

Year 2	Autumn		Spring		Summer	
English	<b>Recovery Curriculum - CLPE</b>  <b>Fiction:</b> Is the Wise Owl Wise? That's not my Hobby! Dave and the Tooth Fairy Mantu the Elephant The Elves and the Shoemakers (Poetry/Verse) <b>Non-fiction:</b> Magnets (Report)	<b>Fiction:</b> Frog and Toad - The Letter Frog and Toad - A Lost Button Pumpkin Soup Gorilla <b>Non-fiction:</b> The Ice Cream Factory (Recount)	<b>Fiction:</b> Traction Man is Here Amazing Grace Not now, Bernard Flat Stanley <b>Non-fiction:</b> A Home for Bonnie (Recount)	<b>Fiction:</b> The Owl who was Afraid of the Dark Dr Xargle's Book of Earthlets Emily Brown and the Thing <b>Non-fiction:</b> Changing Shape (Explanation)	<b>Fiction:</b> The Flower Fantastic Mr Fox <b>Non-fiction:</b> Count on your Body (Non-chronological report)	<b>Fiction:</b> Who's Afraid of the Big Bad Book? The Hodgeheg <b>Non-fiction:</b> Using the River (Non-chronological report)
Maths	<b>Number - Place Value</b> <ul style="list-style-type: none"> <li>Read and write numbers to at least 100 in numerals and in words.</li> <li>Recognise the place value of each digit in a two digit number (tens, ones)</li> <li>Identify, represent and estimate numbers using different representations including the number line.</li> <li>Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs.</li> <li>Use place value and number facts to solve problems.</li> <li>Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.</li> </ul> <b>Number - Addition and Subtraction</b> <ul style="list-style-type: none"> <li>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</li> <li>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.</li> <li>Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</li> <li>Solve problems with addition and subtraction: using concrete objects and pictorial representations,</li> </ul>		<b>Number - Multiplication and Division</b> <ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.</li> <li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs.</li> <li>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</li> <li>Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</li> </ul> <b>Statistics</b>		<b>Position and Direction</b> <ul style="list-style-type: none"> <li>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> <li>Order and arrange combinations of mathematical objects in patterns and sequences</li> </ul> <b>Problem solving and Efficient methods.</b> <b>Measurement: Time</b> <ul style="list-style-type: none"> <li>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>Know the number of minutes in an hour and the number of hours in a day.</li> <li>Compare and sequence intervals of time.</li> </ul> <b>Measurement: Mass, Capacity and Temperature</b> <ul style="list-style-type: none"> <li>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}</math>C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul> <b>Investigations</b>	

	<p>including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.</p> <ul style="list-style-type: none"> <li>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul> <p><b>Measurement - Money</b></p> <ul style="list-style-type: none"> <li>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</li> <li>Find different combinations of coins that equal the same amounts of money.</li> <li>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</li> </ul> <p><b>Number - Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.</li> <li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign.</li> <li>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</li> <li>Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</li> </ul>	<ul style="list-style-type: none"> <li>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</li> <li>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</li> <li>Ask and answer questions about totalling and comparing categorical data.</li> <li>Geometry- properties of shape</li> <li>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</li> <li>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</li> <li>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>Compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul> <p><b>Number - fractions</b></p> <ul style="list-style-type: none"> <li>Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</li> <li>Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> </ul> <p><b>Measurement: length and height</b></p>	
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Science	Cycle A	<b>Healthy Me</b> exercise, food and hygiene	<b>Materials Monster</b> working with materials	<b>Mini Worlds</b> close up on nature	<b>Move it</b> making movements	<b>Young Gardeners</b> planting masterclass	<b>Little masterchefs</b> become a masterchef let's get cooking
	Cycle B	<b>Who am I?</b> My body, senses	<b>Celebrations</b> Materials, Light and dark, Classifying Foods	<b>Polar Adventures</b> Habitats, Materials, Ice	<b>Treasure Island</b> Basic needs of Plants and animals, Floating and Sinking	<b>On Safari</b> Mini Beasts, Food chains, Habitats	<b>Holiday</b> Identify animals, Materials and their properties, Protect the environment
On-going: seasonal changes throughout the year							
History	<b>How do we know about the Great Fire of London?</b> NC ref: events beyond living memory that are significant national or globally Focus: Chronology, vocabulary of everyday historical terms, thinking about historical significance  <b>What do we commemorate on Remembrance Day?</b> NC ref: events beyond living memory that are significant national or globally			<b>Fantastic Firsts</b> NC ref: events beyond living memory that are significant globally or nationally Focus: Chronology over longer timeframe, comparing events, writing about significance.		<b>Why are some places special?</b> <b>Why is Anglo-Saxon Church our special place?</b>  NC ref: Significant places in own locality Focus: Thinking about historical significance, using primary sources.	

	Focus: Chronology, vocabulary of everyday historical terms, thinking about historical significance					
Geography	<b>Why is my world wonderful?</b> Simple world Maps and features. Focus: continent, oceans, mountains, rivers.		<b>Wherever next?</b> Location and journeys Focus: hot and cold places, continent, oceans, North/South/East/West. Key vocabulary.	<b>Holidays – where shall we go?</b> Place comparisons – geographical features. Focus: contrast area of UK and area of non-European country, e.g. UK Coast and Kenyan safari.		
Art	<b>Making boats that float</b>  <b>Colour Wheel</b>  <b>Mini beast artwork</b>		<b>Drawing Cartoon Characters</b>  <b>Making Money</b>  <b>A Cheerful Orchestra</b>  <b>Making Animal Masks</b>	<b>Houses from around the world</b>  <b>Be an Architect</b>  <b>Mono printing</b>  <b>Dressing up as Fossils</b>		
DT	<b>Slider and Levers</b>		<b>Freestanding Structures</b>	<b>Templates and Joining Techniques</b>		
Computing	<b>Computer Science</b> – explore algorithms <b>Digital Literacy</b> – explore internet safety (keeping personal information private) <b>IT</b> – develop word processing skills <b>Digital Video</b> – explore digital sound <b>Digital Imagery</b> – explore digital imagery		<b>Computer Science</b> - explore programming <b>Digital Literacy</b> – explore internet safety (identify where to go for help and support) <b>IT</b> – develop word processing skills <b>Digital Imagery</b> – explore digital imagery	<b>Computer Science</b> – create my own algorithm <b>Digital Literacy</b> – explore internet safety (identify where to go for help and support) <b>IT</b> – develop multi-media processing skills <b>Digital Video</b> – explore digital imagery <b>Digital Imagery</b> – to explore digital imagery <b>Handling Information</b> – create a database		
PE	<b>Games</b> - Piggy in the middle <b>Multi Skills</b> - Balance	<b>Dance</b> – Cat dance <b>Gymnastics</b> – Families of actions	<b>Gymnastics</b> – assess level 1-2 <b>Games</b> – Kick rounders	<b>Dance</b> – How does it feel? <b>Multi-skills</b> – catching	<b>Games</b> – Mini-tennis 1 <b>Outdoors activity</b> – Shipwrecked	<b>Athletics</b> – Furthest five / take aim / pass the baton <b>Multi-skills</b> –

							running
RE	<b>Cycle A</b>	<b>Why is the Bible special to Christians?</b>  Introducing the Bible, how it is treated, beliefs about God shown in the Bible: Belief, Authority, Expressions of Belief	<b>What can we learn from the story of St. Cuthbert?</b>  Introducing stories about St. Cuthbert and his influence: Impact of belief, Expressions of Belief How and why is light important at Christmas?	<b>What does it mean to belong in Christianity?</b>  Introducing ceremonies of commitment and belonging, how beliefs affect values and actions of individuals: Expressions of belief impact of belief	<b>How do Christians celebrate Easter?</b>	<b>How do Buddhists show their beliefs?</b>  Introducing worship, ceremonies and how commitment and belonging is shown: Expressions of belief Impact of belief	
	<b>Cycle B</b>	<b>Christianity Why is the Bible special for Christians?</b>  How do Christians care for each other? (Harvest, giving)	<b>Christianity The Christmas Story</b>	<b>Christianity Jesus is a special person</b>  caring, worship, teacher, miracle worker, healer Belonging to Christianity	<b>Christianity</b>  Symbols of Easter Easter Story	<b>Buddhism How is the Buddha special to Buddhists?</b>	<b>Buddhism Why did the Buddha leave home?</b>
Music	<b>Cycle A</b> (Y2 Music Express)	<b>Ourselves</b> – exploring sounds <b>Toys</b> – beat	<b>Our land</b> – exploring sounds <b>Our bodies</b> – beat	<b>Animals</b> – Pitch <b>Number</b> – beat	<b>Story time</b> - exploring sounds <b>Seasons</b> – pitch	<b>Weather</b> – exploring sounds <b>Pattern</b> – beat	<b>Water</b> – pitch <b>Travel</b> – performance

	<b>Cycle B</b> (Y1 Music Express)	<b>Ourselves</b> – exploring sounds <b>Number</b> – beat	<b>Animals</b> – beat <b>Weather</b> – exploring sounds	<b>Machines</b> – beat <b>Seasons</b> – pitch	<b>Our School</b> – exploring sounds <b>Pattern</b> – beat	<b>Storytime</b> – exploring sound <b>Our Bodies</b> – beat	<b>Travel</b> – performance <b>Water</b> – pitch
On-going: Sing songs, speak chants and rhymes, play tuned and untuned musical instruments, listen to a range of live and recorded music, make and combine sounds							
PSHE	<b>Cycle A</b>	<b>Living in the wider world</b> To help construct, and agree to follow, group, class and school rules and to understand how these rules help them.  To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies)	<b>Relationships</b> To identify their special people (family, friends and carers), what makes them special and how special people should care for each other.  To recognise that their behaviour can affect other people  To recognise what is fair/unfair and right/wrong.	<b>Health and well being</b> To understand the importance of hand washing and how diseases can be spread and can't be controlled. To recognise the importance of and how to maintain personal hygiene.  To know what constitutes and how to maintain, a healthy lifestyle including the benefits	<b>Living in the wider world</b> To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.	<b>Relationships</b> To learn that people's bodies and feelings can be hurt(including what makes them feel comfortable and uncomfortable)  To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.	<b>Health and well being</b> To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement  To know the correct names of body parts (including external genitalia) and the bodily similarities between boys and girls.

		and feelings; being able to take turns, share and understand the need to return things that have been borrowed)		physical activity, rest healthy eating and dental health.			To understand what is meant by 'privacy'
PSHE	Cycle B	<p><b>Living in the wider world</b> To help construct, and agree to follow, group, class and school rules and to understand how these rules help them.</p> <p>To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the</p>	<p><b>Relationships</b> To recognise when people are being unkind to them or others, how to respond, who to tell and what to say.</p> <p>To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.</p> <p>To know strategies to resist teasing or bullying and, if they experience it or witness it, who to go to for help.</p>	<p><b>Health and well being</b> To recognise what they like and dislike, how to make real informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</p> <p>To learn about people who look after them, their family networks and how to attract attention if they need to</p>	<p><b>Living in the wider world</b> To know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p>To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices</p>	<p><b>Relationships</b> To recognise the differences between secrets and nice surprises and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable <a href="https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/">https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</a></p>	<p><b>Health and well being</b> To learn about the rules and the ways to keep physically safe: road safety; cycle safety; water (beach), household products including medicines can be harmful.</p> <p>To know the correct names of body parts (including external genitalia) and the bodily similarities between boys and girls.</p>

		need to return things)						To understand what is meant by 'privacy'
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