



English

Composition

- To write narratives about personal experiences and those of others.
- To write poetry to develop positive attitudes toward and stamina for writing.
- To write for different purposes to develop positive attitudes toward and stamina for writing.
- To consider what they are going to write before beginning by planning or saying out loud what they're going to write about.
- To consider what they're going to write about before beginning to write by writing down ideas and/or keywords, including new vocabulary.
- To consider what they're going to write before beginning by encapsulating what they want to say, sentence by sentence.
- To make simple additions, revisions and corrections to their writing by evaluating it with the teacher and other pupils.
- To make simple additions, revisions and corrections to their writing by proof reading to check for errors in spelling, grammar and punctuation e.g. ends of sentences punctuated correctly.

Vocabulary, Grammar & Punctuation

- To form nouns using suffixes.
- To form adjectives using suffixes.
- To use suffixes in adjectives and use -ly to turn them into adverbs.
- To use subordination (when, if, but, because) and coordination (or, and, but).
- To use expanded noun phrases for description and specification.
- To understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.
- To use capital letters, full stops, questions marks and exclamation marks to demarcate sentences consistently in their writing.
- To use commas to separate items in a list.
- To understand the following terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe and comma.

Handwriting

- To form lower-case letters of the correct size relative to one another.
- To start to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- To use spacing between words that reflects the size of the letters.

Spelling – See Appendix 2

Reading – See Guided Reading Plans

Maths

Autumn 1

- To count in steps of 2, 3 and 5 from 0, and in tens from any number, forwards and backwards
- To read and write numbers to at least 100 in numerals and in words.
- To compare & order lengths, mass, & record the results using >, < and =.
- To recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.
- To add and subtract numbers mentally, including: 2-digit numbers & ones, 2-digit numbers & tens, two 2-digit numbers, adding three 1-digit numbers
- To identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.
- To identify and describe the properties of 3D shapes, including the number of edges, vertices & faces.

Autumn 2

- To recall and use multiplication and division facts for the 2, 5 and 10 tables, including recognising odd and even numbers.
- To interpret and construct: pictograms, tally charts, block diagrams & simple tables.
- To recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ of a length, shape, set of objects, or quantity.
- To recognise & use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
- To tell & write the time to quarter past/to the hour & draw the hands on a clock face to show these times.

History/Geography

Geography

- To name the 7 continents and find them in an atlas.
- To name the world's oceans and find them in atlas.
- To point out N, S, E, & W associated with maps and compasses.
- To describe some of the features associated with an island
- To make plausible predictions about what the weather may be like in different parts of the world.

History

- To research the life of a famous Briton from the past using a range of different resources to help them.
- To recount the life of someone famous from Britain who lived in the past.
- To try and work out how long ago an event happened.

Computing

- To use technology purposefully to organise digital content.
- To understand that algorithms are implemented as programs on digital devices.
- To understand that programs execute by following precise and unambiguous instructions.

Music

- To create music in response to different starting points.
- To play simple rhythmic patterns on an instrument.
- To perform simple patterns, with others, keeping a steady pulse.

Recorders

PE - Rising Stars Curriculum input

Indoor

- Multi Skills (Running and Jumping)
- Gymnastics (See Glen Planning)

Outdoor

- Football Skills (Agility and Co-ordination)
- Basketball and Netball Skills (Throwing and catching)

Coach (Outdoor)



Year 2 Autumn Topic Puzzle Walk the Plank

Art/Design

Art

- To try out different materials and techniques.
- To use artists to inspire my own work.
- To link colours to natural and man-made objects.
- To mix paint to create other colours, including all the secondary colours and brown.
- To use different types of materials on a collage and explain their choices.
- To make tints and tones by adding white and black.
- To begin to demonstrate their ideas through their sketch books.
- To set out their ideas using annotations in their sketch books.

Design

- To think of ideas and plan what to do next.
- To describe ideas using words, pictures and diagrams.
- To make sensible choices as to which material to use for their construction.
- To join things together in different ways.
- To measure the materials used to make a model or structure.

Science

- To understand the difference between living and non-living things (alive, dead, have never lived).
- To describe a range of different habitats.
- To match living things to the habitats they are found in and describe how they are suited to that habitat.
- To describe how a habitat provides for the basic needs of living things there.
- To identify plants and animals by specific criteria.
- To organise things into groups.
- To find simple patterns.

Languages (French)

- To give short and simple responses to what they see and hear.
- To name and describe objects.
- To name and describe people.
- To name and describe places.
- To use (set) phrases.

RE

- Islam – Unit 1: Prophet Muhammed
- Unit 2 – Five Pillars of Islam
- Diwali
- Christianity – Christmas

PSHE

- New beginnings
- Say no to bullying

Possible Trips

- Golden Hinde
- National Maritime Museum
- Greenwich Park
- London Aquarium