

PRIMARY TOPIC PLANNER – Year 2

HISTORY

- Children to explore events beyond living memory which are significant nationally – **The Battle of Hastings**.

GEOGRAPHY

- Children to explore similarities and differences between areas of the UK and similar areas outside Europe.
- Children to locate castles in the UK using a map.

COMPUTING

- Children to use create algorithms using SCRATCH to move characters and create scenes relating to topic.
- Children to create an algorithm to get out of a maze.

SCIENCE

- Children to identify the properties **everyday materials** and consider their suitability for different uses.
- **Animals** – To understand that some animals have offspring which grow into adults.
- **Plants** – To observe and describe how seeds and bulbs grow into mature plants.

ART and DESIGN

Design & Technology

- To create a catapult to defend a castle.
- To create a Motte and Bailey castle.

Art

- Children to make their own “Castle and Sun” piece of art work inspired by Klee.

Knights, Castles, Dragons and Princesses Summer 2021

PSHCE

- Recognising strengths and weaknesses.
- Building up listening skills.
- To discuss changes that they have experienced.

MUSIC

- Children to listen to and comment on pitch and rhythm of music.
- Children to continue to learn the sounds of different instruments.
- Children to listen to different folk songs and use their Maypole dances to showcase them.

RE

- Children to learn about Sikhism.
- To find out who Guru Nanak was.
- To understand what the 5K's are and why they are important to the Sikh religion.

PE

- Children to create and perform dances (using a set dance criteria) to a piece of medieval music).
- Children to participate in simple team games developing simple tactics for attacking and defending.
- Children to continue to work on throwing and catching skills.

SUSTAINABILITY

- Children to understand the importance of reusing and recycling and to create a picture/model of a dragon using recycled materials. In Forest School, children to create castles using natural materials in the natural environment.

PRIMARY TOPIC PLANNER – Year 2

MATHEMATICS (box 1)

Over the year the children will be taught to:

Number and 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 a number line.
- Compare and order numbers from 0 up to 100 using $<$ $>$ and $=$ signs.
- Read and write numbers to at least 100 in numerals and in words.
- Use place value and number facts to solve problems.

Addition and subtraction:

Solve problems with addition and subtraction:

- Using concrete objects and pictorial representations including those involving quantities and measures.
- Applying their increasing knowledge of mental and written methods.
- Recall 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 2 digit number and ones
 - a 2 digit number and tens
 - two 2 digit numbers
 - adding three one-digit numbers
- Show that addition of numbers can be done in any order (communative) 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

MATHEMATICS (box 2)

Over the year the children will be taught to:

Multiplication and division

- Recall and use multiplication division facts for the 2, 5 and 10 multiplication tables.
- Recognise 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 can be done in any order and division cannot.
- Solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods, and multiplication facts, including problems in contexts.

Fractions

- 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 recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Measurement

- Choose and use standard units to estimate and measure length/height in any direction (m / cm); mass (kg /g); temperature (degrees celsius); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
- Compare and order lengths, mass, volume /capacity and record the results using $<$ $>$ and $=$ signs.
- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
- Find different combinations of money that make the same amounts of money.
- Solve simple problems in 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 hands on the clock face to show these times.

MATHEMATICS (box 3)

Over the year the children will be taught to:

Geometry – properties of shapes

- Identify and describe the properties of 2D shapes, including the number of sides and lines of symmetry in a vertical line
- Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces
- Identify 2D shapes on the surface of 3D shapes, (for example, a circle on a cylinder and a triangle on a pyramid)
- Compare and sort common 2D and 3D shapes and everyday objects

Geometry – Position and direction

- Order and arrange combinations of mathematical objects in patterns and sequences
- Use mathematical vocabulary to describe position, direction and movement , including 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) .

Statistics

- 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

PRIMARY TOPIC PLANNER – Year 2

ENGLISH (box 1)

Reading – word reading

Pupils will be taught to:

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Read words 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.

ENGLISH (box 2)

Reading – comprehension

Pupils will be taught to:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
- discussing the sequence of events in books and how items of information are related.
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
- being introduced to non-fiction books that are structured in different ways.
- recognising simple recurring literary language in stories and poetry.
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
- discussing their favourite words and phrases.
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

Understand that 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.
- checking that the text makes sense to them as they read and correcting inaccurate reading.
- making inferences on the basis of what is being said and done.
- answering and asking questions.
- predicting what might happen on the basis of what has been read so far.

Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

PRIMARY TOPIC PLANNER – Year 2

ENGLISH (box 3)

Writing – transcription (spelling)

Pupils will be taught to:

Spell by:

- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
- Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
- Learning to spell common exception words.
- Learning to spell more words with contracted forms.
- Learning the possessive apostrophe (singular) [for example, the girl's book].
- Distinguishing between homophones and near homophones.
- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Writing – transcription (handwriting)

Pupils will be taught to:

- Form lower -case letters of the correct size relative to one another
- Start using some diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words that reflects the size.

ENGLISH (box 4)

Writing composition

Pupils will be taught to:

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.

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.

Writing – Vocabulary, Grammar and Punctuation

Pupils will be taught to:

- Learn how to use familiar and new punctuation correctly 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 coordination (using or, and, or but).