

Year 2	Autumn 1	Autumn 2
Maths	<p>Place Value</p> <p>Step 1 Numbers to 20 Step 2 Count objects to 100 by making 10s Step 3 Recognise tens and ones Step 4 Use a place value chart Step 5 Partition numbers to 100 Step 6 Write numbers to 100 in words Step 7 Flexibly partition numbers to 100 Step 8 Write numbers to 100 in expanded form Step 9 10s on the number line to 100 Step 10 10s and 1s on the number line to 100 Step 11 Estimate numbers on a number line Step 12 Compare objects Step 13 Compare numbers Step 14 Order objects and numbers Step 15 Count in 2s, 5s and 10s Step 16 Count in 3s</p> <p>Addition and Subtraction</p> <p>Step 1 Bonds to 10 Step 2 Fact families - addition and subtraction bonds within 20 Step 3 Related facts Step 4 Bonds to 100 (tens) Step 5 Add and subtract 1s Step 6 Add by making 10 Step 7 Add three 1-digit numbers Step 8 Add to the next 10 Step 9 Add across a 10</p>	<p>Addition and Subtraction</p> <p>Step 10 Subtract across 10 Step 11 Subtract from a 10 Step 12 Subtract a 1-digit number from a 2-digit number (across a 10) Step 13 10 more, 10 less Step 14 Add and subtract 10s Step 15 Add two 2-digit numbers (not across a 10) Step 16 Add two 2-digit numbers (across a 10) Step 17 Subtract two 2-digit numbers (not across a 10) Step 18 Subtract two 2-digit numbers (across a 10)</p> <p>Shape</p> <p>Step 1 Recognise 2-D and 3-D shapes Step 2 Count sides on 2-D shapes Step 3 Count vertices on 2-D shapes Step 4 Draw 2-D shapes Step 5 Lines of symmetry on shapes Step 6 Use lines of symmetry to complete shapes Step 7 Sort 2-D shapes Step 8 Count faces on 3-D shapes Step 9 Count edges on 3-D shapes Step 10 Count vertices on 3-D shapes Step 11 Sort 3-D shapes Step 12 Make patterns with 2-D and 3-D shapes</p>

<p>English</p>	<p>The Great Fire of London - Writing to Inform, Diary Entry</p> <p>-Sentences: -Know what a sentence is and that it makes sense on its own. -Know that a sentence (clause) needs a verb.</p> <p>Expanded noun phrases: -Choose precise nouns to use in writing. -Recognise that an adjective gives more information about a noun. -Find adjectives in reading and in own writing and talk about their effectiveness. -Choose effective adjectives to use in own writing.</p> <p>Add capital letters and full stops -Identify whether sentences are past or present -Identify the nouns -Choose . ? ! to end sentences -Identify the adjectives</p>	<p>The Owl who was Afraid of the Dark - Writing to Entertain, Continue Plot</p> <p>- Tenses: -Check that the tense in own writing is consistent.</p> <p>Consolidate expanded noun phrases and: -Recognise that a noun phrase can be expanded by an adjective. -Choose effective adjectives to expand nouns and select the most effective. -Use noun phrases in own writing to add detail. -Evaluate the effectiveness of noun phrases used in own writing.</p> <p>Conjunctions: -Know that sentences (clauses) can be joined in different ways. -Find sentences (clauses) joined by and, but, or in reading. -Know that these words are called conjunctions.</p> <p>Commas for lists: -Use commas to punctuate sentences where there are items in a list.</p> <p>Words that need a capital letter -Statement, question, command and exclamation -Change from simple past to simple past - coordination (and but or)</p>
<p>Science</p>	<p>Plants</p> <p>Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Plants are living and eventually die</p>	<p>Animals including humans</p> <p>Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>

History / Geography	<p>The Great Fire of London</p> <p>What was the Great Fire of London and how did it happen? To develop an awareness of the past. To compare past and present London.</p> <p>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.</p> <p>Talk about some of the key events of the Great Fire of London.</p> <p>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.</p> <p>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.</p> <p>Say why the Great Fire of London spread and eventually stopped.</p> <p>Start questioning the reliability of some historical evidence.</p> <p>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</p> <p>Imagine and write about the experiences of people in different historical periods based on factual evidence.</p> <p>Explain how we know about the Great Fire of London from a variety of primary sources.</p> <p>Show awareness of how London has changed, including its buildings, people and transport.</p>	<p>London and Sydney</p> <p>I know how to find the UK on a map of the world</p> <p>I know how to find Australia on a map of the world</p> <p>I can find London on a map of the UK</p> <p>I can find Sydney on a map of Australia</p> <p>I know the four countries that make up the UK (England, Wales, Scotland, Northern Ireland)</p> <p>The capital city of England is London</p> <p>I know some of the key human features found in London</p> <p>I know some of the key physical features found in London</p> <p>I know some of the key human features found in Sydney</p> <p>I know some of the key physical features found in Sydney</p> <p>I know that London and Sydney are cities</p> <p>I can name some of the methods of transport found in London and Sydney</p> <p>A village is a small settlement</p> <p>I know the four points on a compass</p> <p>I can compare locations using directional language (e.g. Sydney is South of London)</p> <p>I can compare and contrast the human features of London and Sydney</p> <p>I can compare and contrast the physical features of London and Sydney</p> <p>I can compare and contrast the climates and weather of London and Sydney</p>
Computing	Computing Systems and Networks	Creating Media - Digital Photography
RE	Christianity - What did Jesus teach?	Christianity - Christmas, Jesus as a gift from God
Music	Pulse, Rhythm and Pitch	Playing in an Orchestra

Art / DT	Sarah Rowley Mixed Media - Photography and pastels	Textiles Making glove puppets
RSHE	Me and My Relationships	Valuing Differences