upwards and downwards pitch direction
- read pitch line notation
- play pitch lines on a tuned Prakashan
- combine pitch change with changes in other elements/dimensions.

### NUMBER - BEAT

- perform a steady beat and simple rhythms using movement and body percussion
- perform simple rhythms using movement and percussion
- understand and differentiate between beat and rhythm
- perform a steady beat and simple rhythms using movement and body percussion
- understand and differentiate between the beat and rhythm.

## STORY TIME - EXPLORING SOUNDS

- combine sounds to create a musical affect
- understand how music, dance and drama and combining storytelling
- explore voices to create descriptive musical effects
- create and match descriptive sounds made with the voice
- combine sounds to create a musical affect
- perform to an audience

## SEASONS – PITCH

- sing with expression, paying attention to the pitch shape of the melody
- use sign language in a song
- accompany a song with vocal and instrumental astinati
- identify rising and falling pitch
- perform rising pitch sequence in a song
- listen respond to pitch changes with movements
- sing with expression and paying attention to pitch shape of the melody

## WEATHER/EXPLORING SOUNDS

- perform a rhythmic chant and play an independent rhythm pattern to accompany it
- listen in detail to piece of orchestral music
- perform an updated version of a traditional rhyme with a rap section included
- accompany a song with three different repeated word patterns
- compose music to illustrate a story

## PATTERN – BEAT

- perform steady beat patterns with the song
- play different patterns of steady beat within four beats, matching to a simple score
- perform and create simple rhythms using a simple score
- perform steady patterns in groups to accompany a song
- play different patterns of steady beat in groups and match them to a simple score
- perform and create simple three beat rhythms using a simple score
- interpret a score to perform different beat patterns.
- perform beat patterns with voices and percussion
- explore different ways to organise music

## WATER - PITCH

- understand pitch through singing, movement and note names
- perform a melody
- understand melody through songs, movement and perform pitch shapes on a tuned instrument
- explore and develop an understanding of pitch
- use musical scales, high notes and low notes in a composition

## TRAVEL – PERFORMANCE

- explore patterns of musical movement in a game song
- respond to a song with movement
- use simple musical vocabulary to describe music
- combine a steady beat and the reasons to accompany a song
- listen and respond to contemporary orchestral music
- play an instrument game to practice steady beat at changing tempi
- prepare and improve a performance using movement, voice and percussion
- use instruments expressively
- understand notation.