

Year 2 Long Term Planning

	Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Measurement	Shape	Position and direction	Statistics
Maths	<p>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 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 in words. Use place value and number facts to solve problems.</p>	<p>Solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> ➤ using concrete objects and pictorial representations, including those involving numbers, quantities and measures ➤ applying their increasing knowledge of mental and written methods. <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> ➤ a two-digit number and ones ➤ a two-digit number and tens ➤ two two-digit numbers ➤ adding three one-digit numbers <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>	<p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication 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 (=) signs. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>	<p>Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p>	<p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using >, < and =. Recognise and use symbols for 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. Compare and sequence intervals of time. 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.</p>	<p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes. Compare and sort common 2-D and 3-D shapes and everyday objects.</p>	<p>Order and arrange combinations of mathematical objects in patterns and sequences. 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).</p>	<p>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.</p>

English	Writing to entertain	Writing to inform
	Text Types	Text Types
	Stories Descriptions Poetry In-character/role	Recount Letter Instructions Non-chronological report
	Text Features	Text Features
	Time sequenced Begin to differentiate between past and present tense to suit purpose	Appropriate use of past and present tense
	Grammar and Punctuation	Grammar and Punctuation
	Adverbials (First Then Next After Later The next day...) Noun phrases Coordinating conjunctions (and but so or when) Exclamation sentences Capital letters and full stops Apostrophes to mark contractions Inverted commas for direct speech	Coordinating conjunctions (and but so or when) Subordinating conjunctions (because if) Noun phrases Commas in a list Exclamation sentences Capital letters and full stops Apostrophes to mark possession
Multicultural British Author		

Computing	Digital Literacy: e-safety, research and organising ideas				
		<p>I know that a range of information can be found on the World Wide Web and use it safely to play and learn.</p> <p>I can begin to use tools to navigate web pages (e.g. scroll, back button, hyperlink) to find answers to questions.</p>	<p>Talk about and explore a range of digital content used in the school and the world around e.g. sounds, text, pictures, videos</p> <ul style="list-style-type: none"> • use a listening station to hear a story • use an electronic microscope to magnify and observe a material or living organism • explore an interactive multimedia book or program to find out or website to find information <p>Talk about and explore the range of locations for storing digital content and resources</p> <ul style="list-style-type: none"> • use of files on the school public drive and resources on the Internet. • why you choose to use the Internet for different purposes. <p>Model the use of the Internet and provide links to appropriate websites to retrieve information</p>		
	<p>Hardware Range of real and imitation technology e.g. listening station, microscope, PC, laptop, tablet, mobile phone, camera, microphone</p>	<p>Software Create and save content to school network</p>	<p>Online (F) What can the computer be used for? (F) Choosing Technology (F) Infant Encyclopaedia (F)DK Clip Art www.clipart.dk.co.uk (F) Tomato Spider</p>		
	<p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>I can talk about the difference between real and imaginary experiences on the computer and with technology. I can talk about choices when playing games and activities online with a range of devices. I can access content/learning spaces using a simple password I can hide the screen and tell an adult if something online worries me.</p>			
	Creative Technology: communication and collaboration				
			Text	Images	Sound
	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<p>I understand that technology can help me collect information and that I can choose to represent data in different ways.</p>			<p>Explore a range of electronic music and sound devices including keyboards, software and different peripherals</p>
		<p>I understand that I can use ICT to organise and present my ideas.</p>	<p>Copy and paste appropriate images</p>	<p>Develop a variety of skills using a range of tools and techniques to communicate a specific idea or artistic style/effect</p>	<p>Use software to explore sound and musical phrases for a purpose</p>
		<p>I can use online tools to create and communicate with others.</p>	<p>Use templates and other appropriate support to create simple presentations for different purposes</p>	<p>Use a digital camera or camcorder to take a picture or record their work</p>	<p>Compose music using icons to represent musical phrases (Compose World, 2Simple Music Toolkit)</p>
			<p>Word process short texts. Use the return key to create line breaks. Navigate around text in a variety of ways (mouse, arrow keys) as they edit their work</p>	<p>Develop greater control over the features available on a digital stills or video camera</p>	

			Make use of graphics, video and sound to enhance text in multimedia work	Begin to edit digital photographs	
			Begin to edit their work in the light of their own discussions and observations	Create a sequence of images which together form a short animation to illustrate a story	
			Be able to store and retrieve their work, including other digital content, between computer and network and equivalent cloud-based storage	Use a stop frame animation package to tell a story	

Computer Science and Understanding Networks: programming and exploring

	<p>Understand what algorithms (a process or set of rules to be followed in calculations or other problem-solving operations, especially by a computer) are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p>	<p>I can talk about and understand that devices and actions on screen may be controlled by single step commands.</p> <p>I can talk about and understand that devices and actions on screen may be controlled by sequences of actions or instructions.</p>	<p>Talk about, explore and visit places where programming is used in the school and the world around</p> <ul style="list-style-type: none"> Involve children operating simple equipment around the school - CD player, photocopier, scanner Examples in the home-TV/Video/DVD/Hard drive Recorder, Washing machine, microwave Visit shops, post office, garage, traffic crossings look at use of technology and the cause/effect of pressing buttons <p>Talk about the need for instructions and provide opportunities for children to have physical experiences of giving and following instructions.</p> <ul style="list-style-type: none"> Provide a range of toys and resources for children to discover and talk about cause/effect Provide opportunities for children to explore what happens when different buttons are pushed on a floor robot <p>Talk about links between control of floor robots with on screen movements</p>
	<p>Hardware</p> <p>Simple toys with buttons, knobs, flaps etc.</p> <p>Remote control toys</p> <p>Basic control toys</p> <p>Bee-Bots</p>	<p>Software</p> <p>Leaps & Bounds</p> <p>Focus On Bee-Bot</p> <p>2Go, part of 2Simple Infant Video toolkit</p>	<p>Online</p> <p>(P) Busy Things http://busythings.co.uk/</p> <p>(F)Poisson Rougewww.poissonrouge.com</p> <p>(F) TES iboard Drawing with a control toy Cheese Sniffer</p> <p>(P) Bee-Bot app for i-pad/i-phone</p>
	<p>Recognise common uses of information technology beyond school</p>	<p>I can recognise common uses of information technology beyond school</p> <p>I can use technology purposefully to retrieve digital content from the school network and the Internet.</p>	<p>Talk about, identify and explore different uses of technology in school and at home</p> <ul style="list-style-type: none"> Plan learning walks to identify technology. Model the choice of technology for different purposes. Model accessing resources on devices, school network and the internet, talk about the differences Provide image links for children to choose appropriate activities using technology <p>Model the use of technology for different purposes in the classroom linked to particular topics</p> <ul style="list-style-type: none"> Selection appropriate information from a range of sources books, DVD, school network, Internet etc. Include images, text, video, graphs, and tables from these sources. email and video messaging (Skype, Facetime) talk about similarities with uses of technology at home

	Hardware Old PCs and devices to take apart Pretend technology in role play area Use photocopier, microwave, telephone etc. with an adult. Digital camera	Software At the Vets/Café/Doctors etc. 2Simple City 2Simple Infant Video toolkit	Online Infant Encyclopaedia www.poissonrouge.com/
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Science	Working Scientifically	Living Things	Plants	Animals	Materials
	<ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways. • Observing closely, using simple equipment. • Performing simple tests. • Identifying and classifying • Using their observations and ideas to suggest answers to questions. • Gathering and recording data to help in answering questions. 	<ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead, and things that have never been alive. • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

History			Significant events	Significant people	Local History
	<ul style="list-style-type: none"> Develop an awareness of the past, using common words and phrases relating to the passing of time. Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and identify different ways in which it is represented. <p><i>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</i></p>		<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]. <i>Scott/Shackleton's expeditions to Antarctica</i> <i>The Windrush</i> 	<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [<i>Scott and Ellen MacArthur, Women who changed the world</i>]. 	<ul style="list-style-type: none"> Significant historical events and places in their own locality. Significant historical people in their own locality. <i>(Ramsbury pageant)</i>
	Chronological understanding	Interpretations of History	Historical Enquiry - Questioning	Communication and Organisation	
<ul style="list-style-type: none"> Sequence artefacts closer together in time (photos, objects). Sequence events. 	<ul style="list-style-type: none"> Use parts of stories and other sources to show that they know and understand key features. Be able to compare pictures and artefacts for things that are the same and different to the way our lives are now, and within the area of history being studied. 	<ul style="list-style-type: none"> Ask and answer questions about the past by observing or handling sources of information e.g. objects, pictures, people talking about their past, buildings, written sources. 	<ul style="list-style-type: none"> Show what they know and understand about the past in different ways, e.g. speaking, role-play, drawing and writing. Use a wide vocabulary of everyday historical terms. 		

Geography	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. 	<ul style="list-style-type: none"> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to key physical and human features of a contrasting non-European country. <ul style="list-style-type: none"> key physical features, including: cliff, forest, hill, ocean, river, soil, valley, vegetation key human features, including: city, town, factory, office, port and harbour 	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the key human and physical features of the school's surrounding environment.

	Design	Make	Evaluate	Technical knowledge	Cooking and nutrition
D.T.	<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p>	<p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from.</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p>
	<ul style="list-style-type: none"> • Use knowledge of existing products to help come up with ideas • Develop and communicate ideas by talking and drawing • Model ideas by exploring materials, components and construction kits and by making templates and mock ups. • Use information and communication technology, where appropriate, to develop and communicate their ideas. • Work confidently within a range of contexts, such as imaginary, story-based, home, gardens, playgrounds, local community, industry and the wider environment • Describe what their products are for • Use simple design criteria 	<ul style="list-style-type: none"> • Select from a range of tools and equipment • Select from a range of materials and components according to their characteristics • Follow procedures for safety and hygiene • Use a range of materials to create models and axles e.g. tubes, dowel, cotton reels. • Attach wheels to chassis using an axle • Join appropriately for different materials and situations e.g. glue, tape, • Mark out materials to be cut using a template • Cut strip wood/dowel using a hacksaw and bench hook • Fold tear and cut paper and card • Roll paper to create tubes • Cut along lines straight and curved • Curl paper • Use hole punch • Insert paper fasteners for card linkage • Create hinges • Investigate strengthening materials • Investigate joinings temporary, fixed and moving 	<ul style="list-style-type: none"> • Talk about their design ideas and what they are making • Make simple judgements about their products and ideas against design criteria • <i>Suggest how their products could be improved.</i> • What products are • What products are for • How products work • How products are used • Where products might be used • What materials products are made from • What they like and dislike about products 	<ul style="list-style-type: none"> • About the simple working characteristics of materials and components • About the movement of simple mechanisms such as wheels and axles. • How free standing structures can be made stronger, stiffer and more stable. 	<ul style="list-style-type: none"> • That food has to be farmed, grown elsewhere (e.g. home) or caught • How to name and sort foods into the five groups in the Eatwell plate • How to prepare simple dishes safely and hygienically, without using a heat source • How to use simple techniques such as cutting, peeling, grating

Art	National Curriculum	Exploring and Developing Ideas	Evaluating and Developing Work	Drawing	Digital Media	Painting	Printing	Textiles	3-D	Collage
	<ul style="list-style-type: none"> • Use a range of materials creatively to design and make products. • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work</p>	<p>Record and explore ideas from first hand observations. Develop their ideas – try things out, change their minds.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p>	<p>Control the types of marks made with the range of media.</p> <p>Draw on different surfaces with a range of media.</p> <p>Investigate tone by drawing light/dark lines, patterns and shapes</p> <p>Investigate textures by describing, naming, rubbing and copying.</p>	<p>Explore ideas using digital sources i.e. internet.</p> <p>Record visual information using digital cameras, iPads</p> <p>Use computer software to create images by changing line, shape, colour and texture. (Brush size, eraser).</p>	<p>Work on different scales.</p> <p>Experiment with tools and techniques e.g. layering, mixing media.</p> <p>Mix primary shades and tones.</p>	<p>Make simple prints e.g. mono-printing.</p> <p>Roll printing ink over objects to create patterns.</p> <p>Build repeating patterns.</p>	<p>Change and modify threads and fabrics. Knotting, fraying, twisting, plaiting.</p> <p>Apply shapes with glue or by stitching.</p> <p>Apply decoration using beads, buttons and feathers</p> <p>Apply colour through printing, fabric crayons and fabric dye.</p>	<p>Manipulate malleable materials for a purpose.</p> <p>Understand the safety and basic care of materials and tools.</p> <p>Use simple 2-D shapes to create a 3-D form.</p> <p>Explore sculpture with a range of malleable media.</p>	<p>Create images from a variety of media.</p> <p>Arrange and glue materials to different backgrounds.</p> <p>Work on different scales.</p> <p>Create and arrange shapes appropriately.</p>

National Curriculum		
Music	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> • Enjoy making, playing, changing and combining sounds; experiment with different ways of producing sounds with voice, musical instruments, simple music technology, 'body sounds' (tapping, clicking, marching, stamping etc.). • Sing in tune within a limited pitch range, and perform with a good sense of pulse and rhythm. • Join in and stop as appropriate. • Follow and lead simple performance directions, demonstrating understanding of these through movement, singing and playing (including, but not limited to, dynamics and tempo, starting and stopping, adhering to 'starts and stops' - i.e. sound and silence). Pupils could suggest and try out their own ideas. • Listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound-based and other creative responses. • Respond to musical cues. • Musically demonstrate increased understanding and use of basic musical features as appropriate related to a specific music context (e.g. gradation of sound – getting louder, softer, higher, lower, faster, slower, describe the quality of sounds and how they are made, combined etc. and names of common classroom instruments), supported by verbal explanation, pictures, movements etc. as appropriate. • Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations. • Begin to recognise rhythmic patterns found in speech, e.g. saying / chanting names, counting syllables in names etc. • Demonstrate understanding of the differences between pulse and rhythm through physical movement, playing, singing.

	Myself	Leaders and Teachers	Beliefs	Easter and Pilgrimage	Beliefs and Pilgrimage	Leaders and Teachers
R.E.	How should we care for others?	Who is an inspiring person and who inspires me?	How are creation stories similar or different?	Why is resurrection an important belief to Christians? Why do people undertake a pilgrimage to Lourdes?	Why is God important to Muslims? Why do people undertake Hajj?	What can we learn from Jesus and Mohammad?

	Health and Wellbeing	Relationships	Living in the wider world
P.S.H.E. & C. (Non-statutory)	<p>I can describe how to look after particular parts of the body.</p> <p>I can explain why it is important to keep clean</p> <p>I can describe and carry out basic hygiene</p> <p>I know what to take responsibility for and when to ask for help</p> <p>I know who to ask for help at home and in school I can say what things might be harmful at home</p>	<p>I can describe who a friend is, what a friend does and demonstrate some skills needed to make and maintain friends.</p> <p>I can say when I think something is fair or unfair, kind or unkind, right or wrong.</p> <p>I know what to do and who to talk to if I am unhappy with things that happen to me</p> <p>I have strategies that I can use to resolve simple arguments or disagreements through negotiation</p> <p>I know that I should not give out personal details on the computer.</p>	<p>I understand the difference between a need and a want (link to managing money)</p> <p>I understand why saving up for something is an appropriate choice.</p> <p>I know and value the different groups to which I belong.</p> <p>I know what my responsibilities are as part of the class (eg take turns, share, return things that have been borrowed)</p> <p>I understand why basic rules (in school and community) are important and how they protect myself and others</p>

P.E.

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

**MFL
(KS2)**

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- Present ideas and information orally to a range of audiences*
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally* and in writing
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

The starred () content above will not be applicable to ancient languages.*