St Andrew's CE Primary School
Curriculum Plan – Y2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	See separate pages for English and Maths Long Term Plans					
Literacy						
Science See NC for more detail	**Habitats, All living things**	**Habitats, All living things**	**Uses of everyday materials**	**Animals, including humans**	**Plants**	
RE	Judaism	Incarnation	Who is God?	Salvation Easter – Feelings from the story	Gospel What is the good news that Jesus brings?	Creation and Caring for the World.
PSHME	Recovery/Me and my world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Computing	**Using data** – skills to be taught during maths and science lessons at any time in the year. **Using the Internet** – skills to be taught during cross curricular . **E-safety** – sessions must be taught regularly throughout the year					
	Using Technology	**Digital media**	**Modelling and simulations**	**Creating and publishing**	**Communicating and collaborating online**	**Programming and control**
Geography	**Our Country And Our City** To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. To devise a simple map; and use and construct basic symbols in a key. To use simple compass directions (North, South, East and West) To use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.		**A Contrasting Locality Overseas** To 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 European country. To use basic geographical vocabulary to refer to: g: beach, key physical features, includin cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. key human features, including farm, house, office, city, town, village, factory, port, harbour and shop.		**Land and Sea** To name and locate the world's seven continents. To name and locate the world's five oceans.	
History	**Significant events from the past** Events from beyond the living memory that are significant nationally or globally: Great Fire of London The first aeroplane flights Events commemorated through festivals or anniversaries			**Local area history** Significant historical events, people and places in their own locality. E.g. William Wilberforce or Amy Johnson		

St Andrew's CE Primary School Curriculum Plan – Y2 (Continued)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

PE	**Gymnastics** Balance, agility, coordination, apparatus Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	**Dance** Perform dances using simple movement patterns	**Ball skills** Tennis balls Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	**Team Games** Participate in team games, developing simple tactics for attacking and defending	**Athletics** Races, long jump Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Use running, jumping, throwing and catching in isolation and in combination	**Team Games** Football, rounders Participate in team games, developing simple tactics for attacking and defending
Art	**Paul Klee, Klimt:** To learn about famous artists. To link the artist with own work. To compare my work with famous artists.		**Roald Dahl/Quentin Blake Poetry:** To use drawing, collage and materials to show my ideas. To think of ideas for art from stories and poetry. To write about my work using annotations in my sketch book		**British Art:** To use recognise and use symmetry in patterns and art. To describe and draw the shapes that I see. To work in a group to make a large collage.	
DT	**Cooking and Nutrition** - All Key Stage 1 pupils should also: Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.					
	Buildings (Enterprise): Design a purposeful and functional product		**The Funfair (cooking):** Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology]		**The Garden, Flowers and Insects:** To explore and evaluate a range of existing products evaluate their ideas and products against design criteria	
Music	**Charanga** Hands, Feet and heart (Autumn 1) H0/Ho,Ho (Autumn 2)		**Charanga** I wanna play in a band.(Spring 1) Zootime (Spring 2)		**Charanga** Friendship song Reflect,Rewind,Replay	
Languages See MFL Long Term Plan						

St Andrew's CE Primary School
English - Y2

	Term 1			Term 2			Term 3		
Narrative	**Traditional Tales - Fairy Tales** (4 weeks - or 2 + 2 weeks)		**'Take One Book'** **(1 or 2 weeks)** One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term	**Stories with recurring literary language** (4 weeks – or 2 + 2 weeks)		**'Take One Book'** **(1 or 2 weeks)** One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term	**Traditional Tales - Myths (creation stories)** (4 weeks - or 2 + 2 weeks)		**'Take One Book'** **(1 or 2 weeks)** One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term
Suggested final written outcome	Write a re-telling of a traditional story.			Use a familiar story as a model to write a new story.			Write a creation myth based on ones read e.g. how the zebra got his stripes.		
Non-fiction	**Explanations** 2 weeks	**Recount** 2 weeks - or 1 + 1 week		**Report** 4 weeks – or 2 + 2 weeks			**Instructions** 2 weeks	**Explanations** 2 weeks	
Suggested final written outcome	Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation	Write first person recounts re-telling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person		Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate			Write a series of fiction-based instructions (i.e. 'How to trap an ogre'), including diagrams.	Produce a flowchart, ensuring content is clearly sequenced	
Poetry	**Vocabulary building (list poems)** (2 weeks)	**Structure calligrams** (1 week)		**Vocabulary building** (1 week)	**Structure – calligrams** (2 weeks - or 1+1weeks)		**Vocabulary building** (1 week)	**Take one poet – poetry appreciation** (2 weeks)	
Suggested outcome	Read list poems. Write and perform own versions.	Write own calligrams (based on single words)		Read, write and perform free verse	Write own calligrams (shape poems)		Read, write and perform free verse	Personal responses to poetry Recite familiar poems by heart	

Handwriting Spelling	To be continuous throughout the year See school documentation and Handwriting Scheme for details

Maths - Autumn Term 1

Wk	Strands	Weekly Summary
1	Number and place value (NPV)	Estimate and count a number of objects up to 100; locate numbers on 0−100 beaded lines and 1−100 squares; compare pairs of numbers and find a number in between; order three numbers, order 2-digit numbers
2	Mental addition and subtraction (MAS)	Revise number bonds to 6, 7, 8, 9 and 10; know number bonds to 10 and begin to learn related subtraction facts; know multiple of 10 number bonds to 100, learn bonds to 20, rehearse number bonds to 10 and 20 using stories
3	Mental multiplication and division (MMD); Mental addition and subtraction (MAS)	Double numbers to double 15, use patterns in number bonds, use number bonds to solve more difficult additions, to subtract and to solve additions bridging 10
4	Geometry: properties of shapes (GPS); Statistics (STA)	Sort 2D shapes according to symmetry properties using Venn diagrams, identify right angles and sort shapes using Venn diagrams, recognise squares, rectangles, circles, triangles, ovals and hexagons and discover which tessellate, sort shapes and objects using a two-way Carroll diagram
5	Number and place value (NPV); Mental addition and subtraction (MAS)	Begin to mark numbers on a landmarked line, compare and order numbers, using < and > signs, find 1 and 10 more or less using the 100-square, find 10 more and 10 less than any 2-digit number

Autumn Term 2

Wk	Strands	Weekly Summary
6	Number and place value (NPV); Measurement (MEA); Mental addition and subtraction (MAS)	Know and use ordinal numbers; Understand that 2-digit numbers are made from some 10s and some 1s; Understand place value using 10p and 1p coins; Find 10p more and 10p less; Find 10 more and 10 less
7	Mental addition and subtraction (MAS); Number and place value (NPV)	Add and subtract 10, 20 and 30 to any 2-digit number; Add and subtract 11, 21, 12 and 22 to any 2digit number; Solve addition and subtractions by counting on and back in 10s then in 1s
8	Geometry: position and direction (GPD); Measurement (MEA)	Understand and use terms and vocabulary associated with position, direction and movement; Measure lengths using uniform units; Begin to measure in centimetres and metres

9	Mental addition and subtraction (MAS); Mental multiplication and division (MMD)	Add and subtract 2-digit numbers; Add near doubles to double 15; Add several small numbers spotting near doubles or pairs to 10, etc.
10	Mental multiplication and division (MMD); Measurement (MEA)	Count in 2s, 5s and 10s from zero; Count in multiples of 2p, 5p and 10p; Number sequences of 2s, 5s and 10s; Find the totals of coins and ways to make an amount; Use coins to make given amounts of money

Maths - Spring Term 1		
Wk	**Strands**	**Weekly Summary**
11	Number and place value (NPV); Mental addition and subtraction (MAS)	Place value and ordering 2-digit numbers; place value additions and subtractions; add and begin to subtract 9, 10 and 11
12	Mental addition and subtraction (MAS)	Revise number bonds to 10; begin to bridge 10; subtract from 10 and 20; use number facts to find the complement to ten; find a difference between two numbers by counting on
13	Mental addition and subtraction (MAS); Measurement (MEA)	Rehearse complements to multiples of 10; find differences using a number line; find change from 10p and 20p, and from £10 to £20 by counting up and using bonds to 10 and 20; add two 2-digit numbers by counting on
14	Geometry: properties of shapes (GPS); Geometry: position and direction (GPD); Measurement (MEA)	Recognise and identify properties (including faces and vertices) of 3D shapes; sort according to properties including number of faces; name the 2D shapes of faces of 3D shapes; tell the time to the nearest quarter on analogue and digital clocks
15	Number and place value (NPV)	Order 2-digit numbers and revise the < and > signs; locate 2-digit numbers on a landmarked line and grid; round 2-digit numbers to nearest 10; estimate a quantity <100 within a range
Spring Term 2		
Wk	**Strands**	**Weekly Summary**
16	Mental multiplication and division (MMD); Fractions, ratio and proportion (FRP)	Revise doubles and corresponding halves to 15; find half of odd and even numbers to 30; Revise and recognise 1/2s, 1/4s, 1/3s and 2/3s of shapes; place 1/2s on a number line; count in 1/2s and 1/4s; understand and write mixed numbers
17	Mental multiplication and division (MMD)	Count in 2s, 5s and 10s to solve multiplication problems and find specified multiples; introduce the × sign; record the 2, 5 and 10 times-tables; find multiplications with the same answer; write multiplications to go with arrays, rotate arrays to show they are commutative
18	Measurement (MEA); Statistics (STA)	Tell the time to the nearest quarter of an hour using analogue and digital clocks; understand the relationship between seconds, minutes and hours and use a tally chart; interpret and complete a pictogram or block graph where one block or symbol represents one or two things
19	Mental multiplication and division (MMD)	Revise 2, 5 and 10 times-tables; revise arrays and hops on the number line; multiply by 2, 3, 4, 5 and 10; arrange objects into arrays and write the corresponding multiplications; make links between grouping and multiplication to begin to show division; write divisions as multiplications with holes in and use the ÷ sign

| 20 | Measurement (MEA); Number and place value (NPV); Mental addition and subtraction (MAS) | Recognise all coins, know their value, and use them to make amounts; recognise £5, £10, £20 notes; make amounts using coins and £10 note; write amounts using £.p notation; order coins 1p – £2 and notes £5 – £20; add several coins writing totals in £.p notation (no zeros in 10p place); add two amounts of pence, using counting on in 10s and 1s; add two amounts of money, beginning to cross into £s |

Maths - Summer Term 1

Wk	Strands	Weekly Summary
21	Number and place value (NPV); Mental addition and subtraction (MAS)	Locate, order and compare 2-digit numbers on 0-100 landmarked lines and on the 1-100 square; use < and > signs; locate numbers on an empty 0-100 line; introduce numbers 101 to 200 and count in 100s to 1000; add 2-digit numbers by counting on in 10s and 1s; subtract 2-digit numbers by counting back in 10s and 1s
22	Mental addition and subtraction (MAS)	Use doubles and number bonds to add three 1-digit numbers; use number facts to 10 and 20 in number stories; find complements to multiples of 10; understand subtraction as difference and find this by counting up; find small differences either side of a multiple of 10
23	Mental addition and subtraction (MAS)	Add and subtract 1-digit numbers to and from 2-digit numbers; subtract 2-digit numbers by counting back in tens and ones; add two 2-digit numbers by counting in 10s, then adding 1s; add 2-digit numbers using 10p and 1p coins (partitioning, answers less than 100); add 2-digit numbers using place-value cards (partitioning, answers more than 100)
24	Measurement (MEA); Statistics (STA)	Measure weight using standard or uniform non-standard units; draw a block graph where one square represents two units; weigh items using 100g weights using scales marked in multiples of 1kg or 100g; measure capacity using uniform non-standard units; measure capacity in litres and in multiples of 100ml
25	Mental multiplication and division (MMD); Fractions, ratio and proportion (FRP)	Double multiples of 10 and 5 (answers less than 100); double 2-digit numbers ending in 1, 2, 3 or 4 (answers less than 100); find a quarter of numbers up to 40 by halving twice; begin to find 3/4 of numbers; find 1/2 1/4 and 1/3 of amounts (sharing); find patterns

Summer Term 2

Wk	Strands	Weekly Summary
26	Number and place-value (NPV); Measurement (MEA); Mental addition and subtraction (MAS)	Count back in 10s and 1s to solve subtraction (not crossing 10s) and check subtraction using addition, beginning to understand that addition undoes subtraction and vice versa; add three or more small numbers using number facts; record amounts of money using £·p notation including amounts with no 10s or 1s; find more than one way to solve a money problem
27	Mental multiplication and division (MMD); Number and place -value (NPV)	Count in 3s, recognising numbers in the 3 times-table; write multiplications to go with arrays and use arrays to solve multiplication problems; understand that multiplication is commutative and that division and multiplication are inverse operations; solve divisions as multiplications with a missing number; count in 2s, 3s, 5s and 10s to solve divisions and solve division problems in contexts
28	Measurement (MEA)	Measure and estimate lengths in centimetres; tell the time involving multiples of 5 minutes past the hour and 5 minutes to the hour; tell time to 5 minutes; begin to say the time 10 minutes later

29	Mental multiplication and division (MMD); Written addition and subtraction (WAS); Mental addition and subtraction (MAS)	Partition to add two 2-digit numbers; find the difference between two 2-digit numbers; multiply two numbers using counting in steps of 2, 3, 5 and 10; solve division problems by counting in steps of 2, 3, 5 and 10
30	Number and place-value (NPV); Measurement (MEA)	Compare two 2-digit numbers and find bonds to 100 using thermometers; revise place value in 2digit numbers, numbers between 100 and 200, and 3-digit numbers (including zeros in the 10s and 1s places)