

Year 2	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
RE	Judaism- Shabbat Journey in Love Beginnings	Signs and symbols Preparing	Books Thanksgiving	Opportunities	Spread the Word Rules	Treasures Islam – prayer at home
PSHE	Diversity and Difference Feeling and emotions (as part of PHSE day at beginning of term and across the yr in RE)	Life processes (within Science ‘Living things’) People who have made a difference-(within History topic- Florence Nightingale)	Personal hygiene	Safety in the home & local environment- including e-safety in computing	Healthy Eating & Exercise (within Science ‘Feeding and exercise’)	Bullying
L & S	Spellwrite inc -or sound spelt a before l or ll , soft c , adding suffix –y , adding suffix –ly , red words, homophones,	Spellwrite inc - n sound spelt kn and gn , igh spelt y , adding suffix –ing , the j sound , homophones, contractions and apostrophes, the u sound spelt o and the or sound spelt ar after w	Spellwrite inc- adding suffix –ed, possessive apostrophes, r sound spelt wr,	Spellwrite inc- adding suffixes er or est, ee sound spelt ey, red words, homophones	Spellwrite inc- adding suffix –ness, words ending in –le, words ending in –el, words ending in –al,	Spellwrite inc- suffix –ful, suffix –less, suffix –ment, words ending in –tion, adding the suffix –es, words ending in –il and words where s makes zh sound, homophones, ir sound spelt or after w
Reading	<p>Through Shared class reading and Guided group reading- listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction, become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales, discuss the sequence of events in books, be introduced to non-fiction books that are structured in different ways, recognise simple recurring literary language in stories and poetry, discuss and clarify the meanings of words, link new meanings to known vocabulary, discuss their favourite words and phrases, continue to build up a repertoire of poems learnt by heart, appreciate these and recite 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, make inferences on the basis of what is being said and done, answer and ask questions, predict 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, take turns and listen 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.</p> <p>In addition through individual daily/3 times weekly reading - apply phonic knowledge and skills, read accurately by blending the sounds in words, read accurately words of two or more syllables, read words containing common suffixes, read common exception words, read most words quickly and accurately, read aloud books, build up their fluency and confidence in word reading,</p>					
ENG	<p>Gr- capital letters and full stops ,exclamation sentences, command sentences, question sentences, commas in lists</p> <p>HW- ai, ee, ie, oa, oo joins</p> <p>W-Big Write- ‘Harry’s Purple Crayon’-retell stories, writing narratives Alice in Wonderland-non-chronological report, Fiction – What would you do?- writing narratives</p>	<p>Gr- expanded noun phrases, past and present tense, subordination, co-ordination</p> <p>HW- ea, er, ou, or, air joins</p> <p>W-Non-fiction- All about Orang-utans- non-chronological report, Poetry – Pattern and Rhyme- Christmas-writing about real events</p>	<p>Gr- Formation of nouns using suffixes such as –ness, –er, Formation of nouns by compounding, Formation of adjectives using suffixes, ly</p> <p>HW- al, ot, letter formation, ,c, g joins</p> <p>W- Fiction – Tales with a twist-, writing narratives</p>	<p>Gr - apostrophes for contracted forms, apostrophes for the possessive (singular), commas in a list, revision of adjectives, verbs and nouns, compound nouns, progressive nouns</p> <p>HW- le, sh, es, ky, ing, kn, mb, wh, wr, wa joins</p> <p>W-Non-fiction-explanation text Big Write- ‘The Papaya that Spoke.’, narratives, write alternative story,</p>	<p>Gr- revision of previous terms, practise tests for SATs</p> <p>HW- ly, cian,</p> <p>W- Big Write- ‘The disgusting sandwich’ & ‘Diary of a killer cat.’ (preparation for SATs- writing for different purposes and genres- narrative, letter, character description, instructions, book review),</p>	<p>Gr- go over areas of weakness highlighted in tests</p> <p>HW- less, est, revision</p> <p>W Muddles and Mishaps- advert, character descriptions, instructions, Write narratives Poetry-Silly stuff- writing own poetry,</p>

MA	<p>Estimate a set of objects (≤ 100)</p> <p>Understand place value in 2-digit numbers</p> <p>Order and compare 2-digit numbers</p> <p>Addition and subtraction facts to 20 and use related facts to 100</p> <p>Multiplication and division facts for 2,5,10 times tables</p> <p>Properties of 2D shapes, Identify right angles</p> <p>Interpret and construct simple pictograms, block diagrams and tables</p> <p>Compare and order numbers from 0 to 100; use more than/less than/ equals signs</p>	<p>Read and write numbers to at least 100 in numerals and words</p> <p>Ordinal numbers</p> <p>Add and subtract a 2 digit number and 1 digit number, a 2 digit number and 10s, two 2 digit numbers, three 1 digit numbers</p> <p>Solve addition and subtraction problems</p> <p>Describe position, direction and movements including half turns, quarter and three quarter turns</p> <p>Choose and use appropriate standard units to measure lengths and heights</p> <p>Double numbers to 20, and find related halves</p> <p>Combine amounts to make particular values; match different combinations of coins to make equal amounts of money</p>	<p>Understand place value in 2-digit numbers</p> <p>Solve problems with addition and subtraction, applying their increasing knowledge to mental and written methods</p> <p>Use coins to solve simple problems</p> <p>Properties of 3d shapes.</p> <p>Tell the time to the nearest quarter of an hour using digital and analogue clocks</p>	<p>Revise and recognise $1/2$s, $1/4$s, $1/3$s and $2/3$s of shapes and numbers</p> <p>Count in 2s, 5s and 10s to solve multiplication problems</p> <p>introduce the \times sign; record the 2, 5 and 10 times-tables;</p> <p>Recognise equivalence of $2/4$ and $1/2$</p> <p>Tell the time to the nearest quarter of an hour using analogue and digital clocks;</p> <p>interpret and complete a pictogram or block graph</p> <p>Make links between grouping and multiplication to begin to show division; write divisions as multiplications</p> <p>Recognise all coins, know their value, and use them to make amounts;</p>	<p>Use inverse relationship between addition and subtraction to solve missing number problems</p> <p>Show addition of 2 numbers can be done in any order but subtraction of one number from another cannot.</p> <p>Use place value and number facts to solve problems</p> <p>Solve simple problems by comparing and ordering lengths, weights (masses), capacities and record the results using $<$, $>$, and $=$</p> <p>Choose and use appropriate standard units to measure capacities</p> <p>Show multiplication of 2 numbers can be done in any order and division of one number by another cannot.</p> <p>Understand that a fraction is an equal part of a whole; $1/2$s and $1/4$s of lengths and numbers</p>	<p>Count back in 10s and 1s to solve subtraction (not crossing 10s) and check subtraction using addition</p> <p>begin to understand that addition undoes subtraction and vice versa</p> <p>add three or more small numbers using number facts</p> <p>record amounts of money using £-p notation</p> <p>count in 2s, 3s, 5s and 10s to solve divisions and solve division problems in contexts</p> <p>Measure and estimate lengths in centimetres</p> <p>Read relevant scales to the nearest numbered unit</p> <p>Tell the time to the nearest five minutes using digital and analogue clocks</p> <p>Begin to say the time ten minutes, or twenty minutes, later or earlier</p> <p>Understand division as the inverse of multiplication</p> <p>Understand place value in 3-digit numbers</p> <p>use thermometers</p>
SCI	Uses of everyday materials	Living Things	Changing shape	Growing plants	Feeding and exercise	Forest school- at Thaxsted- linked to Habitats
Computing	'we are astronauts' (programming on screen) programming	'we are games testers' (exploring how computer games work) computational thinking	'we are photographers' (taking, selecting and editing digital images) creativity	'we are researchers' (researching a topic) computer networks	COM 'we are detectives'- (communicating clues) communication/collaboration	we are zoologists (recording bug hunt data)- productivity
ART	<p>Paper Art(4 lessons)</p> <p>To be able to use paper to create a collage.</p> <p>To be able to use papier mâché to create a sculpture.</p> <p>To be able to create sculptures from paper.</p> <p>Investigating Materials (3 lessons)</p> <p>To investigate a range of materials and their properties.</p>	<p>Christmas activity- card printing</p> <p>Make a clay animal for the Nativity scene (to tie in with science- living things- EOU assessment)</p>	<p>Can Buildings speak</p> <p>To identify shapes in a variety of buildings.</p> <p>To be able to use a viewfinder to identify patterns and features in buildings.</p> <p>To use different printing techniques and tools to create an image of a building.</p>	<p>Vincent Van Gogh</p> <p>To express their own views on art</p> <p>To practise using different brush strokes in the style of the artist.</p> <p>To use charcoal, pastels and acrylic paints to create a picture in the style of Van Gogh</p>		<p>Father's Day cards- weaving – using materials found in the forest- from investigating materials topic- Lesson 5</p> <p>Andy Goldsworthy (part of Forest School topic)</p> <p>To develop observational skills in drawing natural objects using different media.</p> <p>To express their own views in art.</p>

	To experiment with a variety of ways in which to join materials together. To use magnifying glasses to explore how fabrics were constructed. To experiment with warps and wefts to create a weaving out of paper.		To gather a variety of patterns in a building using rubbings. To design, make and evaluate a clay tile to represent our school	Mothers day gift/card- lesson 4 from paper art topic - making paper beads		To create a work of art using natural objects in the style of Andy Goldsworthy.
DT	Homemade burger	Gingerbread biscuits Delightful Decorations To practise cutting and sewing skills To design, make and evaluate a Christmas decoration	Pea soup	Vegetable pasta bake	Summer salad Wacky Windmills Explore the uses of windmills Explore ways of making strong bases Explore how to make sails for windmills Design and follow a plan for making a windmill using construction Evaluate finished product	Summer Fruit crumble
MUS	Singing Games Sing with a sense of the shape of the melody, and perform simple patterns and accompaniments using a steady pulse or ostinato. Recognise and explore the ways sounds can be combined and used expressively.	preparation for KS1 Christmas concert. Sing with a sense of the shape of the melody, and perform simple patterns and accompaniments using a steady pulse or ostinato. Recognise and explore the ways sounds can be combined and used expressively	Tuned Percussion Represent sounds with symbols <i>including some standard rhythmic notation</i> . Recognise how the musical elements can be used to create different moods and effects and communicate ideas.	Compound rhythms Sing with expression and perform simple melodic and rhythmic parts.	Preparation for the infant summer concert Improvise repeated patterns and combine several layers of sound with an awareness of the combined effect. Recognise how the different musical elements are combined and used expressively.	making music with traditional stories Make improvements to their own work, commenting on the intended effect. Describe, and compare different kinds of music (including live and recorded music) using an appropriate musical vocabulary.
PE	(Games) Throwing and Catching Multi Skills Football skills (4 wks) (Gym) <u>Basic actions</u> =	(Games) Football, Foot dribbles, Kick Football skills (3 wks) (Gym) <u>Basic actions</u>= Control & co-ordination, repeat sequences of gymnastic actions, move	(Games) Multi Skills , One-handed, two-handed strike Handball skills (3 wks)	(Games) Tag-Rugby Overhand throw, Handball skills (2 wks) (Gym) <u>Basic actions</u> =	(Games) Multiskills Continuous leap, Vertical jump Cricket skills (Gym) <u>Basic actions</u> = Control & co-ordination, repeat sequences of gymnastic	(Games) Multiskills , Sprint run, Cricket skills

	<p>Control & co-ordination, repeat sequences of gymnastic actions, move smoothly from stillness to travelling</p> <p>Travelling in diff pathways (2), low apparatus (2), high apparatus (2)</p> <p>ECC Scheme of Work p.140-143</p> <p>Fundamental Movement skills-Climb</p>	<p>smoothly from stillness to travelling</p> <p>Travelling in diff pathways (2), low apparatus (2), high apparatus (2)</p> <p>ECC Scheme of Work p.140-143</p> <p>Fundamental Movement skills-Climb</p>	<p>(Gym) Basic actions</p> <p>≡Control & co-ordination, repeat sequences of gymnastic actions, move smoothly from stillness to traveling</p> <p>Turning & rotating, rocking & rolling (5)</p> <p>ECC Scheme of Work p.144-146Fundamental Movement skills-Forward rolls</p>	<p>Control & co-ordination, repeat sequences of gymnastic actions, move smoothly from stillness to traveling</p> <p>Turning & rotating, rocking & rolling (5)</p> <p>ECC Scheme of Work p.144-146</p> <p>Fundamental Movement skills-Forward rolls</p>	<p>actions, move smoothly from stillness to travelling</p> <p>Supporting body weight, Balance & Symmetry (5)</p> <p>ECC Scheme of Work p.147-151</p>	<p>(Gym) Basic actions =Control & co-ordination, repeat sequences of gymnastic actions, move smoothly from stillness to travelling</p> <p>Supporting body weight, Balance & Symmetry (5)</p> <p>ECC Scheme of Work p.147-151</p>
HIS		Florence Nightingale and Edith Cavell	Great Fire of London Narrative recount of Great Fire			
GEOG	Around the world			Map Makers	Weather patterns	