



# Long Term Curriculum Plan: YEAR 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>School Christian Value</b>	Friendship	Love	Responsibility	Courage	Honesty	Respect
<b>Linked story/quote</b>	Parables (The Two Builders)		Joseph and his Brothers		Jonah and the Whale	
<b>British Value</b> <small>(throughout: Mutual Respect and Tolerance)</small>	Democracy		Rule of Law		Individual Liberty	
<p><b>Maths</b> <b>Gateway to Year 3</b></p> 	<p style="text-align: center;"><i>Count on and back in 1s and 10s from any number E.g.: 24,34,44,54... 32,22,12,2.</i></p> <p style="text-align: center;"><i>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.</i></p> <p style="text-align: center;"><i>Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.</i></p> <p style="text-align: center;"><i>Secure fluency in addition and subtraction facts within 10, through continued practice.</i></p> <p style="text-align: center;"><i>Add and subtract across 10.</i></p> <p style="text-align: center;"><i>Recognise the subtraction structure of ‘difference’ and answer questions of the form, “How many more...?”</i></p> <p style="text-align: center;"><i>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.</i></p> <p style="text-align: center;"><i>Add and subtract within 100 by applying related one digit addition and subtraction facts: add and subtract any 2 two-digit numbers.</i></p> <p style="text-align: center;"><i>Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.</i></p> <p style="text-align: center;"><i>Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).</i></p> <p style="text-align: center;"><i>Recognise, find, name and write fractions, 1/3 , 1/4 , 2/4 and 3/4 of a length, shape, set of objects or quantity.</i></p> <p style="text-align: center;"><i>Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and ½.</i></p> <p style="text-align: center;"><i>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.</i></p> <p style="text-align: center;"><i>Compare and order lengths, mass, volume/capacity and record the results using &lt; &gt; and =.</i></p> <p style="text-align: center;"><i>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</i></p> <p style="text-align: center;"><i>Find different combinations of coins that equal the same amounts of money.</i></p> <p style="text-align: center;"><i>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</i></p> <p style="text-align: center;"><i>Know the number of minutes in an hour and the number of hours in a day.</i></p> <p style="text-align: center;"><i>Compare and sequence intervals of time.</i></p> <p style="text-align: center;"><i>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.</i></p> <p style="text-align: center;"><i>Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.</i></p> <p style="text-align: center;"><i>Arrange 2D and 3 D shapes to match an example compound shape.</i></p>					
	<p><b>Minimum sufficiency within Year 2</b></p> <p><i>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, learners are working with numerals,</i></p>			<p><b>Typically by the end of Year 2</b></p> <p><i>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, learners are working with</i></p>		

	<p><i>words and the four operations of addition, subtraction, multiplication (tables facts), and division using concrete objects.</i></p> <p><i>Learners are able to:</i></p> <ul style="list-style-type: none"> <li><i>compose and decompose two-digit numbers and represent calculations with part-part-whole models.</i></li> <li><i>recall multiplication tables for 2x, 5x, and 10x using repeated addition and subtraction as a strategy.</i></li> <li><i>recognise, describe, draw, compare, and sort different 2D- and 3D-shapes and use related vocabulary</i> <ul style="list-style-type: none"> <li><i>describe and compare different quantities such as length, mass, money</i> <ul style="list-style-type: none"> <li><i>tell the time including half past, quarter to and quarter past.</i></li> </ul> </li> </ul> </li> </ul>		<p><i>numerals, words and the four operations of addition, subtraction, multiplication, and division.</i></p> <p><i>Learners are able to:</i></p> <ul style="list-style-type: none"> <li><i>compose and decompose two-digit numbers and represent calculations with part-part-whole models.</i></li> <li><i>recall multiplication tables for 2x,5x, and 10x and derive associated division facts, using repeated addition and subtraction as a strategy.</i></li> <li><i>recognise, describe, draw, compare, and sort different 2Dand 3D-shapes and use related vocabulary</i> <ul style="list-style-type: none"> <li><i>describe and compare different quantities such as length, mass, capacity, time, and money</i> <ul style="list-style-type: none"> <li><i>tell the time to an accuracy of 5 minutes, including quarter to and quarter past.</i></li> </ul> </li> </ul> </li> </ul>			
<b>MATHS</b> <b>Power Maths</b>	<p>Number: Place Value Numbers to 100</p> <p>Number: Addition &amp; Subtraction</p> <p>Measurement: Money</p> <p>Number: Multiplication &amp; Division</p>	<p>Number: Multiplication &amp; 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 &amp; Direction</p> <p>Problem Solving: Efficient Methods</p> <p>Measurement: Time</p> <p>Measurement: Mass, Volume, Capacity and Temperature</p> <p>Investigations</p>			
<p><b>Reading</b></p> <p><b>Gateway to Year 3</b></p> 	<p><b>Knowledge, Skills and Behaviour</b></p> <ol style="list-style-type: none"> <li><i>1.Read most words quickly and accurately, using phonics as the primary strategy for unfamiliar words</i></li> <li><i>2.Use self-correction strategies when monitoring comprehension</i></li> <li><i>3.Retell a range of familiar stories, traditional tales and fairy stories</i></li> <li><i>4.Locate key information within a text</i></li> <li><i>5.Make simple inferences based on what has been read</i></li> <li><i>6.Explain and discuss their understanding of what has been read</i></li> </ol>	<p><b>Step 1</b></p> <ol style="list-style-type: none"> <li><i>1.Read a wider range of texts, including non-fiction</i></li> <li><i>2.Notice when a word has been missed or read incorrectly</i></li> <li><i>3.Orally retell stories read by someone else</i></li> <li><i>4.Use contents to locate information</i></li> <li><i>5.Infer from images with simple text</i></li> <li><i>6.Express and justify personal responses to reading, eg ‘I think...because...’</i></li> </ol>	<p><b>Step 2</b></p> <ol style="list-style-type: none"> <li><i>1.Hear individual syllables and apply phonic knowledge to read each syllable</i></li> <li><i>2.Notice when a word has been missed or read incorrectly, correcting and rerunning the sentence</i></li> <li><i>3.Orally retell stories read by themselves</i></li> <li><i>4.Use headings to locate information</i></li> <li><i>5.Build simple inferences using two pieces of information from the text</i></li> <li><i>6.Listen and respond to ideas of others</i></li> </ol>	<p><b>Step 3</b></p> <ol style="list-style-type: none"> <li><i>1.Read polysyllabic words</i></li> <li><i>2.Read on from unknown words to use context clues within the whole sentence</i></li> <li><i>4.Read on when searching for specific information</i></li> <li><i>5.Combine ideas in the text with their prior knowledge to build simple inferences</i></li> </ol>		
<p><i>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.</i></p>						
<b>ENGLISH</b> <b>Phonics</b>	Recap Set 1/2 Sounds	Teach Set 3 Sounds	Alt Graphemes Consonant Sounds	Alt Graphemes Vowel Sounds	Revisit Known GPCs Set 1/2/3 + AGs	Revision & Tailored Intervention

	Sentence Punctuation & Word Classes		Forming Sentences & Tenses		Apostrophes & Suffixes		
<b>ENGLISH Grammar and Punctuation</b>	Noun (naming word for a person, place or thing)	Expanded noun phrase ( a group of words that work together to give extra detail to the noun)	Statement (sentence which states a fact)	Past progressive tense (shows something has happened and is continuing)	Compound words (join 2 words)	Suffix (a group of letters added to the end of a word to create a new word with a different meaning) Full list of suffixes in Y2 spelling	
	Adjective (tells you more about the noun)		Question(sentence which asks for an answer)				
	Verb ( a word or group of words which tell you what a person or thing is doing or being)		Exclamation (sentence which express a strong feeling of emotion)				
	Simple present tense(describes a current event or state of being)		Conjunctions				Question mark
	Simple past tense (describes a past event or state of being)		Adverb (tells you more about the verb)				Exclamation mark
<b>ENGLISH Spelling</b>	Words where 'dge' makes a /j/ sound	Words where 'wr' makes a /r/ sound	Words where 'y' makes an /igh/ sound	Words where '-er', '-est' and '-ed' is added to words ending in 'e'	Words where 'ey' makes an /ee/ sound	Words that are homophones or near homophones	
	Words where 'ge' makes a /j/ sound		Words ending in 'le'	Words where '-es' is added to words ending in 'y'	Words where '-ing' is added to single syllable words	Words where 'a' makes an /o/ sound	Words that are homophones or near homophones
	Words where 'g' makes a /j/ sound		Words ending in 'el'	Words where '-ed' is added to words ending in 'y'	Words where '-ed' is added to single syllable words	Words where 'or' and 'ar' make an /er/ or /or/ sound	Words ending in '- tion'
	Words where 'c' makes a /s/ sound		Words ending in 'al'	Words where '-er' and '-est' are added to words ending in 'y'	Words where 'a' makes an /or/ sound	Words where 's' makes an /z/ sound	Words containing an apostrophe for contraction
	Words where 'kn' and 'gn' make a /n/ sound		Words ending in 'il'	Words where '-ing' is added to words ending in 'e'	Words where 'o' makes an /u/ sound	Words ending in '- ment' and '-ness'	Words containing an apostrophe for possession
	Challenge Words		Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words
<b>Writing Gateway to Year 3</b>	<b>Knowledge, Skills and Behaviour</b> 1.Sequence ideas to form short narrative and non-narrative writing 2.Writing is coherent		<b>Step 1</b> 1.Orally retell a story or event. 2.Use time markers to sequence ideas.	<b>Step 2</b> 1.Use simple planning structures to capture ideas for planning.	<b>Step 3</b> 1.Develop ideas across a series of sentences. 2.Maintain a consistent verb tense. 3.Write a statement		



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

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.

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.

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.

*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.*

<p><b>ENGLISH</b>  <b>Talk for Writing</b>  <b>Unit</b></p>	<p><b>Writing to entertain, recount, inform &amp; persuade</b>          Traction Man - narrative, Letter, Non-chronological Report          Autumn &amp; Winter Poetry          Lost &amp; Found - narrative, Diary Entry, Instructions</p>	<p><b>Writing to entertain, recount, inform &amp; persuade</b>          Zog - Narrative          Vlad and the Great Fire of London - narrative, diary entry, newspaper report, recount</p>	<p><b>Writing to entertain, recount, inform &amp; persuade</b>          Meerkat Mail - postcard, narrative, diary entry, non-chronological report          Hoppameleon - narrative, missing poster, persuasive writing</p>	<p><b>Writing to entertain, recount, inform &amp; persuade</b>          Bog Baby – narrative          The Enormous Crocodile - narrative, missing poster, persuasive writing</p>	<p><b>Writing to entertain, recount, inform &amp; persuade</b>          Nocturnal Animals - non-chronological report          The Owl who was Afraid of the Dark – narrative, poetry</p>	<p><b>Writing to entertain, recount, inform &amp; persuade</b>          Mr Wolf's Pancakes - narrative,          letter, persuasive writing          Jack and the Baked Beanstalk - letter, persuasive writing</p>
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<p><b>RE</b></p>	<p><a href="#">Why is the Bible an important book?</a>  <a href="#">What is a Christian?</a>  <a href="#">Christmas Y2: Why did angels announce the birth of Jesus?</a></p>	<p><a href="#">Why did Jesus tell parables?</a>  <a href="#">Easter Y2: What is Easter really about?</a></p>	<p><a href="#">What is important for Muslim children?</a>  <a href="#">How do Christians worship god?</a>  <a href="#">Y2: Why do Christians go to church?</a></p>
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<b>LIFE LEARNING</b>  Jigsaw	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feeling	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>SCIENCE</b> <i>Working Scientifically - ongoing</i>	Materials		Living things and their habitats		Plants	
<b>ART &amp; DESIGN</b> ONGOING: Sketchbooks	Clay Penguins Focus: Sculpture	Working with fabrics (dip-dye/joining/plaiting/stitching) Focus: Textiles	Collage Focus: Collage	Drawing Techniques Focus: Drawing	Colour Wheels Focus: Painting Printing using different media Focus: Printing	Drawing to Digital Focus: Digital Media
<b>Significant Artist</b>	Lorien Stern	Bisa Butler	Henri Matisse	Quentin Blake	Yayoi Kusama	Walt Disney
<b>COMPUTING</b> Purple Mash <a href="#">Info on Coding</a> <a href="#">Info on Spreadsheets</a>	<a href="#">Unit 2.1: Coding</a>	<a href="#">Unit 2.2: Online Safety</a> <a href="#">Unit 2.3: Spreadsheets</a>	<a href="#">Unit 2.4: Questioning</a> <a href="#">Unit 2.5: Effective Searching</a>	<a href="#">Unit 2.6: Creating Pictures</a>	<a href="#">Unit 2.7: Making Music</a>	<a href="#">Unit 2.8: Presenting Ideas</a>
<b>D &amp; T</b> Design, Make, Evaluate	Wooden Rafts Focus: Structures	Moving Christmas Card Focus: Mechanisms  Christmas Cakes Focus: Food	Chocolate Mousse Focus: Food	Habitats Focus: Structures	Hand Puppets Focus: Textiles	Pancakes Focus: Food
<b>GEOGRAPHY</b>	Our World		Epsom		The Arctic / Epsom/ Sydney	
<b>HISTORY</b>		Great Fire of London		Mary Seacole & Florence Nightingale		Epsom
<b>PE</b>  <b>Val Sabin units here:</b> <a href="#">Dance</a> <a href="#">Gymnastics</a> <a href="#">Games</a>	GAMES Unit 1 Throwing and Catching – inventing games  PE – Dance Unit 1- different levels, direction, speed, use contrasts in weight, dance vocabulary Unit 2- work cooperatively, mood, different dance forms and compositional skills		GAMES Unit 2 Making up a game Unit 3 Dribbling, kicking and hitting  PE – Gymnastics UNIT H - Parts high and parts low UNIT I - Pathways – straight, zig zag, curve UNIT J - Turning, spinning, twisting		GAMES – Unit 4 Group Games and inventing rules  PE – Athletics Unit 1 – throwing, short distance, bounce pass, take-off/landing, pace Unit 2 – sprinting technique, jumping/throwing distance, obstacles	

<u><b>Athletics</b></u>	Unit 3- a variety of basic dance actions (turn, jump, travel) change and vary actions		UNIT K - Linking movements together	Cricket	
<b>MUSIC</b>	I WANNA PLAY IN A BAND singing and playing together/ensemble	ZOOTIME & CARNIVAL OF THE ANIMALS Composition/Reggae, listening and understanding .	LEARNING TO PLAY THE RECORDER Learning recorder/technique and notation	HANDS, FEET, HEART music related to South Africa and American Civil Rights/ interrelated dimensions of music	COME TO THE PARTY AND THE JUNGLE! Pitch lines/notation. Word rhythms. Soundscape.