

### PE Timetable

Gym/Dance (indoors): Monday

Games (outdoors): Thursday

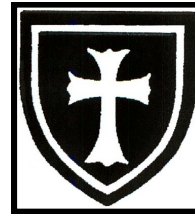
PE Kit should be brought to school on Monday and remain in school all week. Please ensure your child has a tracksuit in school when the weather is cold. Thank you.

### Homework Provision:

Homework will be given on a Thursday to be in by the following Tuesday please.

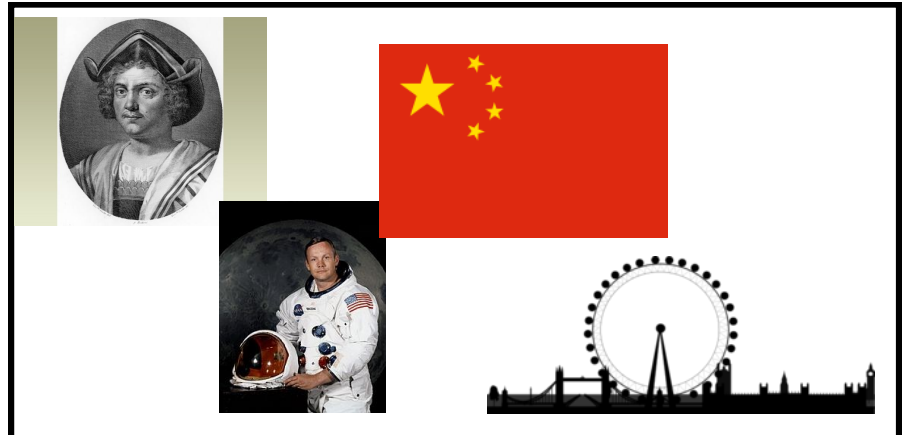
Children will be given spellings to learn for a test every other Wednesday with Mrs Davidson. A separate letter will be sent out about this in the next couple of weeks.

Please continue to listen to your child read as often as possible.



All Saints C. of E. Primary School and  
Nursery

Curriculum Plan  
2018-19  
Elm Class (Year 2)



### Curriculum Plan

Dear Parents

This curriculum plan is designed to give you information about the main topics and themes which are planned to be taught to your child during the academic year 2018-19. I hope that this will be of assistance to you should you wish, for example, to visit the library or plan visits around these.

Please note that this plan is subject to adaptation if and when necessary.

Miss Farren

Subject	Autumn Term	Spring Term	Summer Term
Science	Animals including humans. Our bodies, healthy living and life cycles.	Everyday materials Plants	Living things and habitats.
Computing	<b>We are astronauts</b> Programmable toys and on screen with 'scratch'.  <b>We are Researchers</b> Use word processing skills to create a non-fiction text	<b>We are detectives</b> Communicating clues by email  <b>We are game testers</b>	<b>We are photographers</b> Taking photographs to create different lines and textures  <b>We are zoologists</b> Bug hunt data
Religious Education	Creation—Who made the world?  Incarnation—Why does Christmas matter to Christians?	Gospel—What is the good news that Jesus brings?  Salvation—Why does Easter matter to Christians?	Islam—who is a Muslim and what do they believe?

**Fractions**

Pupils should be taught to:

Recognise, find, name and write fractions half, quarter, two quarters and three quarters of a length, shape, set of objects or quantity;

Write simple fractions for example, half of 6 = 3 and recognise the equivalence of two quarters and one half.

**Measurement**

Pupils should be taught to:

Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels;

Compare and order lengths, mass, volume/capacity and record the results using >, < and =;

Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value;

Find different combinations of coins that equal the same amounts of money;

Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change;

Compare and sequence intervals of time;

Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times;

Know the number of minutes in an hour and the number of hours in a day.

**Geometry – properties of shapes**

Pupils should be taught to:

Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line;

Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces;

Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid];

Compare and sort common 2-D and 3-D shapes and everyday objects.

**Geometry – position and direction**

Order and arrange combinations of mathematical objects in patterns and sequences.

**Statistics**

Pupils should be taught to:

Interpret and construct simple pictograms, tally charts, block diagrams and simple tables;

Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity;

Ask and answer questions about totalling and comparing categorical data.

### READING & HANDWRITING

#### **Word 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.

#### **Comprehension**

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.

#### **Handwriting**

Pupils should be taught to:

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.

### WRITING

#### **Spelling**

Pupils should be taught to 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;

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

#### **Composition:**

Pupils should be taught to:

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 and 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**

Pupils should be taught how to use both familiar and new punctuation correctly, 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);

Some features of written Standard English.

Use and understand the grammatical terminology taught in English when discussing their writing.

**National Curriculum  
Maths Expectations Year 2**

**Number and place value**

Pupils should be taught to:

Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward;

Recognise the place value of each digit in a two-digit number (tens, ones);

Identify, represent and estimate numbers using different representations, including the number line;

Compare and order numbers from 0 up to 100; use <, > and = signs;

Read and write numbers to at least 100 in numerals and in words;

Use place value and number facts to solve problems.

**Addition and Subtraction**

Pupils should be taught to:

Solve problems with addition and subtraction:

Using concrete objects and pictorial representations, including those involving numbers, quantities and measures;

Applying their increasing knowledge of mental and written methods.

Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: A two-digit number and ones, a two-digit number and tens, two two-digit numbers and adding three one-digit numbers.

Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

**Multiplication and Division**

Pupils should be taught to:

Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers;

Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs;

Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot;

Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Subject	Autumn Term	Spring Term	Summer Term
History	Neil Armstrong  Christopher Columbus	Terracotta Army	Great Fire of London
Geography	Continents and Oceans	China	Countries and Capitals of the UK including comparison of Bishop's Stortford and London.
Design & Technology	Winding mechanisms (including using wheels and axles)	Textiles	Healthy Cooking
Art	Drawing and painting	Designing and making puppets	Sculpture Buildings
Physical Education	Games Gymnastics	Games Dance Gymnastics	Games Dance Athletics
Music	Music Express-pulse and rhythm  Christmas play and carols	Music Express-exploring sounds	Music Express-summer  Singing Festival.
PSHE	Health and wellbeing	Relationships	Living in the wider world