

English

Text types:

- Newspaper
- Diary entry

Composition

- Say first and then write to tell others about ideas.
- Write for a variety of purposes.
- Plan by talking about ideas and writing notes.
- Use some of the characteristic features of the type of writing used.
- Write, review and improve.
- Use well-chosen adjectives to add detail.
- Use names of people, places and things.
- Use well-chosen adjectives.
- Use nouns and pronouns for variety.
- Use adverbs for extra detail.
- Re-read writing to check it makes sense.
- Use the correct tenses.
- Organise writing in line with its purpose.
- Write about more than one idea.
- Group related information.
- Write so that other people can understand the meaning of sentences.
- Sequence sentences to form clear narratives.
- Convey ideas sentence by sentence.
- Join sentences with conjunctions and connectives.
- Vary the way sentences begin.

Transcription

- Begin to join some letters.
- Write capital letters and digits of consistent size.
- Use spacing between words that reflects the size of the letters.
- Spell words containing 40+ learned phonemes.
- Spell common exception words (the, said, one, two and the days of the week).
- Name letters of the alphabet in order.
- Use letter names to describe spellings of words.
- Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks).
- Use the prefix un.
- Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest.
- Use spelling rules.
- Write simple sentences dictated by the teacher.
- Spell by segmenting words into phonemes and represent them with the correct graphemes.
- Learn some new ways to represent phonemes.
- Spell common exception words correctly.
- Spell contraction words correctly (can't, don't).
- Add suffixes to spell longer words (-ment, -ness, -ful and -less).
- Use the possessive apostrophe. (singular) (for example, the girl's book)
- Distinguish between homophones and near-homophones.

Spring 2 Curriculum Planning

Year: 2 Topic: Time travelling

Punctuate accurately

- Leave spaces between words.
- Use the word 'and' to join words and sentences.
- Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.
- Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.
- Use sentences with different forms: statement, question, exclamation and command.
- Use extended noun phrases to describe and specify (e.g. the blue butterfly).
- Use subordination (when, if, that or because).
- Use coordination (or, and, but).
- Use some features of standard written English.
- Use the present and past tenses correctly, including the progressive form.

Analysis and presentation

- Discuss writing with the teacher and other pupils.
- Use and understand grammatical terminology in discussing writing:
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 - verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.
- Read aloud writing clearly enough to be heard by peers and the teacher.
- Read aloud writing with some intonation.

Science

• Investigate 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.

Investigate materials

• Distinguish between an object and the material from which it is made.

• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.

• Describe the simple physical properties of a variety of everyday materials.

• Compare and group together a variety of everyday materials on the basis of their simple physical properties.

• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.

Reading – Understand text

- Discuss events.
- Predict events.
- Link reading to own experiences and other books.
- Join in with stories or poems.
- Check that reading makes sense and self-correct.
- Infer what characters are like from actions
- Ask and answer questions about texts.
- Discuss favourite words and phrases.
- Listen to and discuss a wide range of texts.
- Recognise and join in with (including role-play) recurring language.
- Explain and discuss understanding of text.
- Discuss the significance of the title and events.
- Make inferences on the basis of what is being said and done.

Maths

• Recognise and name common 2D and 3D shapes.

• Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.

• Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.

• Identify 2-D shapes on the surface of 3-D shapes.

• Compare and sort common 2-D and 3-D shapes and everyday objects.

• Recognise, find and name a half as one of two equal parts of an object, shape or quantity.

• Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

• Recognise, find, name and write fractions 1/2, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity.

• Recognise the equivalence of 2/4 and 1/2.

• Write simple fractions for example, 1/2 of 6 = 3.

• Compare, describe and solve practical problems for:

•lengths and heights

Measure and begin to record:

•lengths and heights

• Use standard units to estimate and measure length/height (m/cm) to the nearest appropriate unit, using rulers, and measuring vessels.

• Compare and order lengths, mass, volume/capacity and record the results using >, < and =.

Vocabulary

Decades	Extract
Congested	Eyewitness
Flammable	Architects

Geography- Where's London?

- Use basic geographical vocabulary to refer to:
- Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.
- Key human features, including: city, town, village, factory, farm, house, office and shop.
- Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.
- Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

Investigate places

- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
- Identify the key features of a location in order to say whether it is a city, town, and village, coastal or rural area.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Name and locate the world's continents and oceans.

History- The Great Fire of London

Investigate and interpret the past

- Observe or handle evidence to ask questions and find answers to questions about the past.
- Ask questions such as: What was it like for people? What happened? How long ago?
- Use artefacts, pictures, stories, online sources and databases to find out about the past.
- Identify some of the different ways the past has been represented.

Build an overview of world history

- Describe historical events.
- Describe significant people from the past.
- Recognise that there are reasons why people in the past acted as they did.

Understand chronology

- Place events and artefacts in order on a time line.
- Label time lines with words or phrases such as: past, present, older and newer.
- Recount changes that have occurred in their own lives.
- Use dates where appropriate.

Communicate historically

- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
- Show an understanding of the concept of nation and a nation's history.
- Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

Music

Perform

- Take part in singing, accurately following the melody.
- Follow instructions on how and when to sing or play an instrument.
- Make and control long and short sounds, using voice and instruments.

Compose

- Create a sequence of long and short sounds.
- Clap rhythms.
- Choose sounds to create an effect.
- Sequence sounds to create an overall effect.
- Create short, musical patterns.
- Create short, rhythmic phrases.

Describe music

- Identify the beat of a tune.
- Recognise changes in timbre, dynamics and pitch.

Outside learning: Outdoor music

Trips/ Visitors

- Great Fire of London Company
- Fire station visit
- Visit from firefighters

Computing

Connect

- Participate in class social media accounts.

- Understand online risks and the age rules for sites.

Communicate

- Use a range of applications and devices in order to communicate ideas, work and messages.

Collect

- Use simple databases to record information in areas across the curriculum

P.E.

Dance

- Copy and remember moves and positions.

- Move with careful control and coordination.

- Link two or more actions to perform a sequence.

- Choose movements to communicate a mood, feeling or idea.

Gymnastics

- Copy and remember actions.

- Move with some control and awareness of space.

- Link two or more actions to make a sequence.

- Show contrasts (such as small/tall, straight/curved and wide/narrow).

- Travel by rolling forwards, backwards and sideways.

- Hold a position whilst balancing on different points of the body.

- Climb safely on equipment.

- Stretch and curl to develop flexibility.

- Jump in a variety of ways and land with increasing control and balance.

Art and design

Take inspiration from the greats

- Describe the work of notable artists, artisans and designers.

- Use some of the ideas of artists studied to create pieces.

Develop ideas

- Respond to ideas and starting points.

- Explore ideas and collect visual information.

- Explore different methods and materials as ideas develop.

Master techniques

Painting

- Use thick and thin brushes.

- Mix primary colours to make secondary.

- Add white to colours to make tints and black to colours to make tones.

- Create colour wheels.

R.E.

Hinduism – why are symbols and artefacts important to some people?

Symbolism and the centrality of the home in the Hindu tradition; Make links between belief and behaviour; Importance of gatherings for worship; Concept of Brahman and the Avatars;

DT

Materials

- Cut materials safely using tools provided.

- Measure and mark out to the nearest centimetre.

- Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).

- Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).

Design, make, evaluate and improve

- Design products that have a clear purpose and an intended user.

- Make products, refining the design as work progresses.

- Take inspiration from design throughout history

- Explore objects and designs to identify likes and dislikes of the designs.

- Suggest improvements to existing designs.

- Explore how products have been created. se software to design

RSHE

Health and prevention

Pupils understand that some bacteria are spread and that they have the right to be protected from illness and a responsibility to protect others.

Basic First Aid

Pupils can identify an emergency situation where someone needs help quickly.