# To boldly go---Are we nearly there yet? Year 2





# MATHEMATICS AND COMPUTING

Number - number and place value KS1 m32 count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • m33 recognise the place value of each digit in a two-digit number (tens, ones) · m34 identify, represent and estimate numbers using different representations, including the

number line m35 compare and order numbers from 0 up to 100; use <, > and = signs

· m37 use place value and number facts to solve problems.

Number - addition and subtraction KS1 • m38 solve problems with addition and subtraction: • m40 applying their increasing knowledge of mental

• m41 recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

m42 add and subtract numbers using concrete objects, pictorial representations, and mentally, including:

• m43 a two-digit number and ones · m44 a two-digit number and tens · **m45** two two-digit numbers • **m46** adding three one-digit numbers • m47 show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot

Number - multiplication and division KS1 • m49 recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers · m50 calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs

· m52 solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

## Number - fractions KS1

m53 recognise, find, name and write fractions,, and of a length, shape, set of objects or quantity

## **Measurement** KS1

• m57 recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular

• m58 find different combinations of coins that equal the same amounts of money • m59 solve simple problems in a practical context

involving addition and subtraction of money of the same unit, including giving change • m61 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 m62 know the number of minutes in an hour and

Geometry - properties of shapes KS1

the number of hours in a day.

m63 identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line

· m64 identify and describe the properties of 3-D shapes, including the number of edges, vertices and

· m65 identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid] • m66 compare and sort common 2-D and 3-D

Geometry - position and direction KS1 · m67 order and arrange combinations of mathematical objects in patterns and sequences · m68 use mathematical vocabulary to describe position, direction and movement, including

shapes and everyday objects.

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).

#### Statistics KS1

· m69 interpret and construct simple pictograms, tally charts, block diagrams and simple tables · m70 ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity

 m73 compare durations of events [for example to calculate the time taken by particular events or

### Geometry - properties of shapes KS1

· m74 draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them · m75 recognise angles as a property of shape or a description of a turn

· m76 identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle

• m78 interpret and present data using bar charts, pictograms and tables

• m79 solve one-step and two-step questions for example, [How many more? and How many fewer] using information presented in scaled bar charts and pictograms and tables.

· col I know that an algorithm is an instruction in a

· co2 I know that programs control digital toys · co3 I know that programmable toys can only understand the program language and can only do what the programs tells them to do

· co4 I can write a simple computer program • co5 I can find and correct a problem in my

· co6 I can predict what will happen by 'reading' a

· co8 I can manipulate text and pictures · co9 I can find and retrieve my work or information that I need

· coll I know how to use equipment safely and respectfully

· col2 I understand what 'personal information' is and why it must be kept private · co13 I know what to do if I am worried about anything when I am using the internet

# PHYSICAL EDUCATION

• pel I can run safely, controlling my speed and

pe1.2 I can send and receive a ball or other equipment in different ways (hitting, kicking, throwing, striking)

• pe2 I can play simple team games showing awareness of my team-mates and opponents and understanding the importance of the rules • pe2.1 I can think of simple tactics to help attack or defend in a team game

# PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens • ph8 Make simple choices that improve their health

rstand place value in 2-digit numbers ng place value additions and subtractions e 2-digit numbers and say a number between. equal to, more than, less/fewer than, most, least

Recognise and read numbers above 100 tract 2-digit numbers to/from 2-digit numbers by counting Add several 1-digit numbers

Use number facts to 10 to solve problems including word problems number facts to 20; number pairs (4 to 20) and bonds to 10 and 20 Add 1-digit to 2-digit numbers to reach the next multiple of 10 Subtract 2-digit from 2-digit numbers by counting up Find change from 20p and 50p by counting up Use place value and number facts to solve problems Add 1-digit to 2-digit numbers, bridging 10 and using known facts Subtract 1-digit from 2-digit numbers, bridging 10 and using known facts Add/subtract 2-digit numbers to/from 2-digit numbers by counting

Add pairs of 2-digit numbers using partitioning (totals < 100) Choose and use appropriate standard units to measure weights (mass) Solve simple problems by comparing and ordering lengths, weights Choose and use appropriate standard units to measure capacities Interpret and complete block graphs where 1 block represents 2 items Double multiples of 5 and 10 to 50 and find related halves Double and halve numbers to 100, including partitioning 2-digit numbers Begin to relate division to fractions using sharing Find 1/2 and 1/4 of multiples of 2 and 4 up to 20 Use fraction strips to find fractions of amounts Find unit fractions of small numbers

From Wordsmith planning
Reading the texts The Whole Truth and Penny Dreadful and the Rat Learning to infer and predict Using drama to explore character's (Marcie's) thou

Role playing parts of Marcie and Armitage freeze framing to speculate, hypothesise, imagine and predict Writing commands and instructions

Write an advert based on a model-does it tell the truth?! Identifying extended descriptive phrases with exciting vocabulary, possy commands, promises and short details

Compare characters at the beginning and end of a story. Are they the same? Why not? Write descriptive labels-developing new vocabulary

Summarising and sequencing a story
Non-fiction-comparing different environments and places to live.
Revisiting features of non-fiction Using texts to ask and answer questions

Learning new vocabulary Commas in lists participating in debates and discussions. Presenting an argument

Develop skills of research Discuss ideas in a poem and explore sound patterns Oxford Owl Spelling programme

f special features such as alliteration

To boldly go---Are we nearly there

Learning about the countries and continents of the World through finding out about the Great Explorers and the Vikings
In particular-Ibn Battuta, Christopher Columbus, Shakleton and Robert Falcon Scott Exploring the question related also to previous topic What makes someone and important or significant person? Exploring early travel methods of the Vikings through to cars, trains and planes (Wright Brothers) Plants and Animals including Humans

yet? Year 2

Transition focus Moving On Debating a school issue following on from School uniform and palm

Focus on single use plastics-giving opinions and deciding on a course

Basketball-Wednesday afternoons

Cricket-Monday afternoons

Arts award

We will continue

to work towards our award

with

dance and art

Yoga Hoopstarz

Drama role playing characters' feelings in Literacy texts.

School Council debates

Summer Play

Presenting an argument linked to their choice of environment to live Why have they chosen this place? Can'they persuade others to change their mind?

Design and technology project
To understand mechanical parts.
To design a poster with moving parts to encourage people to recycle
We will explore mechanical systems-input and output
Our designs can have mechanism that is oscillating, linear,

reciprocating or rotary
As part of our recycling project, we will also write to supermarkets
to express our views on single use plastic.

Music with Kathy Anderson-singing Peripatetic instrumental teaching

Violins and Music with Mrs Nicklen

OUTDOOR LEARNING

Plants topic Exploring the growth of different seeds and bulbs Investigating the best conditions What do plants need to grow?

Exploring effects of exercise as related to Animals including Humans topic

Gardening Day

Cambo Fete Taking part in this community event Working on art, craft and handwritina

Summer play

# LITERACY

# UNDERSTANDING THE WORLD

# Plants KS1

· sc24 observe and describe how seeds and bulbs grow into mature plants

· sc25 find out and describe how plants need water, light and a suitable temperature to grow and stay

## Animals, including humans KS1 · sc26 notice that animals, including humans, have offspring which grow into adults

Human and physical geography KS1 • ge12 I can identify the Equator and North and South Poles on a map and globe • ge13 I know that it is very hot I places around the Equator and very cold around the Poles

#### Geographical skills and fieldwork KS1 • ge16 I can use maps and globes to identify places I am learning about • ge17 I understand the four basic compass

#### To boldly go---Are we nearly there yet? Year 2 - Stage Coverage PHYSICAL EDUCATION **EXPRESSIVE ARTS AND DESIGN** UNDERSTANDING THE WORLD MATHEMATICS AND COMPUTING Plants KS1 Number - number and place value KS1 Reading - word reading KS1 • ad1 to use a range of materials creatively to design sc24 observe and describe how seeds and bulbs m32 count in steps of 2, 3, and 5 from 0, and in pe1 master basic movements including running e61 continue to apply phonic knowledge and skills tens from any number, forward and backward pe1.2 master basic movements including throwing and make products as the route to decode words until automatic grow into mature plants • m33 recognise the place value of each digit in a ad2 to use drawing to develop and share their sc25 find out and describe how plants need water, and catching decoding has become embedded and reading is light and a suitable temperature to grow and stay two-digit number (tens, ones) • pe2 participate in team games ideas, experiences and imagination fluent m34 identify, represent and estimate numbers using pe2.1 in team games, develop simple tactics for ad6 to develop a wide range of art and design healthy. e62 read accurately by blending the sounds in different representations, including the number line attacking and defending techniques in using line, shape, form and space words that contain the graphemes taught so far, Animals, including humans KS1 m35 compare and order numbers from 0 up to 100; ad7 about the work of a range of artists, craft especially recognising alternative sounds for use <, > and = signs sc26 notice that animals, including humans, have makers and designers. graphemes offspring which grow into adults • m37 use place value and number facts to solve ad8 about the differences and similarities between different practices and disciplines, and making links sc27 find out about and describe the basic needs of that contain the same graphemes as above animals, including humans, for survival (water, food to their own work. Number - addition and subtraction KS1 and air) sc28 describe the importance for humans of m38 solve problems with addition and subtraction: Design KS1 unusual correspondences between spelling and • dt1 design purposeful, functional, appealing exercise, eating the right amounts of different types m40 applying their increasing knowledge of mental sound and where these occur in the word and written methods products of food, and hygiene. m41 recall and use addition and subtraction facts to dt2 design for themselves and other users based been frequently encountered Location knowledge KS1 20 fluently, and derive and use related facts up to on design criteria · dt3 generate and communicate their ideas through • e67 read aloud books closely matched to their ge1 name and locate the world's seven continents ge2 name and locate the world's five oceans m42 add and subtract numbers using concrete talking and drawing templates • ge3 name and locate the four countries of the • dt4 model and communicate their ideas through words accurately, automatically and without undue objects, pictorial representations, and mentally, including: mock-ups hesitation United Kingdom • e68 re-read these books to build up their fluency ge4 name and locate the capital cities of the four • m43 a two-digit number and ones dt5 generate, develop, model and communicate countries of the United Kingdom • m44 a two-digit number and tens their ideas through information and communication and confidence in word reading. ge5 name and locate the seas surrounding the UK • m45 two two-digit numbers technology • m46 adding three one-digit numbers Reading - comprehension KS1 ge6 name and identify characteristics of the four Make KS1 countries and capital cities of the United Kingdom • m47 show that addition of two numbers can be dt6 select from and use a range of tools and done in any order (commutative) and subtraction of vocabulary and understanding by: one number from another cannot equipment to perform practical tasks such as cutting • e70 listening to, discussing and expressing views Place knowledge KS1 ge9 understand geographical similarities and and shaping about a wide range of contemporary and classic differences through studying the human and physica dt7 select from and use a range of tools and Number - multiplication and division KS1 geography of a small area in a contrasting • m49 recall and use multiplication and division facts equipment to perform practical tasks such as joining at which they can read independently non-European country for the 2, 5 and 10 multiplication tables, including dt8 select from and use a range of tools and e71 discussing the sequence of events in books recognising odd and even numbers equipment to perform practical tasks such as and how items of information are related Human and physical geography KS1 • m50 calculate mathematical statements for finishing • e72 becoming increasingly familiar with and dt9 select from and use a range of tools and • **ge12** identify the location of the Equator and the multiplication and division within the multiplication retelling a wider range of stories, fairy stories and North and South Poles traditional tales tables and write them using the multiplication (x), equipment to perform practical tasks ge13 identify the location of hot and cold areas of division (÷) and equals (=) signs dt10 select from and use a wide range of materials • e73 being introduced to non-fiction books that are the world in relation to the Equator and the North and and components including construction materials • m52 solve problems involving multiplication and structured in different ways South Poles division, using materials, arrays, repeated addition, dt11 select from and use a wide range of materials • e74 recognising simple recurring literary language mental methods, and multiplication and division facts, and components, including textiles in stories and poetry Geographical skills and fieldwork KS1 including problems in contexts. dt13 select from and use a wide range of materials e75 discussing and clarifying the meanings of ge16 use world maps, atlases and globes to identify and components according to their characteristics words, linking new meanings to known vocabulary the United Kingdom and its countries, as well as the Number - fractions KS1 • e76 discussing their favourite words and phrases countries, continents and oceans studied at this key • m53 recognise, find, name and write fractions , , • e77 continuing to build up a repertoire of poems Evaluate KS1 and of a length, shape, set of objects or quantity dt14 explore a range of existing products ge17 use simple compass directions (North, South. dt15 evaluate a range of existing products with appropriate intonation to make the meaning East and West) dt16 evaluate their ideas Measurement KS1 • m57 recognise and use symbols for pounds (£) and dt17 evaluate their products against design criteria • e79 drawing on what they already know or on ge19 use simple compass directions (North, South) East and West) and locational and directional pence (p); combine amounts to make a particular language (e.g. near and far) to describe routes on a Technical knowledge KS1 • m58 find different combinations of coins that equal • dt18 build structures, exploring how they can be ge20 use simple directional language (left and right they read and correcting inaccurate reading the same amounts of money made stronger to describe the location of features and routes on a • m59 solve simple problems in a practical context dt19 build structures, exploring how they can be involving addition and subtraction of money of the made stiffer and more stable said and done same unit, including giving change dt20 explore and use mechanisms, such as levers e82 answering and asking questions • m61 tell and write the time to five minutes, including and sliders in their products. hi1 Pupils should develop an awareness of the quarter past/to the hour and draw the hands on a dt21 explore and use mechanisms, such as wheels what has been read so far past, using common words and phrases relating to and axles, in their products. clock face to show these times m62 know the number of minutes in an hour and the passing of time. hi2 They should know where the people and events the number of hours in a day. they can read for themselves, taking turns and they study fit within a chronological framework mu1 use their voices expressively by singing songs listening to what others say Geometry - properties of shapes KS1 hi5 They should ask and answer questions mu5 play tuned and untuned instruments musically • m63 identify and describe the properties of 2-D mu6 listen with concentration and understanding to Writing - transcription - Spelling KS1 hi6 They should choose and use parts of stories and other sources to show that they know and shapes, including the number of sides and line a range of high-quality live music • mu7 listen with concentration and understanding to representing these by graphemes, spelling many understand key features of events. symmetry in a vertical line • m64 identify and describe the properties of 3-D • hi7 They should understand some of the ways in a range of high-quality recorded music

shapes, including the number of edges, vertices and

• m65 identify 2-D shapes on the surface of 3-D

shapes [for example, a circle on a cylinder and a

m66 compare and sort common 2-D and 3-D

mathematical objects in patterns and sequences

m68 use mathematical vocabulary to describe

Geometry - position and direction KS1

m67 order and arrange combinations of

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

**m69** interpret and construct simple pictograms, tally

triangle on a pyramid]

shapes and everyday objects.

(clockwise and anti-clockwise).

which we find out about the past

represented.

hi8 and identify different ways in which it is

# • pa14 Participate in a simple debate about school sl3 use relevant strategies to build their vocabulary sl4 articulate and justify answers, arguments and • pa17 Able to make 'I' statements instead of blaming sl6 maintain attention and participate actively in others. • pa18 Beginning to understand that they have more e63 read accurately words of two or more syllables collaborative conversations, staying on topic and initiating and responding to comments responsibilities to meet the needs of living things. sI7 use spoken language to develop understanding through speculating, hypothesising, imagining and **PSED Developing confidence and responsibility** and making the most of their abilities KS1 exploring ideas • pc22 Share their opinions on things that matter to sl8 speak audibly and fluently with an increasing command of Standard English • pc23 Recognise, name and deal with their feelings without overt sounding and blending, when they have sl9 participate in discussions, presentations, performances, role play, improvisations and debates in a positive way • sl10 gain, maintain and monitor the interest of the pc24 Reflect on and evaluate their own experiences improving phonic knowledge, sounding out unfamiliar listener(s) to set simple goals. sl11 consider and evaluate different viewpoints, attending to and building on the contributions of PSED Developing a healthy, safer lifestyle KS1 • **ph8** Make simple choices that improve their health others and well being. ph9 Maintain personal hygiene. ph10 Understand that certain actions spread e69 develop pleasure in reading, motivation to read. ph11 Understand rules for keeping safe in the environment (roads, railways, people, fire, water). ph12 Make sensible choices (food, games, poetry, stories and non-fiction at a level beyond that television, money). • ph13 To understand that all household products including medicines, can be harmful if not used properly. **PSED Developing good relationships and** respecting the differences between people KS1 • pr20 Recognise how their behaviour affects other pr23 Consider social and moral dilemmas that they come across every day learnt by heart, appreciating these and reciting some, background information and vocabulary provided by • e80 checking that the text makes sense to them as e81 making inferences on the basis of what is being and other works that are read to them and those that e86 segmenting spoken words into phonemes and which one or more spellings are already known, and learn some words with each spelling, including a few e90 learning the possessive apostrophe (singular) e93 apply spelling rules and guidance, as listed in common exception words and punctuation taught so

**COMMUNICATION AND LANGUAGE** 

sl1 listen and respond appropriately to adults and

sl2 ask relevant questions to extend their

understanding and knowledge

LITERACY

• e64 read words containing common suffixes

e66 read most words quickly and accurately,

e65 read further common exception words, noting

e83 predicting what might happen on the basis of

• e84 participate in discussion about books, poems

• e87 learning new ways of spelling phonemes for

e88 learning to spell common exception words

e89 learning to spell more words with contracted

• e92 add suffixes to spell longer words, including

• e94 write from memory simple sentences dictated

by the teacher that include words using the GPCs,

• e95 form lower-case letters of the correct size

common homophones

[for example, the girl's book]

-ment, -ness, -ful, -less, -ly

Writing - handwriting KS1

English Appendix 1

mu8 listen with concentration and understanding to

mu9 experiment with, create, select and combine

mu10 experiment with the inter-related dimensions

a range of music

sounds

of music.

**PSED & RELIGIOUS EDUCATION** 

PSED Preparing to play an active role as citizens

pa12 Listen and respond in group discussions.

pa13 Express own views with increasing

confidence.

