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| **Year:2**  **Summer 1** | **St. Joseph’s Curriculum Planning** |
| **Subject** | **National Curriculum Objectives** |
| Mathematics | Locate, order and compare 2-digit numbers on 0-100 landmarked lines and on the 1-100 square; use < and > signs; locate numbers on an empty 0-100 line; introduce numbers 101 to 200 and count in 100s to 1000; add 2-digit numbers by counting on in 10s and 1s; subtract 2-digit numbers by counting back in 10s and 1s  Use doubles and number bonds to add three 1-digit numbers; use number facts to 10 and 20 in number stories; find complements to multiples of 10; understand subtraction as difference and find this by counting up; find small differences either side of a multiple of 10  Add and subtract 1-digit numbers to and from 2-digit numbers; subtract 2-digit numbers by counting back in tens and ones; add two 2-digit numbers by counting in 10s, then adding 1s; add 2-digit numbers using 10p and 1p coins (partitioning, answers less than 100); add 2-digit numbers using place-value cards (partitioning, answers more than 100  Measure weight using standard or uniform non-standard units; draw a block graph where one square represents two units; weigh items using 100g weights using scales marked in multiples of 1kg or 100g; measure capacity using uniform non-standard units; measure capacity in litres and in multiples of 100ml  Double multiples of 10 and 5 (answers less than 100); double 2-digit numbers ending in 1, 2, 3 or 4 (answers less than 100); find a quarter of numbers up to 40 by halving twice; begin to find 3/4 of numbers; find 1/2 1/4 and 1/3 of amounts (sharing); spot patterns and make predictions when finding a third of numbers |
| 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 –    The Environment | To observe closely, using simple equipment by measuring the time taken for ice to melt in a comparative test.  To perform simple tests, by comparing the rate of ice melting in a comparative test  To identify and classify by sorting litter into recycling groups based on their materials  To use their observations and ideas to suggest answers to questions by suggesting ways that waste can be reduced, reused and recycled.  Using their observations and ideas to answer questions by thinking of ways to persuade people to use less energy.  Gathering and recording data to help in answering questions by taking surveys  To ask simple questions and recognise that they can be answered in different ways by researching the rainforest. |
| Religious Education (R.E)  Eastertide | Know that Jesus rose from the dead on the first Easter Sunday. Reflect on what this tells us about Jesus.  • Know that Jesus appeared to the disciples. Reflect on what it was like for them.  • Know what happened after the Resurrection. Think about why the Resurrection is important for us.  • Know that Jesus goes back to heaven. Reflect on what this means for us.  • Know that the Apostles received the Holy Spirit. Be aware of how the Holy Spirit helped them. |
| 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  Toys | To learn about changes within living memory by exploring toys from today. To understand some of the ways in which we find out about the past by identifying different sources  To learn about changes within living memory by about toys from the past. To use sources to ask and answer questions in the context of finding out about toys from the past.  To know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods by comparing similar toys from different periods  To know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods in the context of finding out about Victorian toys  To identify changes in living memory by understanding how toys have changed over time  To develop an awareness of the past, using common words and phrases relating to the passing of time in the context of thinking about toys |
| 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.E  VIPs | To learn about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.  To identify their special people (family, friends, carers), what makes them special and how special people should care for one another  To offer constructive support and feedback to others.  To communicate their feelings to others, to recognise how others show feelings and how to respond  To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).  To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.  To recognise that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).  To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.  To know strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help |