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| **Year:2**  **Spring 1** | **St. Joseph’s Curriculum Planning** |
| **Subject** | **National Curriculum Objectives** |
| Mathematics | Place value and ordering 2-digit numbers; place value additions and subtractions; add and begin to subtract 9, 10 and 11  Revise number bonds to 10; begin to bridge 10; subtract from 10 and 20; use number facts to find the complement to ten; find a difference between two numbers by counting on  Rehearse complements to multiples of 10; find differences using a number line; find change from 10p and 20p, and from £10 to £20 by counting up and using bonds to 10 and 20; add two 2-digit numbers by counting on  Recognise and identify properties (including faces and vertices) of 3D shapes; sort according to properties including number of faces; name the 2D shapes of faces of 3D shapes; tell the time to the nearest quarter on analogue and digital clocks  Order 2-digit numbers and revise the < and > signs; locate 2-digit numbers on a landmarked line and grid; round 2-digit numbers to nearest 10; estimate a quantity <100 within a range |
| 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 –    Living things and their habitats | 1. To explore and compare the differences between things that are living, dead, and things that have never been alive by thinking about life processes. • I can compare the differences between things that are living, dead and have never been alive. To use their observations and ideas to suggest answers to questions by explaining how they know something is living, dead or has never been alive. • I can answer questions about things that are living, dead or have never been alive.  2. To identify and name a variety of plants and animals in their habitats, by mapping a habitat and identifying its inhabitants. • I can map a habitat and identify what is in it. To identify and classify, and sort objects into categories by sorting objects that are living, dead and have never been alive. • I can classify objects as those that are living, dead and those that have never been alive.  3. To identify and name a variety of plants and animals in their habitats, including microhabitats by identifying minibeasts in microhabitats. • I can identify animals in their habitats. To gather and record data to help in answering questions by investigating the preferred habitat of minibeasts. • I can use information I have gathered to answer a question.  4. To 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, by researching habitats and the animals that live in them. • I can describe a habitat and identify animals live in it. To ask simple questions and recognise that they can be answered in different ways by asking and answering questions about a range of different habitats. • I can ask and answer questions about habitats.  5. To 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 by considering the adaptations of animals, and how living things in a habitat depend on each other. • I can identify how an animal is suited to its habitat. • I can explain how living things in a habitat depend on each other.  6. 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 by making a variety of food chains. • I can describe how animals get their food. |
| Religious Education (R.E)  The Good News | • Know about the Holy Family. Reflect on Jesus being young like us.  • Know that Jesus chose some helpers. Think about what we can learn from Simon Peter and Andrew.  • Know the story of the Ten Lepers. Think about why it is important to say thank you.  • Know that Jesus worked a miracle to feed the hungry crowd. Be aware that Jesus asks us to help others in need.  • Know that Jesus cured a man who was paralysed. Reflect on the great love Jesus has for all who are sick. |
| 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  Sensational Safari | 5. To 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 in the context of Kenya (Maasai). •.To name and locate the world’s seven continents and five oceans in the context of Africa (Kenya). • I can understand where Kenya is in the world. To use world maps, atlases and globes to identify the countries studied at this key stage in the context of Africa (Kenya). • I can locate Kenya on a world map.    2. To devise simple maps in the context of Africa (Kenya). • I can draw a simple map. To 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 nonEuropean country in the context of Kenya. • I can understand what life is like for people living in Kenya  3. Wildlife To use basic geographical vocabulary to refer to key physical and human features in the context of Africa (national parks). • I can understand what a national park is. To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map in the context of national park/ safari maps. • I can use compass directions to describe places on a map.  4. To use basic geographical vocabulary to refer to key physical and human features in the context of Kenya (national parks/ reserves). • I can understand some of the main animals which live in Kenya. • Sand timer or online timer • Collection of non-fiction books and literature on the big five animals  I can understand what Maasai culture is like.  6. To use basic geographical vocabulary to refer to key human and physical features in the context of observing geographical images/photographs. • I can observe photographs and ask questions to find out about a place. To 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 in the context of Kenya and the UK (my locality). |
| 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  One World | To identify and respect the differences and similarities between people.  To identify their special people (family, friends and carers), what makes them special and how special people should care for one another.  To understand that they belong to different groups and communities such as family and school.  To understand ways in which we are the same as all other people; what we have in common with everyone else.  To understand that people and other living things have rights and that everyone has responsibilities to protect these (including protecting others’ bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed)  To understand that people and other living things have rights and that everyone has responsibilities to protect these (including protecting others’ bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed). |