|  |  |
| --- | --- |
| **Year:2****Autumn 2** | **St. Joseph’s Curriculum Planning** |
| **Subject** | **National Curriculum Objectives** |
| Mathematics | Know and use ordinal numbers; understand that 2-digit numbers are made from some 10s and some 1s; Understand place value using 10p and 1p coins; find and record all possible amounts using 10p and 1p coins; find 10p more and 10p less; Find 10 more and 10 lessAdd and subtract 10, 20 and 30 to any 2-digit number; Add and subtract 11, 21, 12 and 22 to any 2-digit number; Solve addition and subtractions by counting on and back in 10s then in 1s; solve addition and subtraction problems using concrete and pictorial representationsUnderstand and use terms and vocabulary associated with position, direction and movement; Measure lengths using uniform units; Begin to measure in centimetres and metresAdd and subtract 2-digit numbers; Solve addition and subtraction problems using concrete and pictorial representations; Add near doubles to double 15; Add several small numbers spotting near doubles or pairs to 10, etcCount in 2s, 5s and 10s from zero; Count in multiples of 2p, 5p and 10p; Number sequences of 2s, 5s and 10s; Find the totals of coins and ways to make an amount; Use coins to make given amounts of money |
| 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 –  Uses of everyday materials | 1. Identifying Uses To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses, by identifying the uses of different materials. • I can identify uses of different everyday materials. 2. Out and About To identify and classify the uses of everyday materials, in the context of the local area. • I can identify and group the uses of everyday materials. To gather and record data to help in answering questions, by exploring the purposes of different objects. • I can record my observations. • 3. Comparing Suitability To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses, by exploring the purposes of different objects. • I can compare the suitability of different everyday materials. • 4. Changing Shape To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching, by changing the shape of objects. • I can explain how the shapes of objects made from some materials can be changed. •5. Recycling To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching, in the context of recycling. • I can explain the process of recycling. • 6. Discovering New Materials To find out about people who have developed new materials, by learning about John McAdam. • I can tell you about the inventor John McAdam. |
| Religious Education (R.E)Mysteries | Know what is meant by a mystery. Reflect on some mysteries. • Know that the Trinity is a great mystery. Reflect on ways we can think about the Trinity. • Know that God chose Mary to be the mother of Jesus. Reflect on what Mary said to the angel. • Know that in Advent we prepare to celebrate the birth of Jesus. Think of ways to prepare for his birth.• Know about the birth of Jesus. Think about why it is important for us. • Know that the Wise Men came to worship Jesus. Think of ways we can show our love for Jesu |
| 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. |
| HistoryKings and Queens | To develop an awareness of the past, knowing where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods in the context of finding out about the role of monarchs in British history and understanding their connection with present-day societyTo develop an awareness of the past, knowing where people and events studied fit within a chronological framework and a knowledge of the lives of significant individuals in the past who have contributed to national and international achievements in the context of learning about, and placing onto a timeline, some significant British monarchs since 1066To develop an awareness of the past, knowing where people and events studied fit within a chronological framework in the context of learning about how the history of a royal family and their own family history can be represented in a family treeTo develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past in the context of learning about the life and death of Richard III and the ways in which historians know about it.To develop an awareness of the past and identify similarities and differences between ways of life in different periods in the context of learning about what medieval kings and queens ate at banquets and comparing this to present day habitsTo find out about 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 in the context of learning about and comparing the lives of Elizabeth I and Queen Victoria. |
| Geography |   |
| 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.EGrowing Up | To learn the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girlsTo learn that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). To learn to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).To learn ways in which we are unique. To identify and respect the differences and similarities between peopleTo learn about the process of growing from young to old and how people’s needs change. To learn about growing and changing and new opportunities and responsibilities that increasing independence may bringTo know about change and loss and the associated feelings (including moving home, losing toys, pets or friends). To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals |