

CAYTON
SCHOOL

MEDIUM TERM CURRICULUM PLAN
YEAR 2 - AUTUMN 2



Learn from yesterday, seek today and aim for tomorrow

September 2023

Science Driver: Materials

Key Enquiry: How would traction have been used to build our school?

Science Driver

Working Scientifically
<input type="checkbox"/> Ask questions such as: <ul style="list-style-type: none"> • Why do some trees lose their leaves in Autumn and others do not? • How long are roots of tall trees? • Why do some animals have underground habitats?
<input type="checkbox"/> Use equipment such as thermometers and rain gauges to help observe changes to local environment as the year progresses
<input type="checkbox"/> Use microscopes to find out more about small creatures and plants
<input type="checkbox"/> Know how to set up a fair test and do so when finding out about how seeds grow best
<input type="checkbox"/> Classify or group things according to a given criteria, e.g. deciduous and coniferous trees
<input type="checkbox"/> Draw conclusions from fair tests and explain what has been found out
<input type="checkbox"/> Use measures (within Year 2 mathematical limits) to help find out more about the investigations they are engaged with

What I need the children to learn	Possible learning experiences
Everyday Materials	
<i>Identify different materials</i> <i>Name everyday materials</i> <i>Properties of materials</i> <i>Compare the use of different materials</i> <i>Compare movement on different surfaces</i>	
<ul style="list-style-type: none"> • Know how materials can be changed by squashing, bending, twisting and stretching • Know why a material might or might not be used for a specific job 	<p><i>Look at a range of materials – metal spoon, wooden scrubbing brush, string, plastic dolls, linked to the story characters in Traction man to identify materials and begin to use vocabulary about their properties.</i></p> <p>Scientific enquiry to make boats out of playdoh that will float. This will address the misconception that heavy things sink and light things float as we think about metal ships. Also how materials are changed by squashing, bending, twisting and stretching when using playdoh compared to how we could form metal.</p>

Computing

What I need the children to learn	Possible learning experiences																		
<p style="text-align: center;">Algorithms Programming On-line Safety</p> <p><i>National Curriculum Objectives - Pupils should be taught to:</i></p> <p><i>Understand what algorithms are; how they are how implemented as programs on digital devices</i></p> <p><i>Create and debug simple programs</i></p> <p><i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p>	<p>Please use the learning objectives from the icompute website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).</p>																		
<p style="text-align: center;">iProgram unit 1 – Computer Science</p> <p>Lesson 4: iMove</p> <ul style="list-style-type: none"> To program a simple animation involving movement <p>Lesson 5: iSpeak</p> <ul style="list-style-type: none"> To write a simple program that produces an output (text or sound) <p>Lesson 6: iCreate</p> <ul style="list-style-type: none"> To combine images and text to create a simple animation 	<p>https://www.icompute-uk.com/members-area/ks1/index.html and select Year 2 and then iProgram unit 1</p> <p>There are 6 lessons in this unit. 3 lessons to be completed during Autumn 1 and 3 lessons to be completed in Autumn 2</p>																		
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #4CAF50; color: white;"> <th style="width: 16.6%;">Declarative Knowledge</th> <th style="width: 16.6%;">Procedural Knowledge</th> <th style="width: 16.6%;">Declarative Knowledge</th> <th style="width: 16.6%;">Procedural Knowledge</th> <th style="width: 16.6%;">Declarative Knowledge</th> <th style="width: 16.6%;">Procedural Knowledge</th> </tr> <tr style="background-color: #4CAF50; color: white;"> <th>Pupils understand/know that...</th> <th>Pupils know how to...</th> <th>Pupils understand/know that...</th> <th>Pupils know how to...</th> <th>Pupils understand/know that...</th> <th>Pupils know how to...</th> </tr> </thead> <tbody> <tr> <td>programming applications (e.g. Scratch) can be given commands to produce specific effects</td> <td>produce a command that achieves a simple effect (e.g. movement) plan and give direct instructions to make things happen (e.g. playing robots)</td> <td>an algorithm is a set of instructions</td> <td>produce a sequence of instructions that result in planned outcomes program a short a sequence of commands that results in a planned effect program and test a simple program create algorithms to solve simple problems</td> <td>computers follow algorithms and they are implemented as programs</td> <td>predict the behaviour of simple algorithms and programs program a short sequence of commands, with repetition (loops) that results in a planned effect debug simple programs by correcting mistakes when things do not go as planned</td> </tr> </tbody> </table>		Declarative Knowledge	Procedural Knowledge	Declarative Knowledge	Procedural Knowledge	Declarative Knowledge	Procedural Knowledge	Pupils understand/know that...	Pupils know how to...	Pupils understand/know that...	Pupils know how to...	Pupils understand/know that...	Pupils know how to...	programming applications (e.g. Scratch) can be given commands to produce specific effects	produce a command that achieves a simple effect (e.g. movement) plan and give direct instructions to make things happen (e.g. playing robots)	an algorithm is a set of instructions	produce a sequence of instructions that result in planned outcomes program a short a sequence of commands that results in a planned effect program and test a simple program create algorithms to solve simple problems	computers follow algorithms and they are implemented as programs	predict the behaviour of simple algorithms and programs program a short sequence of commands, with repetition (loops) that results in a planned effect debug simple programs by correcting mistakes when things do not go as planned
Declarative Knowledge	Procedural Knowledge	Declarative Knowledge	Procedural Knowledge	Declarative Knowledge	Procedural Knowledge														
Pupils understand/know that...	Pupils know how to...	Pupils understand/know that...	Pupils know how to...	Pupils understand/know that...	Pupils know how to...														
programming applications (e.g. Scratch) can be given commands to produce specific effects	produce a command that achieves a simple effect (e.g. movement) plan and give direct instructions to make things happen (e.g. playing robots)	an algorithm is a set of instructions	produce a sequence of instructions that result in planned outcomes program a short a sequence of commands that results in a planned effect program and test a simple program create algorithms to solve simple problems	computers follow algorithms and they are implemented as programs	predict the behaviour of simple algorithms and programs program a short sequence of commands, with repetition (loops) that results in a planned effect debug simple programs by correcting mistakes when things do not go as planned														
<p style="text-align: center;">Multimedia Sound and Motion – Using Technology On-Line Safety</p> <p><i>National Curriculum Objectives - Pupils should be taught to:</i></p> <p><i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p> <p><i>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</i></p>	<p>Please use the learning objectives from the icompute website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).</p>																		
<p style="text-align: center;">iSearch unit – Computer Science</p> <p>Lesson 1: iFind</p> <ul style="list-style-type: none"> To understand that the world wide web contains large amounts of information 	<p>https://www.icompute-uk.com/members-area/ks1/index.html and select Year 2 and then iSearch unit</p>																		

<ul style="list-style-type: none"> To use links to navigate a website <p>Lesson 2: iAnswer</p> <ul style="list-style-type: none"> To know that the world wide web can be used to answer questions <p>Lesson 3: iAsk</p> <ul style="list-style-type: none"> To find answers to questions by following hyperlinks <p>Lesson 4: iLocate</p> <ul style="list-style-type: none"> To locate specific information using a website 	<p>iSearch</p> <p>In this unit the children will learn how to use the internet to find out answers to questions relating to space and the solar system.</p> <p>They will also learn the importance of verifying the accuracy of information given on the internet and how to check multiple sources before answering questions.</p>
--	---

Computer Science					
Working Towards		Meeting		Greater Depth	
Declarative Knowledge	Procedural Knowledge	Declarative Knowledge	Procedural Knowledge	Declarative Knowledge	Procedural Knowledge
Pupils understand/know that...	Pupils know how to...	Pupils understand/know that...	Pupils know how to...	Pupils understand/know that...	Pupils know how to...
<ul style="list-style-type: none"> programming applications (e.g. Scratch) can be given commands to produce specific effects 	<ul style="list-style-type: none"> produce a command that achieves a simple effect (e.g. movement) plan and give direct instructions to make things happen (e.g. playing robots) 	<ul style="list-style-type: none"> an algorithm is a set of instructions 	<ul style="list-style-type: none"> produce a sequence of instructions that result in planned outcomes program a short a sequence of commands that results in a planned effect program and test a simple program create algorithms to solve simple problems 	<ul style="list-style-type: none"> computers follow algorithms and they are implemented as programs 	<ul style="list-style-type: none"> predict the behaviour of simple algorithms and programs program a short sequence of commands, with repetition (loops) that results in a planned effect debug simple programs by correcting mistakes when things do not go as planned

Geography

What I need the children to learn		Possible learning experiences
Locational Knowledge		
<i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i>	<i>Name and locate the world's seven continents and five oceans</i>	
<ul style="list-style-type: none"> Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland? Know the name of and locate the seas and bodies of water that surround the UK? Can I compare the four capital cities of the UK and give similarities and differences in human and physical geography? Can I identify famous landmarks in London? Can I understand how people move around in London? 		<p>Map work of the UK linked to Beebot work.</p> <p>Comparison of the four UK countries and capital cities</p>

Physical Education – Follow Real P.E. and supplement with NC P.E. experiences

What I need the children to learn	Possible learning experiences
Gymnastic Movements	
<i>Developing balance, agility and co-ordination, and begin to apply these in a range of activities</i>	
<ul style="list-style-type: none"> plan and perform a sequence of movements improve sequence based on feedback 	

think of more than one way to create a sequence which follows some 'rules'	
Basic movements and Team Games	
<i>Master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending</i>	
<ul style="list-style-type: none"> • use hitting, kicking and/or rolling in a game • decide the best space to be in during a game • use a tactic in a game • follow rules 	
Dance	X5 Weeks Unit 2 - Social
<i>Perform dances using simple movement patterns</i>	
<ul style="list-style-type: none"> • change rhythm, speed, level and direction in dance • make a sequence by linking sections together • use dance to show a mood or feeling 	Group dance sequences to the count of 4 Links to Real PE unit 2
Real P.E.	
Unit 2 Social	
<ul style="list-style-type: none"> • I can help praise and encourage others in their learning. 	
Nigel Carson Sessions	

Music

Charanga Music Scheme - <https://charanga.com/site/>

What I need the children to learn	Possible learning experiences
Unit 2 – Playing in an Orchestra	
Listening and Appraise Music (Musicianship)	
<ul style="list-style-type: none"> • <i>Listen with concentration and understanding to a range of high-quality live and recorded music</i> 	
<ul style="list-style-type: none"> • Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc. • Move and dance with the music confidently. 	
Singing and Voice	
<ul style="list-style-type: none"> • <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> 	
<ul style="list-style-type: none"> • Sing songs from memory and/or from notation. • Sing in unison and sometimes in parts, and with more pitching accuracy. • Move confidently to a steady beat. 	Video with QR https://www.codigos-gr.com/en/qrcode-generator/
<ul style="list-style-type: none"> • Notation 	
<ul style="list-style-type: none"> • <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i> 	
<ul style="list-style-type: none"> • Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. • 	
<ul style="list-style-type: none"> • Playing Instruments 	

<ul style="list-style-type: none"> • <i>Play tuned and untuned instruments musically</i> 	
<ul style="list-style-type: none"> • Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major. 	Glockenspiels and bars as a whole class
<ul style="list-style-type: none"> • Improvising 	
<ul style="list-style-type: none"> • <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i> 	
<ul style="list-style-type: none"> • Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A 	
<ul style="list-style-type: none"> • Composing 	
<ul style="list-style-type: none"> • <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i> 	
<ul style="list-style-type: none"> • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. • Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. • C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) 	Use Charanga with pupil logins to experiment with the notation maker.
<ul style="list-style-type: none"> • Performing 	
<p><i>Play tuned and untuned instruments musically</i></p> <p><i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i></p>	
<ul style="list-style-type: none"> • Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance. 	Performance to parents to celebrate unit. Videos to send out on Class Dojo.
<ul style="list-style-type: none"> • Vocabulary 	
<ul style="list-style-type: none"> • Keyboard • Drums • Bass • Electric guitar • Saxophone • Trumpet • Pulse • Rhythm • Pitch • Improvise • Compose • Audience • Question and answer • Melody • Dynamics • Tempo • Perform/performance • Audience • Rap • Reggae • Glockenspiel. 	

Design Technology

What I need the children to learn	Possible learning experiences
<p style="text-align: center;">Designing</p> <p><i>Design - purposeful, functional, appealing products for themselves and other users based on design criteria</i></p> <p><i>Design - generate, develop, model and communicate their ideas through talking,</i></p>	

<i>drawing, templates, mock-ups and, where appropriate, information and communication technology</i>	
<ul style="list-style-type: none"> think of an idea and plan what to do next explain why they have chosen specific textiles 	<i>Plan a design for a moving vehicle, think about properties of materials each part of the car would need eg transparency for windows, rigid axle and chassis, soft chairs for comfort, textured rubber tyres for grip or smooth if designing a racing car (discuss traction/friction)</i>
Making	
<i>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i>	
<ul style="list-style-type: none"> choose tools and materials and explain why they have chosen them join materials and components in different ways measure materials to use in a model or structure 	<i>Children to be shown how to use a ruler, bench hook and junior hacksaw safely and accurately to cut the correct length for their axles on their moving vehicles and to join onto the body of the vehicle using a glue gun. Children to select different materials to add to their vehicles thinking about the properties needed.</i>
Evaluating	
<i>Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</i>	Evaluate their designs after looking at everyone's finished products.
<ul style="list-style-type: none"> explain what went well with their work 	<i>Evaluate best material for purpose</i>
Technical Knowledge	
<i>Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</i>	
<ul style="list-style-type: none"> make a model stronger and more stable use wheels and axles, when appropriate to do so 	As above

PSHE

What I need the children to learn	Possible learning experiences
Celebrating Difference	
<u>Knowledge</u> <ul style="list-style-type: none"> Know there are stereotypes about boys and girls Know that it is OK not to conform to gender stereotypes Know it is good to be yourself 	In this Puzzle (unit) the class talk about gender stereotypes, that boys and girls can have differences and similarities and that is OK. They talk about children being bullied because they are different, that this shouldn't happen and how to support a

- Know that sometimes people get bullied because of difference
- Know the difference between right and wrong and the role that choice has to play in this
- Know that friends can be different and still be friends
- Know where to get help if being bullied
- Know the difference between a one-off incident and bullying

Social and Emotional Skills

- Understand that boys and girls can be similar in lots of ways and that is OK
- Understand that boys and girls can be different in lots of ways and that is OK
- Explain how being bullied can make someone feel
- Can choose to be kind to someone who is being bullied
- Know how to stand up for themselves when they need to
- Recognise that they shouldn't judge people because they are different
- Understand that everyone's differences make them special and unique

Please use the learning objectives from the Jigsaw website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).

classmate who is being bullied. The children talk about feelings associated with bullying and how and where to get help. They talk about similarities and differences and that it is OK for friends to have differences without it affecting their friendship.

Key vocabulary:

Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value.

See the link below

<https://jigsawlivescemsuk.blob.core.windows.net/umbraco-media/l5fjlywi/03-ages-6-7-jigsaw-skills-and-knowledge-progression-for-parents.pdf>

Religious Education

For this unit there is 10-12 hours of classroom ideas on RE Today. Please use you log in details to access this. There is planning and Idea on how to make the LC challenges more pupil friendly. Such Can I

What I need the children to learn	Possible learning experiences
1.2	
1.2: Who is a Muslim and what do they believe? Learning Objectives: Emerging:	<ul style="list-style-type: none"> • Share stories that help to show how Muslims think of God (Allah) and how following God shows them ways to behave e.g. 'Muhammad and the cat', 'The story of the two brothers', 'The crying camel'.

<ul style="list-style-type: none"> • Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (A1). • Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3). <p>Expected:</p> <ul style="list-style-type: none"> • Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). • Re-tell a story about the life of the Prophet Muhammad (A2). • Recognise some objects used by Muslims and suggest why they are important (A2). • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). • Find out about and respond with ideas to examples of cooperation between people who are different (C2). <p>Exceeding:</p> <ul style="list-style-type: none"> • Make links between what the Holy Qur'an says and how Muslims behave (A2). • Ask some questions about God that are hard to answer and offer some ideas of their own (C1). 	<ul style="list-style-type: none"> • Look at calligraphy and listen to nasheeds that express ideas about God and the Prophet Muhammad e.g. calligraphy showing some of the 99 names of Allah; I am a Muslim by Zain Bhikha; • Share the words of the Shahadah, listen to the Call to Prayer. • Give pupils a way to respond to their own big questions e.g writing a class big questions poem or a 'Where is God?' poem. • Describe one of the beliefs that Muslims hold about God e.g. tawhid. • Share the story of the revelation of the Holy Qur'an – how the Angel Jibril revealed it to Prophet Muhammad on Mount Hira; how Muslims learn Arabic to be able to read and remember it; some teachings from the Holy Qur'an. • Talk to Muslims about what they believe about God. • Explore what the concept of God means for the pupils themselves. • Identify the objects that are most precious to them. Why are they precious? How does it show? • Identify objects that are significant to Muslims; if possible, see them being used by a believer, e.g. prayer beads, prayer mat, Qur'an and stand, compass, headscarf. Why are these important? • Share the experiences of a Muslim during the fast of Ramadan and the celebrating of Eid-ul-Fitr. Why do Muslims celebrate?
--	---

Cayton Creation

Afternoon making superhero themed crafts (following the theme of Traction Man) linked to shape and role playing with masks and puppets.

Cayton Conclusion

Experiment with playdoh boats to get them to float. Discussion of shape, displacement, heavy/light objects that we know float (ships).

English

What I need the children to learn	Possible learning experiences
<p style="text-align: center;">Reading</p> <p>Pupils should revise and consolidate the GPCs and the common exception words taught in year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading.</p> <p>When pupils are taught how to read longer words, they should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word. Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up.</p> <p>Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils should have opportunities to exercise choice in selecting books and be taught how to do so. The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge. Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions). Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.</p> <p>Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding (for example, by reading 'place' instead of 'palace'). Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.</p> <p>The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words.</p> <p>Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do.</p> <p>Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.</p> <p>Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.</p> <p>Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.</p>	
<p>Can I continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent?</p> <p>Can I read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes?</p> <p>Can I accurately read most words of two or more syllables?</p> <p>Can I read most words containing common suffixes.*?</p> <p>Please also see Phonics Progression Mapping Cayton School 2020</p> <p>Can I read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word? Can I read aloud books (closely matched to my improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation?</p> <p>Can I reread these books to build up fluency and confidence in word reading?</p> <p>Can I read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts?</p> <p>Can I show understanding by drawing on what I already know or on background information and vocabulary provided by the teacher?</p> <p>Can I check that the text makes sense to me as I read and to correct inaccurate reading? Can I participate in discussion about books, poems and other works that are read to me</p>	<p>VIPERS</p> <p>Reading Spine-</p>

<p>(at a level beyond at which they can read independently) and those that I can read for myself, explaining my understanding and expressing my views? Can I become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales? Can I discuss the sequence of events in books and how items of information are related? Can I recognise simple recurring literary language in stories and poetry? Can I ask and answer questions about a text?</p> <p>Can I make links between the text I am reading and other texts I have read (in texts that they can read independently)? Can I discuss and clarify the meanings of words, linking new meanings to known vocabulary? Can I discuss my favourite words and phrases? Can I make inferences on the basis of what is being said and done?</p> <p>Can I predict what might happen on the basis of what has been read so far in a text? Can I continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear? Can I recognise that non-fiction books are often structured in different ways?</p>	
Text and Composition	
<p>Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.</p> <p>Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</p> <p>Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.</p> <p>Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p>	
<p>Can I write narratives about personal experiences and those of others (real and fictional)? Can I write about real events? Can I write simple poetry?</p> <p>Can I plan what I am going to write about, including writing down ideas and/or key words and new vocabulary? Can I encapsulate what I want to say, sentence by sentence? Can I make simple additions, revisions and corrections to my own writing by evaluating my writing with the teacher and other pupils? Can I reread to check that my writing makes sense and that the correct tense is used throughout? Can I proofread to check for errors in spelling, grammar and punctuation (e.g. Can I check that the ends of sentences are punctuated correctly)? Can I write for different purposes with an awareness of an increased amount of fiction and non-fiction structures?</p>	<p><u>Autumn 1</u></p> <p><u>Reading Spine/Class Novel-</u></p>

<p>Can I use new vocabulary from my reading, my discussions about it (one- to-one and as a whole class) and from my wider experiences?</p> <p>Can I read aloud what I have written with appropriate intonation to make the meaning clear?</p>	
<p style="text-align: center;">Grammar</p>	
<p>The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn</p>	
<p>Can I use the present tense and the past tense mostly correctly and consistently? Can I form sentences with different forms: statement, question, exclamation, command?</p> <p>Can I use some features of written Standard English? Can I using co-ordination (or/and/but)? Can I use some subordination (when/if/ that/because)? Can I use expanded noun phrases to describe and specify (e.g. the blue butterfly)? Can I use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions?</p> <p>Can I recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma?</p>	
<p style="text-align: center;">Spellings and Handwriting</p>	
<p>In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words. At this stage children’s spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds. Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.</p> <p>Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p>	
<p>Spellings</p>	
<p>Can I segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others? Can I recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight)? Can I apply further Y2 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> • the /dʒ/ sound spelt as ‘ge’ and ‘dge’ (e.g. fudge, huge) or spelt as ‘g’ or ‘j’ elsewhere in words (e.g. magic, adjust); • the /n/ sound spelt ‘kn’ and ‘gn’ (e.g. knock, gnaw); • the /r/ sound spelt ‘wr’ (e.g. write, written); 	

- the /l/ or /əl/ sound spelt –le (e.g. little, middle) or spelt –el (e.g. camel, tunnel) or spelt –al (e.g. metal, hospital) or spelt –il (e.g. fossil, nostril);
 - the /aɪ/ sound spelt –y (e.g. cry, fly, July);
 - adding –es to nouns and verbs ending in –y where the ‘y’ is changed to ‘i’ before the –es (e.g. flies, tries, carries);
 - adding –ed, –ing, –er and –est to a root word ending in –y (e.g. skiing, replied) and exceptions to the rules;
 - adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before (including exceptions);
 - adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions);
 - the /ɔ:/ sound (or) spelt ‘a’ before ‘l’ and ‘ll’ (e.g. ball, always);
 - the /ʌ/ sound spelt ‘o’ (e.g. other, mother, brother);
 - the /i:/ sound spelt –ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys);
 - the /b/ sound spelt ‘a’ after ‘w’ and ‘qu’ (e.g. want, quantity, squash)
 - the /ɜ:/ sound spelt ‘or’ after ‘w’ (e.g. word, work, worm);
 - the /ɔ:/ sound spelt ‘ar’ after ‘w’ (e.g. warm, towards);
 - the /z/ sound spelt ‘s’ (e.g. television, usual).
- Can I spell most Y1 and Y2 common exception words correctly?

- Can I add suffixes to spell most words correctly in my writing, e.g. –ment, –ness, –ful, –less, –ly?
- Can I spell more words with contracted forms, e.g. can’t, didn’t, hasn’t, couldn’t, it’s, I’ll?
- Can I learn the possessive singular apostrophe (e.g. the girl’s book)?
- Can I write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far?
- Can I segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words?
- Can I self-correct misspellings of words that I have been taught to spell (this may require support to recognise misspellings)?

Handwriting

- Can I write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters?
- Can I form lower case letters of the correct size, relative to one another?
- Can I use spacing between words that reflects the size of the letters?
- Please also follow Cayton School Letter Join
- Can I begin to use the diagonal and horizontal strokes needed to join letters?

English

What I need the children to learn	Possible learning experiences
Can I write about real events?	Can I write a recount of my holiday?

<p>Can I compare fiction and non-fiction texts?</p> <p>Can I learn about features in fiction texts including characters and settings?</p>	<p>Introduce some superhero fiction books including Traction Man and non-fiction books about materials (links to science driver).</p> <p>Introduce Traction Man story and write descriptive sentences about the characters and settings.</p>
<p>Can I use possessive apostrophes?</p>	<p>Write sentences about Traction Man story scenes set up around the classroom using possessive apostrophes.</p>
<p>Can I verbalise my ideas for writing sentences?</p>	<p>Can I role play out different mini-stories by making my inanimate objects become characters?</p>
<p>Can I begin to use the conjunction 'because'?</p>	<p>Children to design, make and write Christmas cards to family.</p>
<p>Can I write for different purposes with an awareness of an increased amount of fiction structures?</p>	<p>Children to write their own super-hero story thinking about characters, setting , problems, resolutions and description for effect.</p>
<p>Can I plan what I am going to write about, including writing down ideas and/or key words and new vocabulary?</p>	
<p>Can I learn what contraction words are and spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll?</p>	<p>Can I write speech bubbles for what each character might say next in our story Traction Man using contracted words?</p>
<p>Can I begin to use inverted commas for speech very simply?</p>	<p>Can I look at a good example of a letter to Santa and highlight some writing features?</p>
<p>Can I continue to use full stops, capital letters, commas in a list, adjectives and question marks in letter writing.</p>	<p>Can I write a letter to Santa?</p>

Mathematics

<p>What I need the children to learn</p>	<p>Possible learning experiences</p>
---	---

Subtract a 2-digit number from a 2-digit number – not crossing ten

Subtract a 2-digit number from a 2-digit number – crossing ten – subtract ones and

Find and make number bonds

Bonds to 100 (tens and ones)

Add three 1-digit numbers

Recognising coins and notes

Count money – pence

Count money – pounds (notes and coins)

Count money – notes and coins

Select money

Make the same amount

Compare money

Find the total

Find the difference

Find change

Two-step problems

Recognise 2-D and 3-D shapes

Count sides on 2-D shapes

Count vertices on 2-D shapes

Draw 2-D shapes

Lines of symmetry

Sort 2-D shapes

Make patterns with 2-D shapes

Count faces on 3-D shapes

Count edges on 3-D shapes

Count vertices on 3-D shapes

Sort 3-D shapes

Make patterns with 3-D shapes

Year 2 Materials Knowledge Mat

