

**Y2 Subject Planning Overview**

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| **Subject Area** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | | **Summer 1** | | **Summer 2** |
| **Topic** | **Paddington’s London Adventure** | | **Wind in the Willows**  Wind in the Willows  Quest and Adventure text  Instructions  Poetry (humorous) | | **Africa**  Tinga Tinga Tales  Just so stories by Rudyard Kipling  Narrative – changing an element  Non-chronological reports  Poetry (senses)  Traditional tales | | | |
| **Key Texts** | Paddington’s London Treasury  Selection of Julia Donaldson’s books | |
| **English**  *Genres* | Books by the Same Author  Imaginary / Fantasy stories  Diaries  Shape poems / songs and repetitive poems  Information text | |
| **English**  *Skills* | **Reading:** develop phonics until decoding is secure and reading is fluent; read by blending sounds, syllables, words with common prefix and suffixes, exception words, high frequency words quickly and accurately. Read and reread books from a range of genres including fiction, non-fiction and poetry. Discuss word meaning and phrases, check and correct errors, make inferences and predictions, ask and answer questions, discuss books, poems and other texts explaining their understanding. | | | | | | | |
| **Writing:** spell by segmenting into phonemes, learn new ways to spell phonemes and common homophones, spell common ‘exception’ words including contractions, use singular possessive apostrophe, distinguish between homophones and near homophones, add prefix and suffixes to spell longer words. Write simple dictated sentences, use letters and spaces appropriately. Start using joining strokes. Write in different genres for different purposes. Record ideas in sentences making simple additions and changes after proof-reading. In own sentences use different forms, expanded noun phrases, present and past tense correctly, learn and apply spelling rules. | | | | | | | |
| **Spoken Language:** listen and respond appropriately; ask relevant questions, build vocabulary, articulate and justify own ideas, describe and narrate for different purposes. Express feelings, actively participate in conversations. Speculate, hypothesise and explore ideas speaking clearly and fluently. Take part in discussions, presentations, performances, role-play, improvisations and debates – keep listeners interested and explore different viewpoints. | | | | | | | |
| **Maths**  *Key objectives* | Number – place value   * Count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward. * Recognise the place value of each digit in a two digit number (tens, ones) * Identify, represent and estimate numbers to 100 using different representations including the number line. * Compare and order numbers from 0 up to 100; use <, > and = signs. * Read and write numbers to at least 100 in numerals and words. * Use place value and number facts to solve problems.   Number – addition and subtraction   * Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. * Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. * Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two digit number and ones; a two digit number and tens; two two digit numbers; adding three one digit numbers. * Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. * Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.   Measurement: length and mass   * Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) and mass (kg/g) to the nearest appropriate unit, using rulers and scales. * Compare and order length and mass and record the results using >, < and =.   Graphs   * Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. * Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. * Ask and answer questions about totalling and comparing categorical data.   Multiplication and Division   * Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. * Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign. * Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. * Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. | | Measurement: Money   * Recognise and use symbols of pounds (£) and pence (p); combine amounts to make a particular value. * Find different combinations of coins that equal the same amounts of money. * Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.   Geometry- properties of shape   * Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line. * Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. * Identify 2D shapes on the surface of 3D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.] * Compare and sort common 2D and 3D shapes and everyday objects. Order and arrange combinations of mathematical objects in patterns and sequences.   Number – fractions   * Recognise, find, name and write fractions 1/3 , 2/4, 1/4 and of a length, shape, set of objects or quantity. * Write simple fractions for example, ½ of 6 = 3 * Recognise the equivalence of 2/4 and 1/2. | | | | Measurement: Time   * 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). * 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. * Know the number of minutes in an hour and the number of hours in a day. * Compare and sequence intervals of time.   Measurement: Capacity, volume and temperature   * Choose and use appropriate standard units to estimate and measure capacity (litres/ml) and temperature (oC) to the nearest appropriate unit, using thermometers and measuring vessels. * Compare and order volume/capacity and record the results using >, < and =. | |
| **Science**  *Programme of study*  *Investigations* | **ALL LIVING THINGS AND THEIR HABITATS**  Explore and compare the differences between things that are living, dead, and things that have never been alive  Identify the habitats of living things and how they are suited to their basic needs  Identify and name a variety of plants and animals in their habitats, including micro-habitats  Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.  **Investigation – Sorting living and non-living things.**  Observe animals, including humans and their offspring  Research and describe the basic needs of animals.  Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.  **Investigation – Panting Pup**  **What happens to your heartbeat during different activities?** | | **SOUND**  Observe and name a variety of sources of sound, noticing that we hear with our ears  Recognize that sounds get fainter as the distance from the sound source increases  Linked with work in music, pupils should explore various ways of making sounds. For example using a range of instruments to make louder and softer and higher and lower sounds  **INVESTIGATION-Noisy Night- what is the best material for sound proofing?** | **ANIMALS INCLUDING HUMANS**  Describe the importance of exercise, hygiene and healthy eating.  Classify wild life into groups.  Identify and describe food chains.  Understand predators/ prey and relationships between these groups.  **Investigation – How can we make things camouflage?**  **PLANTS**  Identify and name a variety of plants and animals  Describe how animals obtain their food from plants and other animals  Observe and describe how seeds and bulbs grow into plants  Research and describe how plants grow and stay healthy.  **Investigation –**  **Where do plants grow best?** | | | **EVERYDAY MATERIALS**  Identify and compare the suitability of a variety of everyday materials.  Find out how the shapes of solid objects made from some materials can be changed.  **Investigation –Does the amount of Borax added change the properties of your slime?** | |
| **Art & Design** | **Royal Portraits**  To develop skills in using colour, texture, line, shape, form and space when drawing a royal portrait.  To Show different tones using coloured pencils and to use lines of different size and thickness.  **London Silhouette/ collages**  To look at the shapes of the London skyline and to incorporate these in their own silhouette pictures.  To combine a range of materials to create textures in a class collage of a famous London landmark.  To sort and arrange materials  **Stained glass windows**  Toresearch the designer Brian Thomas (designed stained glass for St Paul’s Cathedral).  To explore a range of methods and materials to design and make their own window. | | **Natural resources to create collages**  Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture.  **Use natural objects to print.**  Use repeating or overlapping shapes.  Mimic print from the environment (e.g. wallpapers).  **Water paintings** | **Make African patterns using acrylic paint.**  Explore different textures using different techniques and equipment  **Adinka printing on to fabric**  Research Adinka printing  Use different materials and explore how they work.  Use objects to create prints (e.g. fruit, vegetables or sponges).  • Press, roll, rub and stamp to make prints  **Sunset painting with silhouette of safari animals.**  Explore colour, texture, shape and design to create a picture considering different tones, light and size.  . | | | | |
| **Computing** | **Learning to be creators:** Pupils will learn that technology can be used to communicate ideas.  **Learning to be scientist:** Pupils will understand what algorithms are.  Algorithms: using the Beebot app/Roamer world to recap giving directions  Giving & following instructions: Textease Turtle to control around a map of London? Barefoot resources  **E-safety:** Pupils will learn why passwords are  important:  E-safety & why passwords are important  How technology can be used to communicate ideas: discuss emails, texts, phones, radio etc (*Sharing information*)) | | **Learning to be scientist:**  Understand the need for accuracy when giving or following instructions: using Scratch to control it.  **Learning to be e-safe:**  Understand why passwords are important and the reason for keeping them private: **Hector’s world cartoons.**  **Learning to be creators:**  Recognise common uses of information technology beyond school  **Learning to be scientist:**  Create and debug simple programs: Barefoot  **Learning to be e-safe:** Pupils will learn that they must use technology safely and respectfully. | | | | **Learning to be creators:**  Retrieve digital content.  Recognise that some forms of communication are better than others  **Learning to be scientist:**  Predict the behaviour of simple programs and explain their thinking  Create and debug simple programs  **Learning to be e-safe:**  Pupils will learn that computers can be used to communicate with people close and far away. Smartie the Penguin. | |
| **Design & Technology** | **Design and make a landmark.** Design a landmark.  **Design and make palaces** using a range of construction materials.  Use materials to drill, screw, glue and nail materials to make and strengthen the palace. Evaluate and refine ideas throughout the making process. | | **Explore different car designs** and identify likes and dislikes of the designs. Suggest improvements to existing designs. **Explore how products have been created**. Identify some of the great designers **Improve upon existing designs**, giving reasons for choices. | | | | **Prepare African dishes** using principles of a healthy diet. Cut, peel or grate ingredients safely and hygienically.  Measure or weigh using measuring cups or electronic scales and assemble or cook ingredients. Follow a recipe.  **Look at a range of African pottery** and identify likes and dislikes of the designs. Suggest improvements to existing designs.  **Create our own African homes**  Explore different structures and improve upon existing designs, giving reasons for choices.  **Understand where our food comes from**- **fairtrade** | |
| **Geography** | **Name, locate and identify characteristics of the capital city London.**  Locate the city of London on a map.  Asking or answering questions about London. What is this place like? What will I see in this place? (London landmarks) What do people do in this place?  **Compare the city of London to a rural area of London.** Identify similarities and differences between the city of London and a rural area of London.  Devise a simple map of London to show the landmarks located there. **To construct basic symbols in a key and record on the map.** | | **Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and famous rivers.** Children to label the four countries and capital cities of the UK and its surrounding seas.  **Use aerial images to recognise the London landmarks.**  **Consider physical features of rivers** e.g. the river Thames. Use basic geographical vocabulary to describe physical and human features | | | | **Understanding geographical similarities and differences through studying the human and physical geography of small area of the UK and non- European country.**  Children are to compare the UK to Africa. Look into climate change.  **Use aerial images and plan perspectives to recognise landmarks and basic physical features**.  Look at the Savannah Landscape.  Look at and compare African cities and slums.  **Name and locate the world’s continents and oceans.** Children will locate Africa on a globe **Name and locate the world’s continents and oceans-** Children will look at where different food comes from around the world. | |
| **History** | **Use artefacts, pictures, stories, online sources and databases to find out about the past.**  **Describe historical events.** Children will learn about the Great Fire of London.  **Describe significant people from the past.** Children are to study significant people within the Royal Family and those that have made a difference to England. Compare Queen Elizabeth to Henry 8th.  **Label time lines with words or phrases such as: past, present, older and newer.** Children are to make a timeline about their lives.  **Use dates where appropriate.** Dates can be used in the timeline and when studying the Royal Family.  **Identify some of the different ways the past has been represented.**  **Show an understanding of the concept of nation and a nation’s history.**  **Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.** Children are to study and research the Royal Family. | | **Ask questions such as: What was it like for people? What happened? How long ago?** Show children images of cars before the industrial revolution. How have things changed?  **Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.**Show images of farming at different times e.g. before the, Victorian times, 1960s and now. Children to compare these and to use phrases to describe when they think the images were from. Introduce children to the terms above.**Use dates where appropriate.** | | | | **Place events and artefacts in order on a time line.** Children are to look at different artefacts and photos from Africa. Can you place them on a time line? Look at photos of how a city (e.g. Cairo or Cape Town) has changed over time. Can you place them in order?  **Describe significant people from the past.** Children are to research into significant people in Africa. What have they done to help people and the country?  **Observe or handle evidence to ask questions and find answers to questions about the past.** African artefacts and photos. | |
| **MFL** | N/A | | N/A | N/A | | | N/A | |
| **Music** | Listen to sounds from around London. Create symbols to represent sounds heard. Compose sounds (using tuned and untuned instruments) from around London. Use symbols to represent the sounds. Order symbols to create a composition.  Sing songs- God Save the Queen, London’s burning (2 part round), London bridge is falling down.  Singing – Harvest assembly and Christmas Performance.  To perform, compose, describe and transcribe | | Singing from memory with accurate pitch – hymns (including chorus and verses).  Listen and describe sounds using a range of instruments to create a river music track (audio city)  To perform, compose  and describe music | Different emergency sounds (including heartbeat).  Understand the importance of music and show an awareness of changes in timbre and dynamics.  Understand how sounds can create and effect mood and feelings.  Play a range of tuned and untuned instruments using symbols to represent sounds and rests. Order symbols to create a composition  To perform, compose, describe and transcribe | | | Create a soundtrack to a book with musical patterns and rhythms using a range of musical instruments.  Create symbols to represent musical sounds.  To perform, compose  and describe music | |
| **Physical Education** | **GYMNASTICS**:  Children to plan and repeat simple sequences of actions.  Show contrasts in shape.  Perform the basic gymnastic actions with coordination, control and variety.  Recognise and describe how they feel after exercise.  Describe what their bodies feel like during gymnastic activity.  Describe what they and others have done; say why they think gymnastic actions are being performed well. | **DANCE**:  Children to perform body actions with control and coordination  Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling  Link actions; remember and repeat dance phrases.  Perform short dances, showing an understanding of expressive qualities.  Describe the mood, feelings and expressive qualities of dance.  Describe how dancing affects their body.  Know why it is important to be active and suggest ways they could improve their work | | **GAMES:**  Children to show awareness of opponents and team- mates when playing games  Perform basic skills of rolling, striking and kicking with more confidence and apply these skills in a variety of simple games  Make choices about appropriate targets, space and equipment.  Use a variety of simple tactics.  Describe how their bodies work and feel when playing games and work well with a partner and in a small group to improve their skills. | | | | |
| **Swimming termly** | | | | |
| **RE** | **Caring for the natural word**  *All learners should be able to identify some important ideas from faith stories about the natural world.*  Wk1- Talk about what is found in a garden and who cares for it.  Wk2- Look at pictures of different gardens- describe similarities and differences.  Wk3- Create a collage of a garden.  Wk4- Find out about the stories and teachings of different religions linking to caring of the land.  Wk5- Look at the story of Adam and Eve.  Wk6- Explore reasons why people must care for the land.  **Valuing new life**  *All learners should be able to link stories, symbols and visual forms of expression to particular faith communities.*  Wk1- Talk about babies and how they are special to their parents and carers.  Wk2- Look carefully at new baby cards and talk about the messages they give.  Wk3- Invite a parent with a new baby in and make a class card for the baby.  Wk4- Read the story of the birth of Jesus and talk about it’s importance and why he was special  Wk5- Read the story of the shepherds.  Wk6- Discuss the story of the shepherds from their point of view. | | **Worship and ceremonies**  *All learners should be able to identify actions, gestures and rituals used as part of worship or ceremonies.*  Wk 1- explore Christianity- the gestures and procedures e.g. hands and bodies  Wk 2- explore Judaism- the gestures and procedures e.g. hands and bodies  Wk 3-find similarities and differences using a venn diagram  Wk4- explore how children feel when worshipping, use a picture and observe  Wk 5-why do people pray alone?  A note in a wall (Judaism) western wall  **Belonging to a group**  *All learners should be able to identify faith communities to which people belong*  Week 1/2 – list of groups they belong to and what difference it makes to them  Wk 3- explore Baptism  Wk 4/5- Bar mitzvah | | | | **Storytelling through sacred writing.**  *All learners should be able to suggest what the stories say to believers about how they should lead their lives.*  Wk1: Talk about their own special book, why its special and how you treat it.  Wk2: Bible- why they read it, where it is kept, why it is important.  Wk3: Torah: why they read it, where it is kept, why it is important.  Wk4: Hebrew in a Torah, chn make a scroll.  **Showing kindness and goodness:**  *All learners should be able to identify qualities and attributes which set these people apart.*  Wk1: What makes a person good? What qualities do they have?  Wk2: Story: Baby in the basket.  Wk3: David and Goliath.  Wk4: Joseph and the coat.  Wk5: Discuss people who they admire, why do they admire them? Are they similar to them?  Wk6: How can they be good? | |
| **PSHCE**  *Debate* | Recognise what they like and dislike,  Recognise that choices can have good and not so good consequences.  Share opinions on things that matter and explain views through discussions with one other person and the whole class.  **Safety online -** <http://www.kidsmart.org.uk>  **Saving and spending money-** money comes from different sources and can be used for different purposes, | | **Household safety**- what is safe?  **Rainbow Fish**- kindness, what does it mean to be kind? How to resolve arguments.  To explore a range of different emotions including loss.  Paint experiment- how diseases are spread and how can we stop this.  Our environment- design a world where the animals can live safely and happy. What rules would need to be in place? | | | | **Healthy eating-** recognize what is healthy eating and a living a healthy lifestyle.  **Bullying-** what makes a bully? How do stop them? What do we do?  **Debate:** Should all animals be in the wild? | |