

Year group 2 - Willow Class

Context	Touring the Lakes! Autumn 1	Autumn 2	Frozen Planet (Arctic and Antarctic) Spring 1 Spring 2		Amazing Africa Summer 1 Summer 2	
WOW days	Camping in school		The classroom has been frozen		We're going on a safari	
English	Spelling, punctuation, grammar and handwriting (letter join)					
	Journey around the lakes in a campervan: Buttermere walk and postcard sent home. Camping: instructional writing on putting up a tent and camping in school William Wordsworth: Poetry and Cockermouth	Beatrix Potter: Character description Local author focus Windermere/Hawkshead Stick man: narrative. Whinlatter Christmas focus: Letter to Santa	Frozen: setting description Arctic: Children receive letter from research station in Arctic- write a response. Poetry: If I was trapped in a snow globe.	Antarctic: Captain R Scott diary entries. Finding/researching information. Non-chronological report: penguins Easter story: Recount	Stories from other cultures: Masai and I, Letters to Africa, Bringing the rain to Kapiti Plain and Grace and family. Writing a short narrative- My first day in Africa.	African safari focusing on animals: The lion inside-character description and instructions. Giraffes can't dance- acrostic and shape poetry. Where the wild things are- narrative (fantasy).
English	<p>Reading- Word reading:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☐ 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.

Reading- comprehension:

Pupils should 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 both 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.

Writing- composition:

Pupils should 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

	<ul style="list-style-type: none"> ☒ 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. <p><u>Writing- vocabulary, grammar and punctuation:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☒ develop their understanding of the concepts set out in English Appendix 2 by: ☒ 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 ☒ some features of written Standard English ☒ use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
Phonics	Letters and Sounds is used to teach phonics up to the end of phase 6.
Maths	<p><u>Number/Calculation</u></p> <p>Know 2, 5, 10x tables</p> <p>Begin to use place value (T/U)</p> <p>Use place value and number facts to solve problems</p> <p>Count in 2s, 3s, 5s & 10s from 0</p> <p>Identify, represent & estimate numbers using different representations including a number line</p> <p>Compare / order numbers, inc. < > =</p> <p>Write numbers to 100</p>

Know number facts to 20 (+ related to 100)
 Use x and ÷ and = symbols
 Recognise commutative property of multiplication
 Solve problems including multiplication and division
Geometry & Measures
 Choose and use appropriate standard units to estimate and measure
 Compare and order length and record using < > and =
 Recognise and use symbols for £ and p and combine amounts to make a particular value
 Solve simple problems in a practical context involving addition and subtraction of money.
 Tell and write the time to 5 minutes and know the number of minutes in an hour
 Identify & sort 2-d & 3-d shapes
 Identify 2-d shapes on 3-d surfaces
 Order and arrange mathematical objects
 Use terminology of position & movement
Fractions
 Find and write simple 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.
Statistics
 Interpret simple tables & pictograms, tally charts and block diagrams
 Ask & answer comparison questions
 Ask & answer questions about totaling and comparing categorical data.

	Number: place value Number: addition and subtraction	Measurement: length and mass Graphs: statistics Multiplication and division	Measurement: money Geometry: properties of shape	Number: fractions Measurement: capacity, volume and temperature	Measurement: time SATs revision!	Post SATs project work. Number: place value, addition, subtraction, multiplication and division.
Science	Animals, including humans- Describe the basic needs of adults. Describe the importance of	Animals including humans Healthy diets – Making healthy snacks (soup/ fruit salad)	Solid-liquid (melting) Uses of Everyday Materials Compare the uses of different	Living Things and Their Habitats Explain some of the life processes. Ask questions to decide if a thing is	Plants Label the main parts of plants and trees	African habitats: comparing jungle, savannah and desert.

	<p>exercise. Notice animals have off spring and grow into adults. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.</p>		<p>everyday materials. Compare the suitability of different everyday materials. Identify the material of an object. Explain the basic progress of recycling. Explain the advantages of recycling. Draw a simple conclusion from the results of a test. Name the process invented by John McAdam. Sort objects into categories and give reasons for their choices. Use different sources to find out answers to questions.</p>	<p>living, dead or has never been alive. Identify some plants and animals in global habitats. Gather and record information. Suggest how an animal is able to survive in their habitat. Answer questions about habitats they have researched. Explain why the animals in a habitat need the plants. Draw a simple food chains</p>	<p>Describe the stages in the life cycle of a plant. Explain that plants need water, light and a suitable temperature to grow well. Make observational drawings of plants. Measure the growth of plants with a ruler. Record the growth of my plants in a bar chart. Use observations to explain how we can tell that plants are living things. Set up a simple comparative test. Make a simple prediction.</p>	<p>Suggest how an animal is able to survive in their habitat. Answer questions about habitats they have researched. Explain why the animals in a habitat need the plants. Draw a simple food chains. Communicate ideas to other people. Answer questions about an animal they have researched. Identify and name minibeasts in microhabitats.</p>
Computing	<p>Programming onscreen – program a sprite (such as a campervan) to move around the screen. Understand what algorithms are; how</p>	<p>We are photographers – the children will review photos online, practise using a digital camera, take photos to fit a given theme, edit their photos, and then select their</p>	<p>Exploring how computer games work – the children will try to work out how simple Scratch games work. We are games testers</p>	<p>We are detectives – the children are challenged to solve a mystery by reading, sending and replying to emails, and by</p>	<p>We are researchers – the children research a topic – safely, effectively and efficiently – using a structured approach (mind</p>	<p>We are zoologists – the children go on a bug hunt, recording the small animals they find. They then organise the data they have collected,</p>

	<p>they are implemented as programs on digital devices; and that programs execute by following precise instructions. Create simple programs. Use logical reasoning to predict the behaviour of simple programs. Link to Purple Mash programming and coding interactive programmes.</p>	<p>best images to include in a shared portfolio. Use technology safely and responsibly or create, organise, store and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Use logical reasoning to predict the behaviour of simple programs. Recognise common uses of information Technology beyond school. Use technology safely and respectfully, keeping personal information private.</p>	<p>listening to a witness statement. They use a fact file sheet to create a table and identify the culprit. Use technology purposefully to create, organise, store and retrieve digital content. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>mapping). They share their finding with others through a short multimedia presentation. 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 private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>record it using a graphing package, and interpret the graph to answer questions about the animals. Use technology purposefully to create, organise, store and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>
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DT	<p>This design process is followed across all projects:</p> <p>Design</p> <ul style="list-style-type: none"> ☐ 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 <p>Make</p>
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<p>☑ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>☑ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate</p> <p>☑ explore and evaluate a range of existing products</p> <p>☑ evaluate their ideas and products against design criteria</p> <p>Technical knowledge</p> <p>☑ build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>☑ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>						
DT		Making a sandwich/fruit salad.		The children will use a range of materials creatively to design and make products by Designing and creating a boat that is waterproof and floats.	Focusing on local tribe: making Masai tribal necklaces.	3D box habitats: create either desert, jungle or savannah box habitat and make animals puppets depending on habitat. Creating mini beast hotel/habitat.
Art/Design	The children will use drawing and painting to develop and share their ideas, experiences and imagination- Observational drawing of the lakes (Buttermere) Daffodil picture	Rubbings of natural materials. Creating pictures using natural materials.	The children will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, by using cold colours to	The children will use sculpture and painting to develop and share their ideas, experiences and imagination- Design and create a penguin egg using clay.	African fabric printing	The children will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space by creating Sunset

			paint Antarctic and Arctic scenes.			paintings focusing on silhouettes.
History	The children will learn about William Wordsworth and how he changed the face of poetry. They will compare aspects of life in different periods.	They will look at significant historical events, people and places in their own locality such as Beatrix Potter.		The lives of significant individuals in the past who have contributed to national and international achievements. For example, Captain Scott travelling to South Pole.		The children will look at events beyond living memory that are significant nationally through the historical event of the apartheid.
Geography	Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas. Local area: comparison between city and countryside.	The children will use basic geographical vocabulary to refer to physical and human features. Use simple compass directions and locational and directional language. They will use aerial photographs to recognise landmarks of Whitehaven. The children will go around a trip in Whitehaven and develop their use simple fieldwork skills.	Look at maps: Identify poles. Identifying hot and cold countries. Why are the poles cold?		Compare local area to a non-European country The children will use basic vocabulary to describe a less familiar area. Describe where Uganda is located in relation to other places in the world. Draw a map of Uganda with some physical and human features and appropriate labels. Describe human and physical features of Uganda and begin to give the location of	Comparing habitats: savannah, jungle and desert. Begin to understand the concept of animal 'migration'. Ask geographical questions to find out about places and begin to give reasoning.

					some of these features. Explain aspects of Uganda life. Identify features of national parks and game reserves. Draw a map of a national park, including key features. Name and locate world's continents and oceans. Beebot flights in Africa.	
R.E						
P.E	Dodge ball Gymnastics	Multi-skills Dance	Games Gymnastics	Games Dance	Swimming Athletics/rounders	
Music	The Long and short of it. The children will learn that some sounds are short and make sequences and identify these in sequences.	Feel the pulse The children will learn to sing and clap at different speeds, they will mark and beat the rhythm.	Taking off The children will demonstrate pitch movement with whole body movements.	What's the score? The children will explore a variety of sounds. They will identify different groups of instruments. They will explore different ways of using their voices and how symbols can be used to represent sounds.	Rain, rain go away Children will be exploring timbre, tempo and dynamics.	Sounds interesting The children will be exploring sounds in the environment. They will make a variety of sounds using their voices.

Trips/Visits	Buttermere walk Camping in school hall. William Wordsworth House	Beatrix Potter (Hill top) Whinlatter (Stick Man and mini beasts)	Ice experience		South lakes safari zoo. SATs treat	
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