

YEAR 2 CURRICULUM PLAN 2017 - 2018

<h2 style="font-size: 2em;">English</h2>	<p>Instructions for a real purpose - recipe, plan, construction, game with a statement of purpose, list of materials/ingredients and steps in sequence. Final sentence which addresses reader – to advise, encourage, warn.</p> <p>Non-chronological report written with an opening general statement or question to hook the reader, related material appropriately grouped and a closing statement with interesting fact or related to reader.</p> <p>Stories with patterned language and clear narrative structures both familiar and from other cultures</p>	<p>Narrative based on a familiar story with one or more elements changed. For example: a different character, setting, event or ending. Key narrative language used.</p> <p>Poems to perform.</p> <p>Calligrams.</p> <p>Poem based on simply structured example e.g. 1 noun, 2 adjectives, 3 adverbs, 4 verbs. Instructions for Growing Poetry by Tony Mitton.</p>	<p>WORD STRUCTURE Formation of nouns using suffixes such as –ness, – er Formation of adjectives using suffixes such as – ful, –less (A fuller list of suffixes can be found in the spelling annex.) Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p> <p>SENTENCE STRUCTURE Subordination (using when, if, that, because) and coordination (using or, and, but) Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, command</p> <p>TEXT STRUCTURE Correct choice and consistent use of present tense versus past tense throughout texts Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p>			<p>PUNCTUATION Capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where the letters are missing in spelling and to mark singular possession in nouns (for example, the girl's name)</p> <p>TERMINOLOGY verb tense (past, present), adjective Noun, noun phrase Suffix Apostrophe Comma Compound Statement, question, exclamation, command</p>		
<h2 style="font-size: 2em;">Maths</h2>	<p>Number and place value</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward ▪ recognise the place value of each digit in a two-digit number (tens, ones) ▪ identify, represent and estimate numbers using 	<p>Addition and subtraction</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ solve problems with addition and subtraction: <ul style="list-style-type: none"> - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing 	<p>Multiplication and division</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers ▪ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs ▪ show that multiplication of two numbers can be done in any 	<p>Fractions</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity ▪ write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and 	<p>Measurement</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$C); capacity (litres/ml) to the nearest appropriate 	<p>Geometry: properties of shapes</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line ▪ identify and describe the properties of 	<p>Geometry: position and direction</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ order and arrange combinations of mathematical objects in patterns and sequences ▪ use mathematical vocabulary to describe 	<p>Statistics</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ interpret and construct simple pictograms, tally charts, block diagrams and simple tables ▪ ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ▪ ask and answer questions about totalling and

	<p>different representations, including the number line</p> <ul style="list-style-type: none"> compare and order numbers from 0 up to 100; use <, > and = signs read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems 	<p>knowledge of mental and written methods</p> <ul style="list-style-type: none"> recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems 	<p>order (commutative) and division of one number by another cannot</p> <ul style="list-style-type: none"> solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts 	<p>recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p>	<p>unit, using rulers, scales, thermometers and measuring vessels</p> <ul style="list-style-type: none"> compare and order lengths, mass, volume/capacity and record the results using >, < and = recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money <p>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>compare and sequence intervals of time</p> <p>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. know the number of minutes in an hour and the number of hours in a day</p>	<p>3-D shapes, including the number of edges, vertices and faces</p> <ul style="list-style-type: none"> identify 2-D shapes on the surface of 3-D shapes [for example a circle on a cylinder and a triangle on a pyramid] compare and sort common 2-D and 3-D shapes and everyday objects 	<p>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)</p>	<p>comparing categorical data</p>	
RE	Beginnings Domestic Church	Signs and Symbols Baptism / Confirmation	Preparations Advent / Christmas	Books People / Local Church	Thanksgiving Eucharist	Opportunities Lent / Easter	Spread the Word Pentecost	Rules Reconciliation	Treasures Universal Church
Computing	2.1 We are astronauts Programming on screen	2.2 We are games testers Exploring how computer games work	2.3 We are photographers Taking, selecting and editing digital images		2.4 We are researchers Researching a topic		2.5 We are detectives Communicating clues		2.6 We are zoologists Recording bug hunt data

Discovery Curriculum	Why would The Lonely Beast want to visit Newton? (inc. field work)	Would you want to put the fire out? (The Great Fire of London Bomb fire night)	Why would a dinosaur not make a good pet?		Why do people love exploring our world? (eg. Christopher Columbus and Neil Armstrong)		How healthy are you? Would you dare to eat this?		Where would you prefer to live England or Africa?	
MFL	Greetings	Colours	Number	Time	Animals	Food/Drink	Body parts	Alphabet	Weather	Rhymes / Poems / Songs
Music	Hands, feet, heart	Little angel gets her wings	Glockenspiel Stage 1		I wanna play in a band		Zootime		Reflect, rewind and replay	
PE	Gymnastics	Net / wall Games Tennis	Invasion Games Ball skills – football hockey		Dance Thriller		Striking and Fielding Cricket Rounders		Swimming	
PSHE	Can I look after my body, brains and feelings?	All aboard the emotion rollercoaster!			What are my rights and responsibilities?				999 – what is your emergency?	