



Birch Hill Primary School Curriculum Map - Year 2

Big Question	Autumn 1 st	Autumn 2 nd	Spring 1 st	Spring 2 nd	Summer 1 st	Summer 2 nd
	What do I need to be healthy? Subject focus: Science	Should we remember Florence? Subject focus: History	What is growing around us? Subject focus: Science	Where do plants come from? Subject focus: Science	Where would you live? Subject focus: Geography	What would life be like if flight had never been invented? Subject focus: History
Maths	Number: Place Value Number: Addition and Subtraction	Number: Addition and Subtraction Measurement: Money Number: Multiplication and Division	Number: Multiplication and Division Measurement: Statistics	Geometry: Properties of Shape Number: Fractions	Measurement: Money Measurement: Length and height Geometry: Properties of Shapes	Measurement: Time Measurement: Mass, capacity and temperature
Writing	<p>English: Information: Non-fiction Letter to Jigsaw Jo – All about me (description)</p> <p><u>National Curriculum</u> Develop positive attitudes towards and stamina for writing by: <i>Writing narratives about personal experiences</i></p> <p>Children to consider what they are going to write before beginning by: Box it up</p> <p><i>Make simple additions, revisions and corrections to their own writing by:</i></p> <ul style="list-style-type: none"> Evaluating their writing with the teacher and other pupils Re-reading to check that their writing makes sense. Focus: Verbs to indicate time are used correctly and consistently, including verbs in the continuous form <p><i>Read aloud what they have written with appropriate intonation to make the meaning clear.</i></p> <p><u>Grammar, Punctuation and Spelling</u> Learning how to use both familiar and new punctuation correctly, including:</p> <ul style="list-style-type: none"> full stops capital letters <p>Sentences with different forms:</p> <ul style="list-style-type: none"> Statement <p><u>Expanded noun phrases</u> to describe and specify [for example, the blue butterfly]</p> <p><u>co-ordination</u> (using or, and, or but)</p> <p>Correct choice and consistent use of present tense throughout writing.</p> <p><u>Terminology for pupils</u></p>	<p>English : Recount: Non-fiction Diary writing through the eyes of Florence Nightingale</p> <p><u>National Curriculum</u> Develop positive attitudes towards and stamina for writing by: <i>Writing narratives about Writing about real events</i></p> <p>Children to consider what they are going to write before beginning by: Box it up</p> <p><i>Make simple additions, revisions and corrections to their own writing by:</i></p> <ul style="list-style-type: none"> Evaluating their writing with the teacher and other pupils Re-reading to check that their writing makes sense. Focus: Verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p><u>Grammar, Punctuation and Spelling</u> Learning how to use both familiar and new punctuation correctly, including:</p> <ul style="list-style-type: none"> full stops capital letters exclamation marks question marks commas for lists apostrophes for contracted forms and the possessive (singular) [for example, the girl's name] <p>Sentences with different forms:</p> <ul style="list-style-type: none"> Statement Question 	<p>English : Non-chronological report: Non-fiction Fact file writing</p> <p><u>National Curriculum</u> Develop positive attitudes towards and stamina for writing by: <i>Writing for different purposes</i></p> <p>Children to consider what they are going to write before beginning by: Box it up</p> <p><i>Make simple additions, revisions and corrections to their own writing by:</i></p> <ul style="list-style-type: none"> Evaluating their writing with the teacher and other pupils Re-reading to check that their writing makes sense. 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	<p>noun, adjective, verb</p>	<ul style="list-style-type: none"> Exclamation command <p>Expanded noun phrases to describe and specify [for example, the blue butterfly] <u>Subordination</u> (using when, if, that, or because) <u>co-ordination</u> (using or, and, or but)</p> <p>Correct choice and consistent use of past tense throughout writing. Use of the progressive form of verbs in the past tense to mark actions in progress [for example, he was shouting]</p> <p>Formation of nouns using suffixes such as -ness, -er</p> <p>Compound words [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as -ful, -less</p> <p><u>Terminology for pupils</u> noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<ul style="list-style-type: none"> command <p>Expanded noun phrases to describe and specify [for example, the blue butterfly] <u>Subordination</u> (using when, if, that, or because) <u>co-ordination</u> (using or, and, or but)</p> <p>Correct choice and consistent use of past tense throughout writing. Use of the progressive form of verbs in the past tense to mark actions in progress [for example, he was shouting]</p> <p>Formation of nouns using suffixes such as -ness, -er</p> <p>Compound words [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as -ful, -less</p> <p><u>Terminology for pupils</u> noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<ul style="list-style-type: none"> Exclamation command <p>Expanded noun phrases to describe and specify [for example, the blue butterfly] <u>Subordination</u> (using when, if, that, or because) <u>co-ordination</u> (using or, and, or but)</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as -ful, -less</p> <p>(A fuller list of suffixes can be found on page in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p> <p><u>Terminology for pupils</u> noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<p>Expanded noun phrases to describe and specify [for example, the blue butterfly] <u>Subordination</u> (using when, if, that, or because) <u>co-ordination</u> (using or, and, or but)</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as -ful, -less</p> <p>(A fuller list of suffixes can be found on page Error! Bookmark not defined. in the year spelling section in English Appendix 1)</p> <p>Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p> <p><u>Terminology for pupils</u> noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<p>Expanded noun phrases to describe and specify [for example, the blue butterfly] <u>Subordination</u> (using when, if, that, or because) <u>co-ordination</u> (using or, and, or but)</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as -ful, -less</p> <p>(A fuller list of suffixes can be found on page Error! Bookmark not defined. in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p> <p><u>Terminology for pupils</u> noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>
<p>Handwriting</p>	<p>Introduce letter groups</p> <ul style="list-style-type: none"> Curly caterpillar letters One-arm robots Zig zag letters Ladder letters Miscellaneous letters <p><u>National Curriculum</u> Use spacing between words that reflects the size of the letters</p> <p>Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters</p>	<p>Joining letters from two groups where the lead in line meets the lead out lines at the bottom i.e. al, sp, th etc.</p> <ul style="list-style-type: none"> CV, VC, CC, VV formation <p>Joining letters from two groups where the lead in line meets the lead out lines at the top i.e. ve, wa, re, op etc.</p> <ul style="list-style-type: none"> CV, VC, CC, VV formation <p>Letter focus: V, w, x, r, o</p> <p><u>National Curriculum</u> Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters</p>	<p>Cursive writing:</p> <ul style="list-style-type: none"> CVC words CVCC words CCVC words <p>Joining letters from two groups where the lead in line meets the lead out lines at the top i.e. ve, wa, re, op etc.</p> <p>Cursive writing:</p> <ul style="list-style-type: none"> CVC words CVCC words CCVC words <p><u>National Curriculum</u> Joining letters from two groups where the lead in line meets the lead out lines at the bottom i.e. al, sp, th etc.</p> <p><u>National Curriculum</u> To understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>Cursive writing:</p> <ul style="list-style-type: none"> CVC words CVCC words CCVC words <p>Joining letters from two groups where the lead in line meets the lead out lines at the top i.e. ve, wa, re, op etc.</p> <p>Cursive writing:</p> <ul style="list-style-type: none"> CVC words CVCC words CCVC words <p><u>National Curriculum</u> Joining letters from two groups where the lead in line meets the lead out lines at the bottom i.e. al, sp, th etc.</p> <p><u>National Curriculum</u> To understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>Cursive writing:</p> <ul style="list-style-type: none"> CVC words CVCC words CCVC words <p>Joining letters from two groups where the lead in line meets the lead out lines at the top i.e. ve, wa, re, op etc.</p> <p>Cursive writing:</p> <ul style="list-style-type: none"> CVC words CVCC words CCVC words <p><u>National Curriculum</u> Joining letters from two groups where the lead in line meets the lead out lines at the bottom i.e. al, sp, th etc.</p> <p><u>National Curriculum</u> To understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>Cursive writing:</p> <ul style="list-style-type: none"> CVC words CVCC words CCVC words <p>Joining letters from two groups where the lead in line meets the lead out lines at the top i.e. ve, wa, re, op etc.</p> <p>Cursive writing:</p> <ul style="list-style-type: none"> CVC words CVCC words CCVC words <p><u>National Curriculum</u> Joining letters from two groups where the lead in line meets the lead out lines at the bottom i.e. al, sp, th etc.</p> <p><u>National Curriculum</u> To understand which letters, when adjacent to one another, are best left unjoined.</p>

Spelling	Year 1 spelling list	Consolidate Year 1 spelling list Teach Year 2 spelling list	Consolidate Year 1 spelling list Teach Year 2 spelling list	Consolidate Year 1 – Revised from Spring 1 st spelling test Continue with Year 2 Spelling list	Consolidate Year 2 – Revised from Spring 2 nd spelling test	Consolidate Year 2 – Revised from Summer 1 st spelling test
Guided Reading	<p>Book title: Letter Around the World - MacLaren</p> <p><u>National Curriculum</u> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p><i>Listening to, discussing and expressing views about stories and non-fiction at a level beyond that at which they can read independently</i></p> <p><i>Discussing the sequence of events in books and how items of information are related.</i></p> <p><i>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</i></p> <p><i>Discussing their favourite words and phrases.</i></p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions Predicting what might happen on the basis of what has been read so far</p> <p>Participate in discussion about the books, taking turns and listening to what others say</p>	<p>Book title: Florence Nightingale (Little People, BIG DREAMS) by Maria Isabel Sanchez Vegara</p> <p><u>National Curriculum</u> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p><i>Listening to, discussing and expressing views about stories and non-fiction at a level beyond that at which they can read independently</i></p> <p><i>Discussing the sequence of events in books and how items of information are related.</i></p> <p><i>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</i></p> <p><i>Discussing their favourite words and phrases.</i></p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by: Drawing on what they already know or on 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to, discussing and expressing views about stories and non-fiction at a level beyond that at which they can read independently</i></p> <p><i>Discussing the sequence of events in books and how items of information are related.</i></p> <p><i>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</i></p> <p><i>Discussing their favourite words and phrases.</i></p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions Predicting what might happen on the basis of what has been read so far</p> <p>Participate in discussion about the books, taking turns and listening to what others say</p>	<p>Book title: The Secret of Black Rock by Joe Todd-Stanton</p> <p>Book title: Ocean Meets Sky by Eric and Terry Fan</p> <p><u>National Curriculum</u> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p><i>Listening to, discussing and expressing views about stories and non-fiction at a level beyond that at which they can read independently</i></p> <p><i>Discussing the sequence of events in books and how items of information are related.</i></p> <p><i>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</i></p> <p><i>Discussing their favourite words and phrases.</i></p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions Predicting what might happen on the basis of what has been read so far</p> <p>Participate in discussion about the books, taking turns and listening to what others say</p>
Daily Read	<p>Book title: Esio Trot by Roald Dahl</p> <p><u>National Curriculum</u> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p><i>Listening to, discussing and expressing views about a story at a level beyond that at which they can read independently.</i></p> <p><i>Discussing the sequence of events in books and how items of information are related</i></p> <p><i>Becoming increasingly familiar with and retelling of a story</i></p>	<p>Book title: Flat Stanley By Jeff Brown</p> <p><u>National Curriculum</u> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p><i>Listening to, discussing and expressing views about a non-fiction at a level beyond that at which they can read independently.</i></p> <p><i>Discussing the sequence of events in books and how items of information are related</i></p> <p><i>Being introduced to non-fiction books that are structured in different ways</i></p>	<p>Book title: Golden Goose by Dick King-Smith</p> <p><u>National Curriculum</u> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p><i>Listening to, discussing and expressing views about a non-fiction at a level beyond that at which they can read independently.</i></p> <p><i>Discussing the sequence of events in books and how items of information are related</i></p> <p><i>Being introduced to non-fiction books that are structured in different ways</i></p>	<p>Book title: The Boy Who Grew Dragons by Andy Shepherd</p> <p><u>National Curriculum</u> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p><i>Listening to, discussing and expressing views about a non-fiction at a level beyond that at which they can read independently.</i></p> <p><i>Discussing the sequence of events in books and how items of information are related</i></p> <p><i>Being introduced to non-fiction books that are structured in different ways</i></p>	<p>Book title: Freddy and the New Kid By Neill Cameron</p> <p><u>National Curriculum</u> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p><i>Listening to, discussing and expressing views about a non-fiction at a level beyond that at which they can read independently.</i></p> <p><i>Discussing the sequence of events in books and how items of information are related</i></p>	<p>Book title: The Marvellous Granny Jinks and Me: Animal Magic! By Serena Holly</p> <p><u>National Curriculum</u> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p><i>Listening to, discussing and expressing views about a non-fiction at a level beyond that at which they can read independently.</i></p> <p><i>Discussing the sequence of events in books and how items of information are related</i></p>

	<p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Discussing their favourite words and phrases</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions Predicting what might happen on the basis of what has been read so far</p> <p>Participate in discussion about the books, taking turns and listening to what others say</p>	<p>Recognising simple recurring literary language in stories and poetry</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Discussing their favourite words and phrases</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions Predicting what might happen on the basis of what has been read so far</p> <p>Participate in discussion about the books, taking turns and listening to what others say</p>	<p>Recognising simple recurring literary language in stories and poetry</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Discussing their favourite words and phrases</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions Predicting what might happen on the basis of what has been read so far</p> <p>Participate in discussion about the books, taking turns and listening to what others say</p>	<p>Recognising simple recurring literary language in stories and poetry</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Discussing their favourite words and phrases</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions Predicting what might happen on the basis of what has been read so far</p> <p>Participate in discussion about the books, taking turns and listening to what others say</p>	<p>Being introduced to non-fiction books that are structured in different ways Recognising simple recurring literary language in stories and poetry</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Discussing their favourite words and phrases</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions Predicting what might happen on the basis of what has been read so far</p> <p>Participate in discussion about the books, taking turns and listening to what others say</p>	<p>Being introduced to non-fiction books that are structured in different ways Recognising simple recurring literary language in stories and poetry</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Discussing their favourite words and phrases</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions Predicting what might happen on the basis of what has been read so far</p> <p>Participate in discussion about the books, taking turns and listening to what others say</p>
Teachers Stamp of Approval Books	<p>The Way Back Home by Oliver Jeffers</p> <p>The Proudest Blue by Ibiyah Muhammed</p> <p>We're All Wonders by RJ Palacio</p>	<p>My Granny went to the Market by Stella Black Stone and Christopher Corr</p> <p>The Night Pirates by Peter Harris and Deborah Allwright</p> <p>Joan Proctor, Dragon Doctor by Patricia Valdez</p>	<p>The Girl and the Dinosaur by Hollie Hughes</p> <p>Black Dog by Levi Pinfold</p> <p>Funnybones: Dinosaurs Dreams by Allan Ahlberg</p> <ul style="list-style-type: none"> - Reading spine - Fossil 	<p>Three little pigs</p> <p>Jack and the Beanstalk</p> <p>Little Red Riding Hood</p> <p>Goldilocks and the Three Bears</p> <p>Beauty and the beast by</p>	<p>Wolves by Emily Gravett</p> <p>The Way Home for Wolf by Rachel Bright</p> <p>The wind and the Willows by Kenneth Grahame</p> <p>Space Tortoise by Ross Montgomery</p>	<p>Mama Panya's Pancakes by Mary and Richard Chamberlin</p> <p>Chicken's Can't See in the Dark by Kristyna Little</p> <p>Lost and Found by Oliver Jeffers</p>
Science Scheme: Developing experts Website: www.developingexperts.com	<p>Animals Including Humans – All about Diet and Health</p> <p>Harvest - Living Things and Their Habitats</p> <p>National Curriculum Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>		<p>Animals Including Humans - Growth 1.2.3.4.6.7.</p> <p>National Curriculum Notice that animals, including humans, have offspring which grow into adults</p>	<p>Plants - Growth and Care</p> <p>National Curriculum Pupils should be taught to: <input type="checkbox"/> observe and describe how seeds and bulbs grow into mature plants <input type="checkbox"/> find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Living Things and Their Habitats Around the World</p> <p>Living things and their habitats</p> <p>National Curriculum identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p>Everyday Materials</p> <p>National Curriculum Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>

					Explore and compare the differences between things that are living, dead, and things that have never been alive	
					SRE - Animals Including Humans 4.5. - Growth	
Computing	<p>Online Safety National Curriculum Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>		<p>Coding National Curriculum Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	<p>Spreadsheets National Curriculum Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	<p>Creating Pictures National Curriculum Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	
History		<p>Florence Nightingale National Curriculum The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>				<p>Montgolfier brothers (Joseph-Michel Montgolfier and Jacques-Étienne Montgolfier) : First free flight with human passengers</p> <p>Orville and Wilbur Wright: First aeroplane flight</p> <p>Amelia Earhart: First female pilot</p> <p>Bessie Coleman: First African American to earn a pilots license National Curriculum Events beyond living memory that are significant nationally or globally (the first aeroplane flight)</p>
Geography		<p>Crimean war National Curriculum Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>			<p>Locational knowledge name and locate the world's seven continents and five oceans</p> <p>Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Human and physical geography identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world</p>	<p>Locational knowledge Name and locate the world's seven continents and five oceans –</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Geographical skills and fieldwork Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>

					<p>in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical skills and fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
RE	<p>Christianity</p> <p>Theme: What did Jesus teach?</p> <p>Key question for this enquiry: Is it possible to be kind to everyone all of the time?</p> <p>Learning Objectives: We are learning to re-tell Bible</p>	<p>Christianity</p> <p>Theme: The Nativity Story</p>	<p>Islam</p> <p>Theme: Prayer at home</p> <p>Key question for this enquiry: Does praying at regular intervals everyday help a Muslim in his/her everyday life?</p> <p>Learning Objectives: We are learning to explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day.</p>	<p>Christianity</p> <p>Theme: Easter Resurrection</p> <p>Key question for this enquiry: Is it true that Jesus came back to life again?</p> <p>Learning Objectives: We are learning to retell the Easter story and understand what Jesus' resurrection means for Christians.</p>	<p>Islam</p> <p>Theme: Community and Belonging</p> <p>Key question for this enquiry: Does going to the Mosque give Muslims a sense of belonging?</p> <p>Learning Objectives: We are learning to understand why Muslims visit the Mosque and to explore whether this gives them a sense of belonging.</p>	<p>Islam</p> <p>Theme: Hajj</p> <p>Key question for this enquiry: Does completing Hajj make a person a better Muslim?</p> <p>Learning Objectives: We are learning to understand what happens during Hajj and to explore the importance of this to Muslims</p>
Design technology						<p>Flight – Planes</p> <p>Design <i>Design purposeful, functional, appealing products for themselves and other users based on design criteria</i></p> <p><i>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i></p> <p>Make</p>

						<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>
Art and Design	<p>Portrait drawings: Giuseppe Arcimboldo and Vincent Van Gogh</p> <p>National Curriculum Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>		<p>Take one picture Children to use papier-mâché techniques to create the life cycle of butterfly</p> <p>National Curriculum Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>To use a range of materials creatively to design and make products</p>	<p>Design and make flower pot using clay</p> <p>National Curriculum Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>To use a range of materials creatively to design and make products</p>		
Music	<p>Charanga National Curriculum Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Nativity National Curriculum Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Charanga National Curriculum Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Charanga National Curriculum Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>		<p>Charanga National Curriculum Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
PE	Personal Cog	Social Cog	Cognitive Cog	Creative Cog	Health and Fitness Cog	Physical Cog
PSHE	<p>Being Me in My World Children will look at hope and fears for the year, rights and</p>	<p>Celebrating Difference Children will learn how to accept that</p>	<p>Dreams and Goals Children will learn how to stay motivated when doing something</p>	<p>Healthy Me Children will learn how to make a healthy choice, eat health and</p>	<p>Relationships Children will learn how to make friends, solve friendship problems</p>	<p>Changing Me Children will think about how everyone is unique and special.</p>

	responsibilities, rewards and consequences, our learning charter as well as owning our learning charter.	everyone is different, include others when working and playing, help if someone is being bullied, solve problems, use kind words and give and receive compliments	challenging, keep trying even when it is difficult, work well with a partner or in a group, have a positive attitude, help others to achieve their goals and work hard to achieve their own dreams and goals	have a balanced diet. The will also learn about how to stay physically active, keep themselves and others safe, be a good friend and enjoy healthy friendships and keep calm and deal with difficult situations	when they occur, help others to feel part of a group, show respect in how they treat others, help themselves and others when they feel upset or hurt and show what makes a good relationship.	They will learn how to express how they feel when change happen, respect the changes that they see in themselves, respect the changes that they see in other people, ask for help if they are worried about change.
Experiences			Living eggs – Chicks		EH church	Odds Farm Park

National Curriculum - English

Develop positive attitudes towards and stamina for writing by:
Writing narratives about personal experiences and those of others (real and fictional)
Writing about real events
Writing poetry
Writing for different purposes

Consider what they are going to write before beginning by:
Planning or saying out loud what they are going to write about
Writing down ideas and/or key words, including new vocabulary
Encapsulating what they want to say, sentence by sentence

Box it up

Make simple additions, revisions and corrections to their own writing by: **Proof reading and editing**
Evaluating their writing with the teacher and other pupils
Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Read aloud what they have written with appropriate intonation to make the meaning clear.

Grammar, Punctuation and Spelling

Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including:

- full stops
- capital letters
- exclamation marks
- question marks
- commas for lists
- apostrophes for contracted forms and the possessive (singular) [for example, *the girl's name*]

Learn how to use:

Sentences with different forms:

- Statement
- Question
- Exclamation
- command

Expanded noun phrases to describe and specify [for example, the blue butterfly]

Subordination (using when, if, that, or because)

co-ordination (using or, and, or but)

Correct choice and consistent use of **present tense** and **past tense** throughout writing

Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming, he was shouting*]

Formation of **nouns** using **suffixes** such as *-ness, -er* and by compounding [for example, *whiteboard, superman*]

Formation of **adjectives** using **suffixes** such as *-ful, -less*

(A fuller list of **suffixes** can be found on page in the year 2 spelling section in English Appendix 1)

Use of the **suffixes** *-er, -est* in **adjectives** and the use of *-ly* in Standard English to turn adjectives into **adverbs**

Terminology for pupils

noun, noun phrase

statement, question, exclamation, command

compound, suffix

adjective, adverb, verb

tense (past, present)

apostrophe, comma

National Curriculum

Writing narratives about personal experiences

Children to consider what they are going to write before beginning by:

Box it up

Make simple additions, revisions and corrections to their own writing by:

- Evaluating their writing with the teacher and other pupils
- Re-reading to check that their writing makes sense. Focus: Verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Read aloud what they have written with appropriate intonation to make the meaning clear.

Grammar, Punctuation and Spelling

Learning how to use both familiar and new punctuation correctly, including:

- full stops
- capital letters
- exclamation marks
- question marks
- commas for lists
- apostrophes for contracted forms and the possessive (singular) [for example, the girl's name]

Sentences with different forms:

- Statement
- Question
- Exclamation
- command

Expanded noun phrases to describe and specify [for example, the blue butterfly]

Subordination (using when, if, that, or because)

co-ordination (using or, and, or but)

Correct choice and consistent use of present tense and past tense throughout writing

Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]

Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]

Formation of adjectives using suffixes such as –ful, –less

(A fuller list of suffixes can be found on page in the year 2 spelling section in English Appendix 1)

Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs

Terminology for pupils

noun, noun phrase

statement, question, exclamation, command

compound, suffix

adjective, adverb, verb

tense (past, present)

apostrophe, comma