

Year Two Curriculum Plan
2017 – 2018

	Autumn Term	Spring Term		Summer Term	
Topic(s)	Here We Are!	London's Burning!	Out of Africa	The Enchanted Garden	Whose Footprints Are These?
Speaking & Listening	Informative presentation to the class about the Bradford Area. Present research about their house to the class. Explain how they arrive into school.	Informative presentation in groups to present research. Mini-news round performance. Interviews with Samuel Pepys. Hot seating with people at the Great Fire of London.		Debate- How important are plants? Should we look after plants? Conscious alley-why we should have deforestation. Why should natural habitats be conserved?	Debate- Whose footprints are these? Interview a T-Rex Drama/role play of dinosaurs.
Reading	Through Read Write Inc. children will be taught to read confidently and fluently based upon a sound understanding of phonics and other strategies.				
	Comprehension – ordering events Guided Reading Focused comprehension sessions Key reading skills-retrieval.	Guided Reading Focused comprehension sessions - Inference and deduction The Baker's Boy and the Great Fire of London Toby and the Great Fire of London Fire Cat GFoL poem		Revision and SATs prep Information texts about plants and growing. Comprehension tasks linked to topic Class reader: The Tin Forest	Information texts about dinosaurs. Comprehension and editing tasks linked to pre-history themed books. Internet based research and resources Tyrannosaurus Drip Dinosaurs and All That Rubbish
Writing	'Windows' by Jeannie Baker Instructions – Making a worm home Descriptions of homes Recounts – Trips to Horton Park and Bradford City centre Information leaflet – This is where we live.	Diary entry- present and past tense Postcards from London	Letter writing to child in Africa Non-chronological reports – life in Africa Who am I? Animal riddles Evaluation of	Revision and SATs prep. Setting descriptions The Gruffalo The Faraway Tree Where The Wild Things Are List poems	Instructions: How to trap a dinosaur Descriptions of dinosaurs. Beware Posters Exclamation sentences.

	<p>SPAG</p> <p>Co-ordinating conjunctions (and, but)</p> <p>Subordinating conjunctions (because)</p> <p>Expanding nouns with adjectives</p> <p>Capital letters for all proper nouns</p> <p>Question marks Exclamation marks</p> <p>Adverbs to add detail to a verb</p> <p>Use of the simple past and present tense</p> <p>Handwriting</p>	recycled material toys		
		<p>SPAG</p> <p>Types of sentence – statement, question, command, exclamation</p> <p>Commas to separate items in a list</p> <p>Apostrophes for contraction</p> <p>Building expanded noun phrases</p> <p>Comparative and superlative</p> <p>Handwriting</p>	<p>SPAG</p> <p>Apostrophes for singular possession</p> <p>Compound words</p> <p>Understand and use personal pronouns</p> <p>Use of the progressive form of the verb to show a continuous action (skipping)</p> <p>Handwriting</p>	
Big Maths (mental maths)	<p>C – Saying numbers, reading numbers (5), swigglesworth (1) CORE numbers (2), counting skills, actual counting, counting on, counting multiples (3), count four ways 100's.</p> <p>L – Step 7</p> <p>I – Pim (1) Adding with pim (1) doubling, halving (3,2,2) jigsaw numbers (1), fact families (2)</p> <p>C – addition; (13,14,15)</p> <p>Subtraction(13,14,15) Multiplication (7.8)</p> <p>Division (12)</p>	<p>C – Saying numbers, reading numbers (6), swigglesworth (1) CORE numbers (2), counting skills, actual counting, counting on, counting multiples (3), count four ways 50's, 500's, 5000's, halves</p> <p>L – Step 8</p> <p>I – Pim (1) Adding with pim (2) doubling, halving (3,2,2) jigsaw numbers (2), fact families (2) where's Mully? (1)</p> <p>C – addition; (16,17,18,19)</p> <p>Subtraction(16,17,18,19) Multiplication (8)</p> <p>Division (13, 14, 15)</p>	<p>C – Saying numbers, reading numbers (6), swigglesworth (1) CORE numbers (3), counting skills, actual counting, counting on, counting multiples (4), count four ways 20s, 200s, 2000s, quarters, counting along (1)</p> <p>L – Step 9</p> <p>I – Pim (1) Adding with pim (3) doubling, halving (3,3,3) jigsaw numbers (3), x10 & divide by 10 (1,1) fact families (3,4) where's Mully? (1)</p> <p>C – addition; (20,21, 22, 23, 24)</p> <p>Subtraction(20 - 27) Multiplication (9)</p> <p>Division (16,17)</p>	
Maths including reasoning	<p>Place value</p> <p>Addition and subtraction</p> <p>Fractions</p> <p>Position and direction</p> <p>Statistics</p> <p>Counting in 2s, 3s, 5s, and 10s from given numbers, sequencing, place value, Addition and subtraction facts to 20, properties of 2D shapes, measuring to the nearest cm, recognise and compare units of measurement (m / cm, g / kg) Begin to use multiplication facts for the 2, 5 and 10 X tables. Construct pictograms and interpret</p>	<p>Shapes</p> <p>Multiplication and division</p> <p>Measure</p> <p>Count on and off the multiple in given steps, recognise a wider range of sequences, properties of 3D shapes, begin to understand basic fractions $\frac{1}{2}$ $\frac{1}{4}$ and equivalents. Use inverses. Understand \lt \gt signs and use to order numbers. Begin to understand more complex questions with reference to bar charts and pictograms. Tell the time – half past and o'clock. Solve one – step word problems, selecting appropriate</p>	Revision and SATs Prep	<p>Use place value and knowledge of number facts to complete more complex mathematical problems. Sort and classify 2D and 3D shapes. Apply skills in the four operations in solving mathematical problems. Tell and write the time to 5 minutes and calculate differences in times. Use appropriate mathematical language when describing methods and shapes. Describe position and movement using appropriate mathematical vocabulary.</p>

	data therein. Read and write numbers to 100. Know the number of minutes in an hour and hours in a day.	operations.		
Science	<p>Habitats</p> <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 microhabitats 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 	<p>Materials (What materials are best to build a house to protect it from fire?)</p> <p>Materials and suitable uses. Changing materials. Sorting and classifying materials.</p> <p>Selecting materials according to purpose.</p> <p>Planning an investigation</p>	<p>Animals including humans- (African Animals)</p> <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 <p>Famous Scientist: Jane Goodall</p>	<p>Plants</p> <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 Fair tests and evaluation of experiments. <p>Famous Scientist : Charles Darwin</p>
Computing	Use technology safely. Record common uses of IT beyond school.	Using search engines to research topics E-safety	Create and debug simple programs Understanding algorithms Coding and programming	
RE	Can you tell what somebody believes by what they look like?	What is special to faith communities?	How does what believers do show what they believe?	

Art / DT	Design and make a product-Weaving Sketching in Bradford Street collages	Make houses out of different materials(sculpture)	Healthy fruit Salad Making toys out of recycled materials Symmetry in flags African artist Gakonga	Design and create own garden. Detailed drawings of plants	
History / Geography	Study of Bradford To study the human and physical geography of a small area of the United Kingdom. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as its surrounding seas. Famous people in history from Bradford: David Hockney Titus Salt	Events beyond living memory that are significant nationally or globally – The Great Fire of London Famous people in history : Samuel Pepys Timeline London today - Comparing past and present pictures. Why is it the capital of UK?	Looking at life in Africa. 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 Map work Continents of the world	Plants around the world: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Habitats- rainforests, deserts, Arctic	Events beyond living memory that are significant Dinosaurs Where were fossils discovered
Music	Singing Creating music with things around us	Singing September 1666 African music Animal sounds		Singing Dinosaur music: Knights from Romeo and Juliet by Prokofiev Fossils from Carnival of the Animals by Saint Saens	
PE	Dance Games - Ball skills	Gymnastics Games - Core skills Healthy Lifestyle		Athletics Games – Team and invasion games Outdoor and adventurous	

PSE	Jigsaw	Jigsaw	Jigsaw
Visit(s)	Bradford trip Horton Park trip		Harlow Carr Gardens