

Year 2- Long Term Planning. National Curriculum Planning 2023-24

St. Cuthbert's Catholic Primary School



English

Reading:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- 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 most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading

Writing:

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

Maths

Place value:

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- 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.

Number:

- solve problems with addition and subtraction:
- using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- applying their increasing knowledge of mental and written methods
- 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:
 - a two-digit number and ones
 - a two-digit number and tens
 - two two-digit numbers
 - adding three one-digit numbers

- 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
- 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 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:

- 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 and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2

- 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 solve missing number problems.

Pupils should be taught to:

- 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 order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Fractions:

- recognise, find, name and write fractions $\frac{3}{4}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- write simple fractions for example, $\frac{2}{6} = \frac{1}{3}$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Measure:

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels

- some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Oracy:

- Articulate & Justify answers
- Initiate & respond to comments
- Use spoken language to develop understanding

Drama:

- Helicopter Stories
- Christmas production
- School production – Foundation Subject presentation.
- Performance of poetry.

Class Readers & Key Texts:

The Day the Crayons Came Back
 Charlie Cook's Favourite Book.
 The Tunnel,
 Hansel and Gretel
 Gorilla
 Voices in the Park
 Willy the Wimp
 The Twits by Roald Dahl

- 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
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- 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.

Geometry:

- 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, [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.
- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe 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 anticlockwise).

		Statistics: <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 comparing categorical data. 	
P.E. <ul style="list-style-type: none"> • Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination • Participate in team games • Perform dances using simple movements • Undertake gymnastic moves in order to make a routine 	PSHE <ul style="list-style-type: none"> • Managing feelings and knowing feelings of others • Making choices • Friendship and working together • SRE • Resolving conflict • Bullying • Setting and reaching realistic goals • Persistence 	ICT <ul style="list-style-type: none"> • Computing systems and networks – technology around us • Creating media – digital painting. • Programming a moving robot/programming animations. • Data and information – grouping data. • Creating media – Digital writing. 	MFL <ul style="list-style-type: none"> • Colours • Numbers • Animals • Greetings (including introducing yourself) • Introduction to language: Months, Days of week, name basic sentences • Alphabet
R.E. <ul style="list-style-type: none"> • Hinduism (other faith) • Domestic Church – Beginnings. • Baptism/Confirmation – belonging: signs and symbols • Judaism (other faith) • Advent/Christmas – Loving: preparing • Local Church – community – books 		SMSC- British Values <ul style="list-style-type: none"> • Spiritual, Moral, Social, Cultural, & British Values, are taught partly through PSHE (SEAL) and RE. • SMSC & British Values are built into half-termly themes, where appropriate (see Med Term Planning) - History, Geog, PE, English, stories, Drama, Music, Science, Art - all contribute. See half-termly MTP. 	

<ul style="list-style-type: none"> • Eucharist – relating; thanksgiving • Lent/Easter – giving: opportunities • Pentecost – serving: spread the word. • Reconciliation –inter-relating: rules. • Universal Church – world; treasures 	<ul style="list-style-type: none"> • Value Words are focused on in Assembly & are followed up in the Classroom. • Golden Rules focused on in Assemblies - followed up in classroom; Class Rules agreed by each class. • School Council, Suggestion Box, Surveys all contribute to SMSC & British Values. 	
<p>Science</p> <p>Plants</p> <ul style="list-style-type: none"> • 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>Animals, including humans</p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. • Find out about 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 <p>Living things and their habitats</p> <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead, and things that have never been alive. • 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>History</p> <ul style="list-style-type: none"> • 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 – Topic: Queens • Events beyond living memory that are significant nationally or globally – Topic: The Great Fire of London 	<p>Music</p> <ul style="list-style-type: none"> • Play tuned and untuned instruments • Listen with concentration and understanding to a range of high-quality live and recorded music <ul style="list-style-type: none"> • Experiment with, create, select and combine sounds using the inter-related dimensions of music • Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

<ul style="list-style-type: none"> • 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. <p>Materials</p> <ul style="list-style-type: none"> • 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>Art & Design</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • 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. • Drawing – 2D to 3D shapes. • Sculpture and Painting 	<p>Geography</p> <ul style="list-style-type: none"> • Locational Knowledge– name and locate the world’s seven continents and five oceans Topic- Planet Earth • 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 – Topic- Handas African Adventures • Use of basic geographical vocabulary to refer to: physical features, including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 	<p>Design Technology</p> <ul style="list-style-type: none"> • Design. Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. • Make. Select from and use a range of tools and equipment to perform practical tasks [for example,

	<ul style="list-style-type: none"> • Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. • Geographical skills and field work– 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 	<p>cutting, shaping, joining and finishing]</p> <ul style="list-style-type: none"> • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. • Evaluate. Explore and evaluate a range of existing products. • Technical Knowledge. Build structures, exploring how they can be made stronger, stiffer and more stable. • Cooking and Nutrition. Use the basic principles of a healthy and varied diet to prepare dishes. • Understand where food comes from. •Adventures Cooking and Nutrition – Sandwiches •Design and Make - Patchwork
--	---	---