

Year 2 2022-2023

	Year 2 Common Exception Words Phase 5 recap	Year 2 Common Exception Words Phase 6	Year 2 Common Exception Words Phase 6	Year 2 Common Exception Words Phase 6	Year 2 Common Exception Words Phase 6	Year 2 Common Exception Words Phase 6
Maths	<p>Place value (4 weeks)</p> <ul style="list-style-type: none"> 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. <p>Addition/subtraction (2 weeks)</p> <ul style="list-style-type: none"> 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 	<p>Addition/subtraction (3 weeks - bring in length/measure)</p> <ul style="list-style-type: none"> 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: <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- 	<p>Multiplication and division (5 weeks)</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 (), division () 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 	<p>Fractions (3 weeks)</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 recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ <p>Time (3 weeks)</p> <ul style="list-style-type: none"> 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. 	<p>Shape (3 wks)</p> <ul style="list-style-type: none"> 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 <p>Statistics (2 wks)</p> <ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and simple tables 	<p>Position and direction (2 week)</p> <ul style="list-style-type: none"> 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 anti-clockwise). <p>Capacity mass and temperature (3 week)</p> <p>Length/height (2 wk)</p> <ul style="list-style-type: none"> choose and use appropriate standard units to estimate and

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	<p>and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <ul style="list-style-type: none"> • 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 calculation 	<p>digit numbers</p> <ul style="list-style-type: none"> • 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 calculation <p>Money (2 weeks)</p> <ul style="list-style-type: none"> • 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 	<p>and division facts, including problems in contexts.</p>		<ul style="list-style-type: none"> • 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 style="text-align: center;">SATS revision</p>	<p>measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate 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 =
Science						

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	<p style="text-align: center;">Materials:</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. <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 style="text-align: center;">Living things and their habitats</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. <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 • 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>Animals and humans</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. <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 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. <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
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					<p>different types of food, and hygiene</p> <p>Plants - looking at seeds etc and plant some so that we can watch the changes. Use then in summer 2</p>	<p>of animals and plants, and how they depend on each other</p> <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. 		
History								
		<p>Bonfire night/ Gunpowder plot/ Diwali -Festivals with origins in history</p> <p>The Great Fire of London The Great Fire of London -How they were made and their features. -Study The Great Fire of London in depth</p> <p>Objectives - events beyond living memory that are significant nationally or globally. - compare the fire service now and then.</p> <p>Key events in the past that are significant</p>	<p>Castles -The history of Windsor Castle</p> <p>Study Guildford Castle and Windsor Castle in depth. <u>*TRIP: 21.9.16</u></p>	<p>Florence Nightingale/Mary Seacole/Edith Cavell -Study important figures in medicine and compare them.</p> <p>Objectives - the lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods. http://www.bbc.co.uk/schools/primaryhistory/famouspeople/florence_nightingale/</p>	<ul style="list-style-type: none"> Significant historical events, people and places in their own locality. 	<p>Learning about Aztec gods</p>		

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		nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year				
Geography						
	<p>Know where London is in the UK and what makes it a city. Look at the key features of London and its major landmarks. Compare London to other cities.</p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> - name and locate the world's seven continents and five oceans. - use simple compass directions (north, south, east, west) and directional language to describe the location and routes on a map. - use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key. 	<p>ST ANDREWS DAY:</p> <ul style="list-style-type: none"> - name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. - use world maps, atlases and globes to identify the UK and its counties as well as the countries continents and oceans. <p>identify seasonal and daily weather patterns in the United Kingdom and the location</p>		<p>ST GEORGES DAY:</p> <ul style="list-style-type: none"> - name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. - use world maps, atlases and globes to identify the UK and its counties as well as the countries continents and oceans. 	<p>Our Local Area - Using digital and paper maps to locate our local area of Ash Vale. Comparing the human and physical features of Ash Vale now and in the past. Using fieldwork skills to explore our local area. Learning about the life of Samuel Cody, as a significant person in the past from our local area.</p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> - use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key. - name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. - use world maps, atlases and globes to identify the UK and its counties as well as the countries continents and oceans. <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key</p>	<p>Mexico, Tocuaro</p> <ul style="list-style-type: none"> -Study the food, clothes, weather, lifestyle, landscape and culture of Mexico <p><u>Objectives</u></p> <ul style="list-style-type: none"> - use basic geographical vocabulary to refer to: key physical features including: beach, cliff, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season and weather. <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbor, shop.</p> <ul style="list-style-type: none"> -understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country. <p>location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>

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					human and physical features of its surrounding environment	
					location of hot and cold areas of the world in relation to the Equator and the North and South Poles	
Art	<ul style="list-style-type: none"> - Self portrait - Line/tone/shade for London landmarks • 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, 	<ul style="list-style-type: none"> - Fireworks pictures (chalk) - Rangoli pictures 	<ul style="list-style-type: none"> Make shield for our house / surname - Castles (Paul Klee) - abstract and in shadow -Swords and shields 	<ul style="list-style-type: none"> - Study and replicate the style and techniques of a range of famous artists. • describing the differences and similarities between different practices and disciplines, and making links to their own work.. 		<ul style="list-style-type: none"> - Father's day cards - Plant art (sketching/ colour mixing- poster paint/ water colour) Painting - creating Aztec patterns
DT		<ul style="list-style-type: none"> - Design and make 1666 model house • build structures, exploring how they can be made stronger, stiffer and more stable • select from and use a wide range of materials and components, including 	<ul style="list-style-type: none"> - Creating a card using a sliding and lever mechanism. (Mother's Day) • - Sculpture - Using different tools and techniques to work with clay. select from and 	<ul style="list-style-type: none"> -Design balanced healthy meal -Create and carry out recipes for marvellous medicine • design purposeful, functional, appealing products for themselves and other users based on design criteria 		<ul style="list-style-type: none"> • Food Technology -Using equipment and techniques to make Mexican guacamole and salsa. • use the basic principles of a healthy and varied diet to prepare dishes

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		<p>construction materials, textiles and ingredients, according to their characteristics</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria 	<p>use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] – create a Dragon's Eye?</p>	<ul style="list-style-type: none"> • generate, develop, model and perform practical tasks through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 		<p>understand where food comes from</p> <p>Mexico Day prep</p>
Music	Charanga - HANDS, FEET, HEART	Charanga - Recorder Pathway	Charanga - I WANNA PLAY IN A BAND	Djembi drums	Charanga - Friendship Song	Charanga - Recorder Pathway
	Recognising different styles of music and learning about pulse, rhythm, pitch and dynamics		Recognising different styles of music and learning about pulse, rhythm, pitch and dynamics		Recognising different styles of music and learning about pulse, rhythm, pitch and dynamics	Recognise different instruments
Computing	Learn about technology around us, the different types and how we use them	Photography - Recognise that different devices can be used to capture photographs. Gain experience capturing, editing, and improving photos. Recognise that images we see may not be real	Creating media: Music	The children will explore how music makes them think and feel. They will make patterns and use these to make music with percussion instruments and digital tools. They will also create different rhythms and tunes, using the movement of animals for inspiration. Finally, learners will share their creations and compare creating music digitally and non-digitally.	Data and information - Study the term data and how we collect it. Children will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.	Robot algorithms - develop understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.
	<ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school use • technology safely and respectfully, keeping personal information 					<ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs

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	private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies					
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE	Multi-skills (SCL)	Dance (SCL)	Gymnastics (SCL)	Ball Skills (SCL)	Throwing and Catching	Athletics/ Races (prep for sports day)
RE	Christianity - Retelling Bible stories that show kindness and exploring how this makes Christians behave towards other people.	Christianity - Christmas Key question: Why do Christians believe God gave Jesus to the world?		Christianity - The Easter Story Key question: How important is it, for Christians, to believe that Jesus came back to life after his crucifixion?	Islam - Learning about the important parts of the Islamic faith, prayer and the significance of the Mosque. Enquiry focus: 'Does going to a mosque give Muslims a sense of belonging?'	Islam - Learning about Hajj - a special journey to the Holy city of Makkah. Enquiry focus: 'Does completing Hajj make a person a better Muslim?'

Please note that this is subject to change