



# The Creative Learning Journey

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

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School: Cambo First School



### 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 and written methods
- **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  $\frac{1}{2}$ , 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 value
- **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 the number of hours in a day.

#### Geometry - properties of shapes KS1

- **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 faces
- **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 shapes and everyday objects.

#### 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 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 tasks].

#### 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

#### Statistics KS1

- **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.

#### KS1

- **co1** I know that an algorithm is an instruction in a computer program
- **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 program
- **co6** I can predict what will happen by 'reading' a program
- **co8** I can manipulate text and pictures
- **co9** I can find and retrieve my work or information that I need
- **co11** I know how to use equipment safely and respectfully
- **co12** 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

- **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

- **ph8** Make simple choices that improve their health and well being.

### PHYSICAL EDUCATION

#### KS1

- **pe1** I can run safely, controlling my speed and direction
- **pe1.2** I can send and receive a ball or other equipment in different ways (hitting, kicking, throwing, striking)

### PSED & RELIGIOUS EDUCATION

- **PSED** Preparing to play an active role as citizens KS1



### OUTDOOR LEARNING

Science  
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 handwriting

### LITERACY

If you see this message you must have added too many skills. YOU CAN CHANGE THE FONT SIZE and tick the 2 column box to fit more skills in. Please select fewer skills. Alternatively you could create more than one wheel, for example, Wheel Title Part 1, Wheel Title Part 2, if you wish to add lots of skills in 1 area of development.

### 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 healthy.

#### Animals, including humans KS1

- **sc26** notice that animals, including humans, have offspring which grow into adults
- **sc27** find out about and describe the basic needs

#### 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 directions and know that on a British map North is



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

UNDERSTANDING THE WORLD	MATHEMATICS AND COMPUTING	PHYSICAL EDUCATION	EXPRESSIVE ARTS AND DESIGN	LITERACY	COMMUNICATION AND LANGUAGE	PSED & RELIGIOUS EDUCATION
<p><b>Plants</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>sc24</b> observe and describe how seeds and bulbs grow into mature plants</li><li>• <b>sc25</b> find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li></ul> <p><b>Animals, including humans</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>sc26</b> notice that animals, including humans, have offspring which grow into adults</li><li>• <b>sc27</b> find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li><li>• <b>sc28</b> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li></ul> <p><b>Location knowledge</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>ge1</b> name and locate the world's seven continents</li><li>• <b>ge2</b> name and locate the world's five oceans</li><li>• <b>ge3</b> name and locate the four countries of the United Kingdom</li><li>• <b>ge4</b> name and locate the capital cities of the four countries of the United Kingdom</li><li>• <b>ge5</b> name and locate the seas surrounding the UK</li><li>• <b>ge6</b> name and identify characteristics of the four countries and capital cities of the United Kingdom</li></ul> <p><b>Place knowledge</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>ge9</b> understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</li></ul> <p><b>Human and physical geography</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>ge12</b> identify the location of the Equator and the North and South Poles</li><li>• <b>ge13</b> identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li></ul> <p><b>Geographical skills and fieldwork</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>ge16</b> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li><li>• <b>ge17</b> use simple compass directions (North, South, East and West)</li><li>• <b>ge19</b> use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far) to describe routes on a map</li><li>• <b>ge20</b> use simple directional language (left and right) to describe the location of features and routes on a map</li></ul> <p><b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>hi1</b> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li><li>• <b>hi2</b> They should know where the people and events they study fit within a chronological framework</li><li>• <b>hi5</b> They should ask and answer questions</li><li>• <b>hi6</b> They should choose and use parts of stories and other sources to show that they know and understand key features of events.</li><li>• <b>hi7</b> They should understand some of the ways in which we find out about the past</li><li>• <b>hi8</b> and identify different ways in which it is represented.</li></ul>	<p><b>Number - number and place value</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>m32</b> count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li><li>• <b>m33</b> recognise the place value of each digit in a two-digit number (tens, ones)</li><li>• <b>m34</b> identify, represent and estimate numbers using different representations, including the number line</li><li>• <b>m35</b> compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li><li>• <b>m37</b> use place value and number facts to solve problems.</li></ul> <p><b>Number - addition and subtraction</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>m38</b> solve problems with addition and subtraction:</li><li>• <b>m40</b> applying their increasing knowledge of mental and written methods</li><li>• <b>m41</b> recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li><li>• <b>m42</b> add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</li><li>• <b>m43</b> a two-digit number and ones</li><li>• <b>m44</b> a two-digit number and tens</li><li>• <b>m45</b> two two-digit numbers</li><li>• <b>m46</b> adding three one-digit numbers</li><li>• <b>m47</b> show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li></ul> <p><b>Number - multiplication and division</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>m49</b> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li><li>• <b>m50</b> calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</li><li>• <b>m52</b> solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li></ul> <p><b>Number - fractions</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>m53</b> recognise, find, name and write fractions , , and of a length, shape, set of objects or quantity</li></ul> <p><b>Measurement</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>m57</b> recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li><li>• <b>m58</b> find different combinations of coins that equal the same amounts of money</li><li>• <b>m59</b> solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li><li>• <b>m61</b> 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</li><li>• <b>m62</b> know the number of minutes in an hour and the number of hours in a day.</li></ul> <p><b>Geometry - properties of shapes</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>m63</b> identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li><li>• <b>m64</b> identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li><li>• <b>m65</b> identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]</li><li>• <b>m66</b> compare and sort common 2-D and 3-D shapes and everyday objects.</li></ul> <p><b>Geometry - position and direction</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>m67</b> order and arrange combinations of mathematical objects in patterns and sequences</li><li>• <b>m68</b> 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).</li></ul> <p><b>Statistics</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>m69</b> interpret and construct simple pictograms, tally</li></ul>	<p><b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>pe1</b> master basic movements including running</li><li>• <b>pe1.2</b> master basic movements including throwing and catching</li><li>• <b>pe2</b> participate in team games</li><li>• <b>pe2.1</b> in team games, develop simple tactics for attacking and defending</li></ul>	<p><b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>ad1</b> to use a range of materials creatively to design and make products</li><li>• <b>ad2</b> to use drawing to develop and share their ideas, experiences and imagination</li><li>• <b>ad6</b> to develop a wide range of art and design techniques in using line, shape, form and space</li><li>• <b>ad7</b> about the work of a range of artists, craft makers and designers.</li><li>• <b>ad8</b> about the differences and similarities between different practices and disciplines, and making links to their own work.</li></ul> <p><b>Design</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>dt1</b> design purposeful, functional, appealing products</li><li>• <b>dt2</b> design for themselves and other users based on design criteria</li><li>• <b>dt3</b> generate and communicate their ideas through talking and drawing templates</li><li>• <b>dt4</b> model and communicate their ideas through mock-ups</li><li>• <b>dt5</b> generate, develop, model and communicate their ideas through information and communication technology</li></ul> <p><b>Make</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>dt6</b> select from and use a range of tools and equipment to perform practical tasks such as cutting and shaping</li><li>• <b>dt7</b> select from and use a range of tools and equipment to perform practical tasks such as joining</li><li>• <b>dt8</b> select from and use a range of tools and equipment to perform practical tasks such as finishing</li><li>• <b>dt9</b> select from and use a range of tools and equipment to perform practical tasks</li><li>• <b>dt10</b> select from and use a wide range of materials and components including construction materials</li><li>• <b>dt11</b> select from and use a wide range of materials and components, including textiles</li><li>• <b>dt13</b> select from and use a wide range of materials and components according to their characteristics</li></ul> <p><b>Evaluate</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>dt14</b> explore a range of existing products</li><li>• <b>dt15</b> evaluate a range of existing products</li><li>• <b>dt16</b> evaluate their ideas</li><li>• <b>dt17</b> evaluate their products against design criteria</li></ul> <p><b>Technical knowledge</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>dt18</b> build structures, exploring how they can be made stronger</li><li>• <b>dt19</b> build structures, exploring how they can be made stiffer and more stable</li><li>• <b>dt20</b> explore and use mechanisms, such as levers and sliders in their products.</li><li>• <b>dt21</b> explore and use mechanisms, such as wheels and axles, in their products.</li></ul> <p><b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>mu1</b> use their voices expressively by singing songs</li><li>• <b>mu5</b> play tuned and untuned instruments musically</li><li>• <b>mu6</b> listen with concentration and understanding to a range of high-quality live music</li><li>• <b>mu7</b> listen with concentration and understanding to a range of high-quality recorded music</li><li>• <b>mu8</b> listen with concentration and understanding to a range of music</li><li>• <b>mu9</b> experiment with, create, select and combine sounds</li><li>• <b>mu10</b> experiment with the inter-related dimensions of music.</li></ul>	<p><b>Reading - word reading</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>e61</b> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li><li>• <b>e62</b> read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li><li>• <b>e63</b> read accurately words of two or more syllables that contain the same graphemes as above</li><li>• <b>e64</b> read words containing common suffixes</li><li>• <b>e65</b> read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>• <b>e66</b> read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li><li>• <b>e67</b> read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li><li>• <b>e68</b> re-read these books to build up their fluency and confidence in word reading.</li></ul> <p><b>Reading - comprehension</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>e69</b> develop pleasure in reading, motivation to read, vocabulary and understanding by:</li><li>• <b>e70</b> 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</li><li>• <b>e71</b> discussing the sequence of events in books and how items of information are related</li><li>• <b>e72</b> becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li><li>• <b>e73</b> being introduced to non-fiction books that are structured in different ways</li><li>• <b>e74</b> recognising simple recurring literary language in stories and poetry</li><li>• <b>e75</b> discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li><li>• <b>e76</b> discussing their favourite words and phrases</li><li>• <b>e77</b> continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li><li>• <b>e79</b> drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>• <b>e80</b> checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>• <b>e81</b> making inferences on the basis of what is being said and done</li><li>• <b>e82</b> answering and asking questions</li><li>• <b>e83</b> predicting what might happen on the basis of what has been read so far</li><li>• <b>e84</b> 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</li></ul> <p><b>Writing - transcription - Spelling</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>e86</b> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li><li>• <b>e87</b> 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</li><li>• <b>e88</b> learning to spell common exception words</li><li>• <b>e89</b> learning to spell more words with contracted forms</li><li>• <b>e90</b> learning the possessive apostrophe (singular) [for example, the girl's book]</li><li>• <b>e92</b> add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li><li>• <b>e93</b> apply spelling rules and guidance, as listed in English Appendix 1</li><li>• <b>e94</b> write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li></ul> <p><b>Writing - handwriting</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>e95</b> form lower-case letters of the correct size</li></ul>	<p><b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>s11</b> listen and respond appropriately to adults and their peers</li><li>• <b>s12</b> ask relevant questions to extend their understanding and knowledge</li><li>• <b>s13</b> use relevant strategies to build their vocabulary</li><li>• <b>s14</b> articulate and justify answers, arguments and opinions</li><li>• <b>s16</b> maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• <b>s17</b> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>• <b>s18</b> speak audibly and fluently with an increasing command of Standard English</li><li>• <b>s19</b> participate in discussions, presentations, performances, role play, improvisations and debates</li><li>• <b>s110</b> gain, maintain and monitor the interest of the listener(s)</li><li>• <b>s111</b> consider and evaluate different viewpoints, attending to and building on the contributions of others</li></ul>	<p><b>PSED Preparing to play an active role as citizens</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>pa12</b> Listen and respond in group discussions.</li><li>• <b>pa13</b> Express own views with increasing confidence.</li><li>• <b>pa14</b> Participate in a simple debate about school issues.</li><li>• <b>pa17</b> Able to make 'I' statements instead of blaming others.</li><li>• <b>pa18</b> Beginning to understand that they have more responsibilities to meet the needs of living things.</li></ul> <p><b>PSED Developing confidence and responsibility and making the most of their abilities</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>pc22</b> Share their opinions on things that matter to them.</li><li>• <b>pc23</b> Recognise, name and deal with their feelings in a positive way.</li><li>• <b>pc24</b> Reflect on and evaluate their own experiences to set simple goals.</li></ul> <p><b>PSED Developing a healthy, safer lifestyle</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>ph8</b> Make simple choices that improve their health and well being.</li><li>• <b>ph9</b> Maintain personal hygiene.</li><li>• <b>ph10</b> Understand that certain actions spread disease.</li><li>• <b>ph11</b> Understand rules for keeping safe in the environment (roads, railways, people, fire, water).</li><li>• <b>ph12</b> Make sensible choices (food, games, television, money).</li><li>• <b>ph13</b> To understand that all household products including medicines, can be harmful if not used properly.</li></ul> <p><b>PSED Developing good relationships and respecting the differences between people</b> <b>KS1</b></p> <ul style="list-style-type: none"><li>• <b>pr20</b> Recognise how their behaviour affects other people.</li><li>• <b>pr23</b> Consider social and moral dilemmas that they come across every day.</li></ul>

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