

## PRIMARY TOPIC PLANNER - Year 2

### COMPUTING

- E-safety.
- Making pirate pictures by copying and pasting pictures and manipulating pictures.
- Using Beebots (programmable toys) to navigate around a treasure map.

### GEOGRAPHY

- To name and locate the world's 7 continents and 5 oceans and identify some of their differences
- To identify hot and cold areas in the world.
- To use basic geographical vocabulary including beach, cliff, coast, sea, ocean, season, and weather.

### PE

- To identify and understand personal space and safety using spatial awareness.
- To develop balance, agility and co-ordination
- To perform a balance and to jump from apparatus using the correct landing.
- To develop a range of jumps and roles and build them into a routine that can be performed to the class.
- To take part in games that involve taking turns, rules and sequences.

### HISTORY

- Children to find out about famous people and events beyond living memory (the life and adventures of famous pirates such as Blackbeard and Mary Read and the life and achievements of Grace Darling).
- Children to make comparisons between their lives and those of pirates that lived in the past and compare how they live today to the way Grace Darling lived.

## Autumn Topic 2020 Pirates, Wild Things, Heroes and Heroines

### RE

- Children will be learning about how light makes us feel and how it plays an important part in religious celebrations.
- Children will be learning about Diwali, Hanukka, Crisingle and Advent.

### SUSTAINABILITY

- To identify different types of fish and know in which waters they are found.
- To understand what is meant by the term sustainable fishing

### PSHCE

#### New Beginnings

- To make class rules
- To participate in activities that develop collaborative relationships within the class.
- To recognise what it feels like to be new in school
- To have some ideas about how to make new people feel welcome in class
- To know what might help them if they are in a new situation

### SCIENCE

- Identify and compare the suitability of a variety of everyday materials, with particular reference to what floats and sinks.
- To observe how seeds and bulbs grow into mature plants.
- To identify that most living things live in habitats they are suited to.
- To find out about the basic needs of animals, including humans, for survival.
- To identify and name a variety of plants and animals in their habitats.

### ART AND DESIGN

- Children to use a range of materials to design and make products.
- Children will design and make raft and test it is fit for purpose.

### ITALIAN

- To expand on and consolidate all previously learnt language through various games.

## PRIMARY TOPIC PLANNER - Year 2

### ENGLISH

#### 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

#### 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

#### 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 of the letters.

### ENGLISH

#### 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).

## PRIMARY TOPIC PLANNER - Year 2

### MATHEMATICS

Over the year the children will be taught:

#### 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 (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.

### MATHEMATICS

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
- Know the number of minutes in an hour and the number of hours in a day.

### MATHEMATICS

Over the year the children will be taught:

#### **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.