

| Y2 | | <u>Autumn</u> | | <u>Spring</u> | | <u>Summer</u> | |
|----------------|---------------------|--|---------------|---|---|---|-----------------------------------|
| Concepts | | Friendship | | Sustainability | | Resilience | |
| Topics | | <u>Once upon a time</u> | | <u>Journeys and inventors</u> | | <u>Resilient habitats</u> | |
| Real Outcome | | | | | | | |
| <u>English</u> | <u>Reading</u> | The Goldilocks Project: <i>Goldilocks and the Three Bears</i> by Lauren Child, <i>Me and You</i> by Anthony Browne <i>Goldilocks and Just the One Bear</i> by Leigh Hodgkinson Jim and the beanstalk | Polar Express | The journey home Tadpole's promise | The dragon machine Rosie Revere the Engineer | The great fire of London. A Walk in London | Minpins House held up by trees |
| | <u>Writing</u> | letter Narrative (sequels & retellings) Dialogue Poetry | | Narrative (own version), Setting descriptions Report Explanation text leaflet | | Non fiction Diary entry Tourist guide fantasy narrative journalistic writing | |
| | <u>SPAG Phonics</u> | Read accurately by blending the sounds in words that contain the graphemes taught so far, also recognising alternative sounds for graphemes. Read common exception words Read words containing –s, –es, –ing, –ed, –er and –est endings. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. | | Read words containing –s, –es, –ing, –ed, –er and –est –ment, –ness endings. Use the prefix un– Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) Read other words of more than one syllable, Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes, Read words containing common suffixes Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words containing 'ow' and 'o_e' graphemes | | Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read accurately words of two or more syllables that contain the same graphemes. Read words containing common suffixes | |

| | | | | | | | |
|----------------|-----------------------------------|--|--|--|--|--|---|
| | <u>Sp & L</u> <u>Vocab</u> | <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Use some prefixes and suffixes:</p> <p>Learn to spell common exception words</p> <p>Use expanded noun phrases</p> <p>Use of present tense and past tense.</p> <p>Use subordination.</p> | | <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Learn to spell more words with contracted forms.</p> <p>Add prefixes and suffixes: - Using the spelling rule for adding –s or –es</p> <p>Spell words containing alternative spellings of the /ow/ phoneme.</p> <p>Learn the possessive apostrophe.</p> <p>Understand statements, question, exclamation or command sentences.</p> <p>Use expanded noun phrases to describe and specify.</p> <p>Use subordination and co-ordination</p> <p>Correctly and consistently choose present tense and past tense throughout writing.</p> <p>Commas to separate items in a list</p> <p>Distinguish between homophones and near-homophones</p> | | <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Add suffixes to spell longer words eg –ment, -ful, -ness, -less, -ly</p> <p>Correctly and consistently choose present tense and past tense throughout writing.</p> <p>Use subordination and co-ordination.</p> <p>Use expanded noun phrases</p> <p>Use statement, question, exclamation or command sentences.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Use adverbs</p> <p>Use P</p> <p>Use prepositions</p> <p>Introduce paragraphs as a way to group related material and to organise ideas around a theme.</p> <p>Introduce inverted commas to punctuate direct speech.</p> <p>Use fronted adverbials.</p> | |
| <u>Maths</u> | Arith | Addition and Subtractions | Multiplication and division | Addition and Subtractions | Multiplication and division | Addition and Subtractions | Multiplication and division |
| | Other | Numbers to 100 Addition and subtraction Money | Multiplication and division Statistics Length and Height | Properties of Shapes Fractions | Position and direction Problem solving | Time Weight, Volume and Temperature | Word problems and revision |
| <u>Science</u> | Working Scientifically | <p><u>How can you tell if a plant is alive?</u></p> <p>Observing closely, using simple equipment.</p> <p>Identifying and classifying.</p> <p>Gathering and recording data to help in answering questions.</p> | <p><u>What animals and plants can you find in the area?</u></p> <p>Asking simple questions and recognising that they can be answered in different ways.</p> <p>observing closely, using simple equipment.</p> <p>Identifying and classifying</p> <p>Using their observations and ideas to suggest answers to questions</p> <p>gathering and recording data to help in answering questions.</p> | <p><u>Why do animals have different diets to humans?</u></p> <p>Observing closely, using simple equipment.</p> <p>Using their observations and ideas to suggest answers to questions.</p> <p>Gathering and recording data to help in answering questions.</p> | <p><u>Is a seed a plant?</u></p> <p><u>Can plants get hungry and thirsty?</u></p> <p>Asking simple questions and recognising that they can be answered in different ways.</p> <p>Observing closely, using simple equipment</p> <p>Identifying and classifying.</p> <p>Using their observations and</p> | <p><u>Are natural materials better or worse than manmade?</u></p> <p>Asking simple questions and recognising that they can be answered in different ways.</p> <p>Performing simple tests.</p> <p>Identifying and classifying.</p> <p>Using their observations and ideas to suggest answers to questions.</p> | <p><u>Do animals think their homes are cosy even if they are wet or stony?</u></p> <p>Asking simple questions and recognising that they can be answered in different ways.</p> <p>Observing closely, using simple equipment.</p> <p>Identifying and classifying.</p> <p>Using their observations and ideas to suggest answers to questions.</p> |

| | | | | | | | |
|------------------|--|---|--|--|--|--|--|
| | | | | | ideas to suggest answers to questions. Gathering and recording data to help in answering questions. | Gathering and recording data to help in answering questions. | Gathering and recording data to help in answering questions. |
| | | <p><u>Living things</u> Explore and compare the differences between things that are living, dead, and things that have never been alive. Describe the characteristics of living things. Know that plants are living things.</p> | <p><u>Local habitats</u> Know how to respect living things in their environment. Describe the changes that take place in vegetation and animal life in a habitat and a micro-habitat across seasons.</p> | <p><u>Animals and their needs</u> Know that animals, including humans, have offspring which grow into adults. Describe the basic needs of animals, including humans, for survival. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> | <p><u>Plants</u> 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.</p> | <p><u>Materials</u> 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.</p> | <p><u>Habitats</u> 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. 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> |
| <u>Computing</u> | | <p><u>Recognise common uses of technology:</u> Email Search Engines.</p> | <p><u>Using technology safely:</u> Internet safety. Do we use technology too much?</p> | <p><u>What is an algorithm?</u> Scratch Unplugged algorithms</p> | Using logical reasoning to predict the behaviour of simple programs. | Creating and debugging programs using Scratch | |
| <u>History</u> | | <p><u>Now and then</u>, linking to experiences in year 1</p> | <p><u>History of transport</u>; steam trains vs modern trains.</p> | | <u>Local history</u> - the three bridges | <p><u>The great fire of London.</u> How did it influence a change in building materials in London?</p> | <p><u>Bear Grylls</u> (bush craft?) Who is Bear Grylls? What habitat would you live in and how would you survive?</p> |

| | | | | | | | |
|---|--|--|---|---|---|---|---|
| <u>Geograph</u> y | | <u>Recycling</u> How does waste affect our planet? How can we help our planet? | <u>Seasonal- daily weather:</u> Keeping a weather diary. Comparing weather (Year 1) | <u>Maps and atlases</u> Using maps to locate continents and countries. | <u>Compare bridges in</u> Runcorn to London | <u>Compare bridges in</u> Runcorn to London | Geographical skills and <u>fieldwork</u> - Fox Howl visit |
| <u>RE</u> | | Look at art/ paintings | Listen to hymns/ prayers- Why do people talk to god? | | Story of Noahs ark- Why did he save the animals? Is God good or not? | Symbols and meanings? | Stories of Hindu Gods- Story of Ganesh |
| <u>Music</u> | | Use voices expressively Focus on rhythm | Listen with concentration | Experiment with, create, select and combine sounds | | Play tuned and untuned instruments musically | |
| <u>Art/</u> | | Pattern and line mark making Colouring skills | | Sculpting and drawing patterns. Weaving using natural/ man made materials. | | Portrait of the Queen | Andy Goldsworthy- materials. |
| <u>Design and Technology</u> <u>y incl</u> <u>cooking</u> <u>and</u> <u>nutrition</u> | | | Design and create own polar express. | | Design a musical instrument | | |
| <u>PE</u> | | Health and Fitness (Baseline testing, Daily Mile) Games (Multiskills focus) | Dance (linked to seasons/weather/transport) | Gymnastics Planning, improving sequences and partner work | Games (Multiskills focus) | Athletics Skills for striking and fielding games | Athletics Skills for Net games |
| <u>MFL</u> | | Respond to songs with gestures. | Sing along with the alphabet song | Understand some simple classroom commands. | Can say the month I was born in. | Can say some simple adjectives | Can count from 1-10 |
| <u>SMSC</u> | | <u>Relationships</u> Feelings and emotions Healthy relationships Valuing difference | | <u>Health and wellbeing</u> Healthy lifestyles Growing and changing Keeping safe | | <u>Living in the wider world</u> Rights and responsibilities Talking care of the environment Money | |