

Year 2	Autumn 1	Autumn 2
Maths	<p>Place Value</p> <p>Partitioning numbers Writing numbers Number lines Counting in 2s, 3s, 5s and 10s</p> <p>Addition and Subtraction</p> <p>Number bonds to 10 Number bonds to 100 Adding and subtracting single digits</p>	<p>Addition and subtraction</p> <p>Adding and subtracting 2-digit numbers Word problems</p> <p>Geometry</p> <p>Recognise 2d and 3d shapes Counting vertices Counting sides</p>
English	<p>The Minpins</p> <ul style="list-style-type: none"> <li>- Joining words and joining clauses using and and or</li> <li>- Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</li> <li>- Subordination (using when, if, that, because) and co-ordination (using or, and, but)</li> <li>- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</li> <li>- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> </ul>	<p>Tadpole's Promise</p> <ul style="list-style-type: none"> <li>- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</li> <li>- Expanded noun phrases for description and specification</li> <li>- Correct choice and consistent use of present tense and past tense throughout writing</li> <li>- Subordination (using when, if, that, because) and co-ordination (using or, and, but)</li> </ul>

	<ul style="list-style-type: none"> <li>- Correct choice and consistent use of present tense and past tense throughout writing</li> <li>- Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming,</li> </ul> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>- Writing narratives about personal experiences and those of others (real and fictional)</li> <li>- Writing for different purposes</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>- Planning or saying out loud what they are going to write about</li> <li>- Writing down ideas and/or key words, including new vocabulary</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>- Evaluating their writing with the teacher and other pupils</li> <li>- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous/progressive form</li> </ul>	<ul style="list-style-type: none"> <li>- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</li> </ul> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>- Writing narratives about personal experiences and those of others (real and fictional)</li> <li>- Writing for different purposes</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>- Planning or saying out loud what they are going to write about</li> <li>- Encapsulating what they want to say, sentence by sentence</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> </ul>
Science	<p>Plants</p> <p>Plants may grow from either seeds or bulbs. These then germinate and grow into seedlings which then continue to grow into mature plants. These mature plants may have flowers which then develop into seeds, berries, fruits etc. Seeds and bulbs need to be planted outside at particular times of year and they will germinate and grow at different rates.</p>	<p>Animals including humans</p> <p>Animals, including humans, have offspring which grow into adults. In humans and some animals (most mammals), these offspring will be young, such as babies or kittens, that grow into adults. In other animals (most reptiles, fish and amphibians), there may be eggs laid that hatch to young or other stages which then grow to adults. The young of some animals do not look like their parents e.g. tadpoles.</p>

	<p>Some plants are better suited to growing in full sun and some grow better in partial or full shade.</p> <p>Plants also need different amounts of water and space to grow well and stay healthy.</p>	<p>All animals, including humans, have the basic needs of feeding, drinking and breathing that must be satisfied in order to survive.</p> <p>To grow into healthy adults, they also need the right amounts and types of food and exercise.</p> <p>Good hygiene is also important in preventing infections and illnesses.</p>
History / Geography	<p>The Great Fire of London</p> <ol style="list-style-type: none"> <li>1. To develop an awareness of the past. To compare past and present London.</li> <li>2. Life in the 17th Century - To identify differences and similarities between ways of life in different periods. To explain how people live now is different to how people lived in 1666.</li> <li>3. Talk about some of the key events of the Great Fire of London.</li> <li>4. How Do We Know About the Great Fire? To understand some of the ways in which we find out about the past and identify different ways in which it is represented. To explain how we know about the Great Fire of London.</li> <li>5. Explain that we know about the Great Fire because of Samuel Pepys' diary. Explain their reasons why some sources are more useful than others in their historical enquiry.</li> <li>6. Say why the Great Fire of London spread and eventually stopped.</li> <li>7. Start questioning the reliability of some historical evidence.</li> <li>8. What Happened After the Great Fire? To understand some of the ways in which we find out about the past and identify different ways in which it is represented. To explain how London changed after the Great Fire</li> <li>9. Imagine and write about the experiences of people in different historical periods based on factual evidence.</li> <li>10. Explain how we know about the Great Fire of London from a variety of primary sources.</li> <li>11. Show awareness of how London has changed, including its buildings, people and transport.</li> </ol> <p>London and Sydney</p> <ul style="list-style-type: none"> <li>• I know how to find the UK on a map of the world</li> <li>• I know how to find Australia on a map of the world</li> <li>• I can find London on a map of the UK</li> <li>• I can find Sydney on a map of Australia</li> </ul>	

	<ul style="list-style-type: none"> <li>• I know the four countries that make up the UK (England, Wales, Scotland, Northern Ireland)</li> <li>• The capital city of England is London</li> <li>• I know some of the key human features found in London</li> <li>• I know some of the key physical features found in London</li> <li>• I know some of the key human features found in Sydney</li> <li>• I know some of the key physical features found in Sydney</li> <li>• I know that London and Sydney are cities</li> <li>• I can name some of the methods of transport found in London and Sydney</li> <li>• A village is a small settlement</li> <li>• I know the four points on a compass</li> <li>• I can compare locations using directional language (e.g. Sydney is South of London)</li> <li>• I can compare and contrast the human features of London and Sydney</li> <li>• I can compare and contrast the physical features of London and Sydney</li> <li>• I can compare and contrast the climates and weather of London and Sydney</li> </ul>	
Computing	Algorithms Simple programming Internet safety	Debugging Simple programming Internet Safety
RE	Exploring stories from religious traditions and attitudes to the natural world. Caring for our natural world.	Engaging with religious beliefs through stories and symbols.
Music	'How does music help us make friends?', play the glockenspiel. Dimensions of music Beat and rhythm	'How does music teach us about the past?' Christmas songs
Art / DT	Sarah Rowley Painting	Textiles Making glove puppets
RSHE	Feelings Listening to other people's points of view and playing cooperatively Bullying Money/saving money for something special	