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| **Year:2**  **Autumn 1** | **St. Joseph’s Curriculum Planning** |
| **Subject** | **National Curriculum Objectives** |
| Mathematics | Count back in 10s and 1s to solve subtraction (not crossing 10s) and check subtraction using addition, beginning to understand that addition undoes subtraction and vice versa; add three or more small numbers using number facts; record amounts of money using £·p notation including amounts with no 10s or 1s; find more than one way to solve a money problem  Count in 3s, recognising numbers in the 3 times-table; write multiplications to go with arrays and use arrays to solve multiplication problems; understand that multiplication is commutative and that division and multiplication are inverse operations; solve divisions as multiplications with a missing number; count in 2s, 3s, 5s and 10s to solve divisions and solve division problems in contexts  Measure and estimate lengths in centimetres; tell the time involving multiples of 5 minutes past the hour and 5 minutes to the hour; tell time to 5 minutes; begin to say the time 10 minutes later  Partition to add two 2-digit numbers; find the difference between two 2-digit numbers; multiply two numbers using counting in steps of 2, 3, 5 and 10; solve division problems by counting in steps of 2, 3, 5 and 10  Compare two 2-digit numbers and find bonds to 100 using thermometers; revise place value in 2-digit numbers, numbers between 100 and 200, and 3-digit numbers (including zeros in the 10s and 1s places) |
| English (Writing) | **spell by**: \* segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly  \* learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones  \* learning to spell common exception words  \* learning to spell more words with contracted forms  \* learning the possessive apostrophe (singular) [for example, the girl’s book] \* distinguishing between homophones and near-homophones \* add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly  \* form lower-case letters of the correct size relative to one another  \* start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  \* write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters  \* use spacing between words that reflects the size of the letters  **develop positive attitudes towards and stamina for writing by:** \* writing narratives about personal experiences and those of others (real and fictional) \* writing about real events  \* writing poetry  \* writing for different purposes  \* consider what they are going to write before beginning by:  \* planning or saying out loud what they are going to write about \* writing down ideas and/or key words, including new vocabulary  \* encapsulating what they want to say, sentence by sentence  \* make simple additions, revisions and corrections to their own writing by:  \* evaluating their writing with the teacher and other pupils  \* 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  \* proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]  \* read aloud what they have written with appropriate intonation to make the meaning clear  **vocabulary, grammar and punctuation**  Statutory requirements Pupils should be taught to:  \* develop their understanding of the concepts set out in English Appendix 2 by:  \* learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) \* learn how to use:  \* sentences with different forms: statement, question, exclamation, command  \* expanded noun phrases to describe and specify [for example, the blue butterfly]  \* the present and past tenses correctly and consistently including the progressive form  \* subordination (using when, if, that, or because) and co-ordination (using or, and, or but)  \* the grammar for year 2 in English Appendix 2  \* some features of written Standard English  \* use and understand the grammatical terminology in English Appendix 2 in discussing their writing |
| English (Reading) | \* continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent  \* read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes  \* read accurately words of two or more syllables that contain the same graphemes as above  \* read words containing common suffixes  \* read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word  \* read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered  \* read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation  \* re-read these books to build up their fluency and confidence in word reading.  \* develop pleasure in reading, motivation to read, vocabulary and understanding by:  \* listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently  \* discussing the sequence of events in books and how items of information are related  \* becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales  \* being introduced to non-fiction books that are structured in different ways  \* recognising simple recurring literary language in stories and poetry  \* discussing and clarifying the meanings of words, linking new meanings to known vocabulary  \* discussing their favourite words and phrases  \* continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear  \* understand both the books that they can already read accurately and fluently and those that they listen to by:  \* drawing on what they already know or on background information and vocabulary provided by the teacher  \* checking that the text makes sense to them as they read and correcting inaccurate reading  \* making inferences on the basis of what is being said and done  \* answering and asking questions  \* predicting what might happen on the basis of what has been read so far  \* participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say  \* explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. |
| Science –    Animals including humans | To notice that animals, including humans, have offspring which grow into adults, by describing the changes to animals as they grow  To identify and classify, by matching animals and animal babies  To notice that animals, including humans, have offspring which grow into adults, by learning about how humans grow and change.  To find out about and describe the basic needs of animals, including humans, for survival (water, food and air), by identifying the ways that different animals meet their basic needs.  To ask simple questions and recognise that they can be answered in different ways, by generating questions about a pet and researching answers  To describe the importance for humans of eating the right amounts of different types of food, by exploring food groups  Using their observations and ideas to suggest answers to questions, by suggesting improvements to their diet and designing their own healthy meals  To gather and record data to help in answering questions, by recording the ways that exercise affects the body |
| Religious Education (R.E)  The Chosen People | • Know that we are chosen by God. Think of ways we can thank God by helping others.  • Know that God chose Abraham. Think about how Abraham trusted God to guide him.  • Know that God chose Moses to help His people. Reflect on how He looked after him.  • Understand why Daniel had to be brave and trust in God. Think of how important it is for us to trust in God. |
| Physical Education (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. |
| I.C.T | ♣ use logical reasoning to predict the behaviour of simple programs  ♣ use technology purposefully to create, organise, store, manipulate and retrieve digital content  ♣ recognise common uses of information technology beyond school  ♣ 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. |
| History |  |
| Geography  What a wonderful Wonderful World | To name and locate the world’s seven continents and five oceans; To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage  To name and locate the world’s seven continents and five oceans; in the context of the geography of the world  To understand the location of hot and cold areas of the world in relation to the equator and North and South Pole  To use aerial photographs to recognise landmarks and basic human and physical features. To use basic geographical vocabulary to refer to key physical and human features. |
| Art and Design | \* to use a range of materials creatively to design and make products  \* to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  \* to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  \* 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. |
| Design and Technology | Design ♣ design purposeful, functional, appealing products for themselves and other users based on design criteria ♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  Make ♣ 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  Evaluate ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria  Technical knowledge ♣ 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 |
| Music | Pupils should be taught to: \* 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. |
| M.F.L |  |
| P.H.S.E  Think Positive | To learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.  To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences.  To recognise that their behaviour can affect other people. To recognise what is fair and unfair, kind and unkind, what is right and wrong  To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class |