



Warton St Paul's

Church of England Primary Academy
A member of **CDARI**

YEAR TWO LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>GENERAL THEMES</p> <p>NB: <i>THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION WELL-BEING & BEHAVIOUR FOR LEARNING</i></p>	<p>UP, UP AND AWAY</p> <p>Animals around the world Continents and oceans Traditional Tales - <i>Inside the Villains</i> Moving vehicles</p>	<p>GLOBAL INSPIRATIONS</p> <p>Stories from other cultures - Pattan's pumpkin <i>All aboard for the Bobo road</i> Biographies Black History Month Yayoi Kusama - Dot artwork</p>	<p>CHINA</p> <p>Chinese New Year The Great Race story Dragons Food - tasting chinese food, making simple foods Animals around the world Comparison between UK and Non-European place Stories with familiar settings - <i>Mr Majeika</i></p>	<p>KINGS AND QUEENS</p> <p>Famous Monarchs Queen's birthday Castles Textiles</p> <p>Animal adventure stories - <i>Meerkat Mail</i> David Attenborough</p>	<p>MARVELLOUS MEDICINE</p> <p>Nurses Wartime Safety around medicine Healthy Humans Exercise and balanced diets Observing, drawing and sculpting humans</p>	<p>ENCHANTED WOODLAND</p> <p>Plants and growth Gardening Maps and aerial photographs of the school grounds and local areas Stories by the same author - <i>Anthony Browne</i> School Trip to Brockholes</p>

<p>POSSIBLE TEXTS</p>	<p>Traditional Tales - <i>Jack and the Baked beanstalk</i> Non-Fiction Non chronological report Big Cats Little People, Big Dreams David Attenborough - <i>Non-Fiction</i> How to help a hedgehog and protect a polar bear (13 different habitats) - <i>Non-Fiction</i></p>	<p>Rosa Parks (Little people, big dreams) <i>Non-Fiction</i> recount Nelson Mandella The long walk to freedom - <i>Children's biography</i> Stories from other cultures All aboard for the Bobo road, <i>Handas Surprise</i>, <i>Mama Panya's Pancakes</i> David Attenburgh**</p>	<p>Stories with familiar settings - <i>Mr Majeika</i> How to catch a dragon - Caryl Hart <i>Non-Fiction</i> <i>Instructions</i></p>	<p>The Queen's Nose - Dick King Smith Animal Adventure stories - <i>Meerkat Mail</i> Kings and Queens - Henry VIII, Elizabeth I, Elizabeth II - <i>Non-fiction recounts, information and biographies</i> See inside castles - <i>Non-Fiction</i></p>	<p>George's Marvellous Medicine - Roald Dahl Zog and the Flying Doctors - <i>Stories with a repetitive pattern</i> Florence Nightingale and Mary Seacole - <i>Non-Fiction non-chron reports and information</i></p>	<p>The enchanted wood - Enid Blyton Stories by the same author - <i>Anthony Browne stories e.g. Gorilla, Willy and the cloud, What if?</i> Ten Seeds (seed dispersal) - <i>Non-Fiction Explanation</i></p>
<p>THEME DAYS AND ENRICHMENT WEEKS</p>	<p>Remembrance Day Harvest Time Roald Dahl Day Maths Week</p>	<p>Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Black History Month Remembrance day Road Safety World Space Week Children in Need Anti- Bullying Week</p>	<p>Chinese New Year LENT Valentine's Day Internet Safety Day Pirate Day World Book Day Reading Week</p>	<p>Easter time Mother's Day Queen's Birthday Science Week Easter Egg Hunt</p>	<p>Start of Ramadan Eid D-Day</p>	<p>Father's Day Sport/Healthy Eating Week World Environment Day Anniversary of the NHS School Trip Forest School Outdoor day</p>

<p>ASSESSMENT OPPORTUNITIES</p>	<p>Formative assessment Baseline opportunities in Phonics, Maths and Writing Half termly assessments in</p>	<p>Half termly assessments in Phonics, English and Maths Mock SAT's Papers for Reading, SPAG and maths</p>	<p>Half termly assessments in Phonics, English and Maths</p>	<p>Half termly assessments in Phonics, English and Maths Mock SAT's Papers for Reading, SPAG and maths</p>	<p>Half termly assessments in Phonics, English and Maths Resit Phonics Screening Statutory Assessment</p>	<p>End of year summative assessments in English and Maths</p>
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	Phonics, English and Maths				SAT's for reading, SPAG and maths	
PARENTAL INVOLVEMENT	Friday Open Afternoon Meet the Teacher Reading workshop	Friday Open Afternoon Nativity Maths workshop Parents Evening Book at Bedtime	Friday Open Afternoon Writing workshop Share a story Stay and Read morning	Friday Open Afternoon Parents Evening Art workshop / Gallery Share a story	Friday Open Afternoon Share a story Maths Morning – Look how far we have come!	Friday Open Afternoon Share a story Parents Evening Parent's Picnic

BRITISH VALUES	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
PSHE	Keeping	Valuing	Being my	Rights and	Me and my	Growing and

	<p>Safe</p> <p>Safe and unsafe secrets</p> <p>Appropriate touch</p> <p>Medicine safety</p>	<p>differences</p> <p>Being kind and helping others</p> <p>Celebrating difference</p> <p>People who help us</p> <p>Listening Skills</p>	<p>best</p> <p>Growth Mindset</p> <p>Looking after my body</p> <p>Hygiene and health</p> <p>Exercise and sleep</p>	<p>respect</p> <p>Cooperation</p> <p>Self-regulation</p> <p>Online safety</p> <p>Looking after money – saving and spending</p>	<p>relationships</p> <p>Bullying and teasing</p> <p>Our school rules about bullying</p> <p>Being a good friend</p> <p>Feelings/self-regulation</p>	<p>changing</p> <p>Life cycles</p> <p>Dealing with loss</p> <p>Being supportive</p> <p>Growing and changing</p> <p>Privacy</p>
	<p>Relationships Children can explain different ways that family and friends should care for one another.</p> <p>Health and well being Children can make simple choices about some aspects of their health and wellbeing and know what keeps them healthy. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations.</p> <p>Living in the wider world Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people.</p>					

<p>ENGLISH</p> <p>WORD</p> <p>READING</p> <p>COMPREHENSION</p>	<p>Phonics Phase 5c consolidation No-Nonsense Spelling Scheme (Phase 6)</p>	<p>Phonics No-Nonsense Spelling Scheme (Phase 6)</p>	<p>Phonics No-Nonsense Spelling Scheme (Phase 6)</p>	<p>Phonics No-Nonsense Spelling Scheme (Phase 6)</p>	<p>Phonics No-Nonsense Spelling Scheme (Phase 6)</p>	<p>Phonics No-Nonsense Spelling Scheme (Phase 6)</p>
	<p>-Read aloud books closely matched with their phonic knowledge, sounding out words accurately.</p> <p>-Read frequently encountered words, including high frequency words, without overt sounding out and blending.</p> <p>-Read words accurately by blending, including those with alternative pronunciations.</p> <p>-Read words ending in suffixes -ing, -ed, -er, -est</p>	<p>-Read aloud books closely matched with their phonic knowledge, sounding out words accurately.</p> <p>-Read frequently encountered words, including high frequency words, without overt sounding out and blending.</p> <p>-Read words accurately by blending, including those with alternative pronunciations.</p> <p>-Read words ending in suffixes -ment, -ness, -ful, -ly.</p>	<p>-Read aloud books closely matched with their phonic knowledge, sounding out words accurately.</p> <p>-Read frequently encountered words, including high frequency words, without overt sounding out and blending.</p> <p>-Read words accurately by blending, including those with alternative pronunciations.</p> <p>-Read words ending in suffixes -ment, -ness, -ful, -ly, -ed, -er, -est, -ing, -y.</p> <p>-Read longer, less familiar texts independently.</p>			

<p>- DEVELOPING A PASSION FOR READING</p> <p>Children will visit the library weekly</p>	<p>and -y.</p> <ul style="list-style-type: none"> -Sequence the main events in stories using prompts. -Orally retell simple stories, fairy tales and traditional tales in a group. -Recognise the use of repetitive language in a simple story. -Learn and recite a poem. <ul style="list-style-type: none"> -Choose favourite words and phrases from a text. -Take note of punctuation when reading e.g. pausing at full stops. -Demonstrate understanding of fiction and non-fiction texts by asking and answering questions. -Develop and demonstrate their understanding of characters through role play and drama. -Draw inferences about characters from the text. -Make predictions based on what has been said so far. -Identify how specific information is organised in a non-fiction text. <p>-In discussion about texts, listen to others and respond with reasons.</p>	<ul style="list-style-type: none"> -Discuss and sequence main events in a story. -Using their own story map, retell a simple story, fairy tale or traditional tale. -Learn and recite a range of poems. -Begin to develop and talk about personal reading preferences for particular authors or types of books. <ul style="list-style-type: none"> -Choose favourite words and phrases from a text. -Take note of punctuation when reading e.g. pausing at full stops. -Pose, orally rehearse and write questions prior to reading non-fiction text. -Explain and demonstrate their understanding of a text and give opinions. -Develop and demonstrate their understanding of characters through role play and drama. -Draw inferences about characters from events in the story. -Make predictions based on what has been read so far and give reasons. -Locate information in a non-fiction text using the contents page, index, labelled diagrams and charts. <p>-Make thoughtful contributions to discussion in different group situations.</p>	<ul style="list-style-type: none"> -Discuss the main events in stories and sequence using language such as first of all, moments later and finally. -Use their own story maps to retell a wider range of stories to different audiences. -Recognise the use of repetitive language within texts and poems and across texts. -Learn and recite a range of poetry with intonation. -Demonstrate enthusiasm for particular authors or types of texts, choosing to read these for pleasure. <ul style="list-style-type: none"> -Identify, discuss and collect favourite words and sort into word class e.g. nouns, adjectives, adverbs. -Identify and discuss words within context and use morphology to work out the meaning e.g. terror and terrorised. -Take note of punctuation by using tone and intonation when reading aloud. -Explain and demonstrate their understanding of a text and give opinions. -Develop and demonstrate their understanding of characters through role play and drama drawing on language from the text. -Draw inferences about characters using specific parts of the text. -Make predictions based on what has been read so far and give reasons. -Locate information and answer questions about a range of non-fiction texts using the contents page, index, labelled diagrams and charts. -Make extended contributions to discussion in different group situations.
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	<p>Narrative: Traditional tales with a twist Non-Fiction: Non</p>	<p>Narrative: Stories from other cultures Non-Fiction: Meerkat Christmas (Postcards)</p>	<p>Narrative: Stories with familiar settings Non-Fiction:</p>	<p>Narrative: Animal stories Non-Fiction: Poetry WAC: Historical</p>	<p>Narrative: Stories by the same author Non-Fiction: Non-Chronological</p>	<p>Narrative: Stories with repetitive patterns Non-Fiction:</p>
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	<p>chronological report WAC: <i>Diary entry</i> <i>Letter home</i> <i>Setting description</i></p>	<p>WAC: <i>Recount letter from Rosa Parks</i> <i>Weather report from around the world</i></p>	<p>Instructions/ persuasive advert WAC: <i>Postcard from China</i></p>	<p><i>recount/biography of a famous Monarch</i></p>	<p>reports/information leaflets WAC: <i>Non-Chronological report about staying healthy</i></p>	<p>Explanations WAC: <i>A leaflet for an area of interest from fieldwork</i></p>
<p>WRITING</p> <p>TEXTS MAY CHANGE DUE TO CHILDREN'S INTERESTS</p>	<ul style="list-style-type: none"> -Say, write and punctuate simple and compound sentences using the joining words <i>and</i> and <i>but</i> (coordination). -Use sentences with different forms: questions and exclamations. -Secure the use of capital letters, full stops, question marks and exclamation marks. -Use subordination for time using <i>when</i> -Use subordination for reason using <i>because</i> -Identify, understand and select verbs to complete sentences. -Use progressive form of verbs in the present tense e.g. she is watching tv. -Use past tense accurately for narratives, recount and historical reports. -Identify, understand and select nouns correctly to complete sentences. -Generate, select and effectively use adjectives. -Identify, understand and select adverbs to complete sentences. -Discuss and plan what to write about using a range of methods. -Orally rehearse simple and compound sentences before writing. -Identify purpose and audience for writing. -Edit and improve own writing with specific 	<ul style="list-style-type: none"> -Say, write and punctuate simple and compound sentences using the joining words <i>so</i> and <i>or</i> (coordination). -Use sentences with different forms: statements and commands. -Use commas in a list. -Use subordination for time using <i>before and after</i>. -Use subordination for reason using <i>if</i>. -Use subordinating conjunction <i>that</i> in sentences and in narratives. -Identify, understand and select verbs to complete sentences. -Use progressive form of verbs in the present tense e.g. she is watching tv. -Use present tense accurately for non-chronological reports and persuasive adverts. -Generate, select and effectively use nouns. -Edit and improve own writing by strengthening the use of adjectives to make noun phrases. -Generate, select and effectively use adverbs. -Discuss and plan what to write about using a range of methods. -Orally rehearse simple and compound sentences before writing. 	<ul style="list-style-type: none"> -Say, write and punctuate simple and compound sentences using the joining words <i>so</i> and <i>or</i> (coordination). -Use sentences with different forms: questions, exclamations, statements and commands. -Independently edit and improve own writing using capital letters, full stops, question marks and exclamation marks. -Use commas to separate items in a list in a range of fiction, non-fiction and cross curricular writing. -Use apostrophes for contracted forms e.g don't -Use apostrophes for singular possession. -Use subordination for time using <i>when, before and after</i>. -Use subordination for reason using <i>because and if</i>. -Use subordinating conjunction <i>that</i> in sentences for non-fiction texts. -Independently edit and improve own writing by strengthening the use of nouns, verbs, adverbs and noun phrases. -Discuss and plan what to write about using a range of methods. -Drawing on sentence structures from known 			

	<p>guidance from the teacher.</p> <p>-Evaluate their writing with a teacher, saying what is good about it and what they could make better.</p> <p>-Proofread for errors in spelling, grammar and punctuation.</p> <p>-Read aloud with intonation and tone, pausing at punctuation.</p>	<p>-Identify purpose and audience for writing.</p> <p>-Edit and improve own writing with some signposting from the teacher.</p> <p>-Proofread for errors in spelling, grammar and punctuation.</p> <p>-Read aloud with intonation and tone, pausing at punctuation.</p>	<p>texts, orally rehearse simple and compound sentences before writing.</p> <p>-Edit and improve own writing in relation to purpose and audience.</p> <p>-Proofread for errors in spelling, grammar and punctuation.</p> <p>-Read aloud with intonation and tone, pausing at punctuation.</p>
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<h1>MATHS</h1>	<p>GUIDED REASONING WILL BE PLANNED FOR EVERY FRIDAY RELATED TO THE OBJECTIVES LEARNT DURING THE WEEK WITH A FOCUS ON USING MATHEMATICAL LANGUAGE, PROBLEM SOLVING AND REASONING. OPPORTUNITIES TO PRACTICE SAT'S STYLE QUESTIONS TO BE PLANNED FOR DURING THIS TIME.</p>					
	<p>Place Value</p> <p>-Recognise the place value of each digit in a two-digit number (10s, 1s)</p> <p>-Read and write numbers to at least 100 in numerals and in words</p> <p>-Compare and order numbers from 0 up to 100; use <, > and = signs</p> <p>Addition and Subtraction</p> <p>-Recall and use addition and subtraction facts to 20 fluently, and derive and use</p>	<p>Fractions</p> <p>-Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.</p> <p>Measurement</p> <p>-Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales,</p>	<p>Place Value</p> <p>-Identify, represent and estimate numbers using different representations, including the number line</p> <p>-Compare and order numbers from 0 up to 100; use <, > and = signs</p> <p>Addition and Subtraction</p> <p>-Solve problems with addition and subtraction: using concrete objects and pictorial representations,</p>	<p>Statistics</p> <p>-Interpret and construct simple pictograms, tally charts, block diagrams and tables.</p> <p>-Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>-Ask and answer questions about totalling and comparing categorical data.</p> <p>Multiplication and Division</p>	<p>Place Value</p> <p>-Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward</p> <p>-Use place value and number facts to solve problems.</p> <p>Addition and Subtraction</p> <p>-Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>-Show that addition of 2 numbers can be</p>	<p>Fractions</p> <p>-Write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p> <p>Measurement</p> <p>-Compare and sequence intervals of time</p> <p>-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.</p> <p>-Know the number</p>

	<p>related facts up to 100 -Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s a two-digit number and 10s 2 two-digit numbers adding 3 one-digit numbers</p> <p>Multiplication and Division -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</p>	<p>thermometers and measuring vessels -Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$</p> <p>Properties of Shapes -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</p>	<p>including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods</p> <p>Position and Direction -Order and arrange combinations of mathematical objects in patterns and sequences. -Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p>	<p>-Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 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.</p> <p>Measurement -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</p>	<p>done in any order (commutative) and subtraction of one number from another cannot.</p> <p>Properties of Shapes -Identify 2-D shapes on the surface of 3-D shapes. -Compare and sort common 2-D and 3-D shapes and everyday objects.</p>	<p>of minutes in an hour and the number of hours in a day.</p> <p>Problem Solving -All objectives covered.</p>
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				money of the same unit, including giving change.		
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<h1>SCIENCE</h1>	DURING YEARS 1 AND 2, PUPILS SHOULD BE TAUGHT TO USE THE FOLLOWING PRACTICAL SCIENTIFIC METHODS, PROCESSES AND SKILLS THROUGH THE TEACHING OF THE PROGRAMME OF STUDY CONTENT: ASKING SIMPLE QUESTIONS AND RECOGNISING THAT THEY CAN BE ANSWERED IN DIFFERENT WAYS OBSERVING CLOSELY, USING SIMPLE EQUIPMENT PERFORMING SIMPLE TESTS IDENTIFYING AND CLASSIFYING USING THEIR OBSERVATIONS AND IDEAS TO SUGGEST ANSWERS TO QUESTIONS GATHERING AND RECORDING DATA TO HELP IN ANSWERING QUESTIONS.				
	<p>Animals, including humans Focus on Animals Pupils should be taught to:</p> <ul style="list-style-type: none"> -notice that animals, including humans, have offspring which grow into adults -find out about and describe the basic needs of animals, including humans, for survival (water, food and air) <p>In this unit children will:</p> <ol style="list-style-type: none"> 1.Be able to explain that animals have offspring which grow into adults. 2.Be able to talk about the changes of young animals to adults. 3.Be able to identify 	<p>Living things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> -explore and compare the differences between things that are living, dead, and things that have never been alive -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 -identify and name a variety of plants and animals in their habitats, including microhabitats -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. <p>In this unit children will:</p> <ol style="list-style-type: none"> 1.Be able to give examples of things that are living, dead and have never been alive. 2.Be able to compare things that are living, dead and have never been alive and talk about ways to identify them. 3.Be able to explain what a habitat is. 	<p>Uses of everyday materials Pupils should be taught to:</p> <ul style="list-style-type: none"> - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses -find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>In this unit</p>	<p>Animals, including humans Focus on Humans Pupils should be taught to:</p> <ul style="list-style-type: none"> -notice that animals, including humans, have offspring which grow into adults -find out about and describe the basic needs of animals, including humans, for survival (water, food and air) -describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>In this unit children will:</p> <ol style="list-style-type: none"> 1.Be able to explain that humans have offspring which grow into adults. 2.Be able to talk about the changes of babies to adults. 3.Be able to identify the basic needs of humans and talk about why they need water, food and air to survive. 4.Be able to describe the importance of exercise and its 	<p>Plants Pupils should be taught to:</p> <ul style="list-style-type: none"> -observe and describe how seeds and bulbs grow into mature plants -find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>In this unit children will:</p> <ol style="list-style-type: none"> 1.Be able to describe how seeds or bulbs grow into mature plants. 2.Be able to use simple tests to find out how

	<p>the basic needs of animals.</p> <p>4.Be able to talk about why animals need water, food and air to survive.</p>	<p>4.Be able talk about the habitats that particular animals and plants live in and how they are suited to them.</p> <p>5.Be able to identify microhabitat and talk about how it is different to a habitat.</p> <p>6.Understand that animals get their food from plants and other animals.</p> <p>7.Be able to complete a simple food chain.</p>	<p>children will:</p> <p>1.Be able to describe the properties of different everyday materials.</p> <p>2.Be able to identify which materials suit a particular purpose and confirm this using simple tests.</p> <p>3.Be able to test and discuss how some solid materials can be changed.</p>	<p>effects on the body.</p> <p>5. Be able to talk about a healthy balanced diet and the importance of good hygiene.</p>	<p>plants need water, light and a suitable temperature to grow.</p> <p>3.Be able to describe what happens to plants that are not kept in the correct environment to grow.</p>
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<h1>GEOGRAPHY AND HISTORY</h1>	<p>GEOGRAPHY - PUPILS SHOULD DEVELOP KNOWLEDGE ABOUT THE WORLD, THE UNITED KINGDOM AND THEIR LOCALITY. THEY SHOULD UNDERSTAND BASIC SUBJECT-SPECIFIC VOCABULARY RELATING TO HUMAN AND PHYSICAL GEOGRAPHY AND BEGIN TO USE GEOGRAPHICAL SKILLS, INCLUDING FIRST-HAND OBSERVATION, TO ENHANCE THEIR LOCATIONAL AWARENESS.</p> <p>HISTORY - PUPILS SHOULD DEVELOP AN AWARENESS OF THE PAST, USING COMMON WORDS AND PHRASES RELATING TO THE PASSING OF TIME. THEY SHOULD KNOW WHERE THE PEOPLE AND EVENTS THEY STUDY FIT WITHIN A CHRONOLOGICAL FRAMEWORK AND IDENTIFY SIMILARITIES AND DIFFERENCES BETWEEN WAYS OF LIFE IN DIFFERENT PERIODS. THEY SHOULD USE A WIDE VOCABULARY OF EVERYDAY HISTORICAL TERMS. THEY SHOULD ASK AND ANSWER QUESTIONS, CHOOSING AND USING PARTS OF STORIES AND OTHER SOURCES TO SHOW THAT THEY KNOW AND UNDERSTAND KEY FEATURES OF EVENTS. THEY SHOULD UNDERSTAND SOME OF THE WAYS IN WHICH WE FIND OUT ABOUT THE PAST AND IDENTIFY DIFFERENT WAYS IN WHICH IT IS REPRESENTED</p>					
	<p>Geography</p> <p>Locational knowledge</p> <p>-name and locate the world's seven continents and five oceans</p> <p><i>Locating areas of the world and what its is like to live there throughout the year - focus on other places in the world.</i></p> <p>Geography: Style of maps</p> <p>- find land/sea on globe.</p>	<p>History</p> <p>Pupils should be taught about:</p> <p>-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</p>	<p>Geography</p> <p>Place knowledge</p> <p>-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</p>	<p>History</p> <p>Pupils should be taught about:</p> <p>-changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.</p> <p>-the lives of significant individuals in the past who have contributed to national and</p>	<p>History</p> <p>Pupils should be taught about:</p> <p>-changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.</p> <p>-the lives of significant individuals in the past who have contributed to national and international achievements, some should</p>	<p>Geography</p> <p>Human and Physical Geography</p> <p>Pupils should be taught:</p> <p>-Basic geographical vocabulary to refer to:</p> <p>-Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea,</p>

	<p>Use teacher drawn base maps. Use large scale OS maps. Use Google maps. Scale/ Distance - begin to spatially match places (e.g recognise UK on a small scale and larger scale maps) Using maps - Use an infant map to locate places. Map knowledge - Identify significant places and environments. Identify locations and discuss what has been previously learnt.</p> <p>In this unit, pupils will be taught: 1 - To understand what a continent is and name all seven. 2 - To know the difference between a sea and an ocean and name all five. 3 - To locate the seven continents and five oceans on a map/globe. 4 - Understand key geographical features of each continent and their relative sizes. 5 - To know which continent we live in.</p>	<p>periods <i>David Attenborough and Greta Thunberg</i></p> <p>History: Range & depth of historical knowledge - recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times.</p> <p>In this unit, pupils will be taught: 1 - To know key events from David Attenborough's life. 2- To know key events from Greta Thunberg's life. 3 - Why are these two individuals significant? 4 - What differences can you identify between David Attenborough and Greta Thunberg's lives? 5 - How have David Attenborough and Greta Thunberg influenced life today?</p>	<p>non-European country <i>Learn about a small province in China</i></p> <p>Geography: Geographical enquiry - children encouraged to ask simple geographical questions; Where is it? What's it like? Use books, stories, atlases, pictures/photos and the internet as sources of information. Investigate their surroundings. Make appropriate observations about why things happen. Make simple comparisons between features of different places.</p> <p>In this unit, pupils will be taught: 1 - To locate China on a World Map. 2 - To research what life is like in Beijing. 3 - To compare what life is like in Beijing and Warton. 4 - To learn about Chinese culture and compare this to</p>	<p>international achievements, some should be used to compare aspects of life in different periods <i>Elizabeth II and King Charles* (to be removed in 2024)</i></p> <p>History: Chronological understanding - sequence artefacts closer together in time. Sequence photographs from different periods of their life. Describe memories of key events in their own and other's lives. Interpretation of history - compare two versions of a past event. Compare pictures and photographs of people and events in the past.</p> <p>In this unit, pupils will be taught: 1 - Where do these events fit on our timeline? 2 - Why were these events significant? 3 - How can we find out about them? 4 - Why was the coronation such a long time after the death of Queen</p>	<p>be used to compare aspects of life in different periods <i>Florence Nightingale and Mary Seacole</i> <i>Wartime medicine</i></p> <p>History: Historical enquiry - Use a source to answer questions about the past on the basis of simple observations.</p> <p>In this unit, pupils will be taught: 1 - To know who Florence Nightingale was and when she was alive. 2- To know who Mary Seacole was and when she was alive. 3 - Why are these two individuals significant? 4 - To compare aspects of life in different periods for the two women. 5 - How have Florence Nightingale and Mary Seacole influenced life today?</p>	<p>ocean, river, soil, valley, vegetation, season and weather -Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geography: Fieldwork: Observing and labelling key human and physical features.</p> <p>In this unit, pupils will be taught: 1 - What are the key physical features of a countryside? 2 - What are the key physical features of a city? 3 - What are the key physical features of the seaside? 4 - To draw a map of our local coast line. 5 - To follow a route on a map.</p>
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			British culture. 5 - To learn about key geographical features in Beijing.	Elizabeth II? 5 -Who was involved? Where did it take place? 6 - Did things change as a result of these events?		
	Which stories are special and why? Rosh Hashanah Yom Kippur Sukkot All Saints Day	Which people are special and why? Diwali Hannukah Christmas	What places are special and why? Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri	What times are special and why? Holi Palm Sunday Passover Easter Start of Ramadan	Being special: where do we belong? Eid Shavuot	What is special about our world? Summer Solstice

MUSIC	KEY STAGE 1 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.					
	Pulse, rhythm and pitch https://www.lancashiremusicclub.co.uk/c/1370757-english-model-music-curriculum-scheme-v2/1370765-year-2 In this unit children will: 1.Recognise long and Short sounds 2.Perform short cypcat rhythm	Playing in an orchestra https://www.lancashiremusicclub.co.uk/c/1370757-english-model-music-curriculum-scheme-v2/1370765-year-2 In this unit children will: 1.Be able to explain what an orchestra is. 2.Be able to identify	Inventing a musical story https://www.lancashiremusicclub.co.uk/c/1370757-english-model-music-curriculum-scheme-v2/1370765-year-2 In this unit children will: 1.Be able to identify if the music is loud or soft, fast or slow, smooth and connected,	Recognising different sounds https://www.lancashiremusicclub.co.uk/c/1370757-english-model-music-curriculum-scheme-v2/1370765-year-2 In this unit children will: 1.Be able to hear harmony in music. 2.Be able to identify different pitches in a	Exploring Improvisation https://www.lancashiremusicclub.co.uk/c/1370757-english-model-music-curriculum-scheme-v2/1370765-year-2 In this unit children will: 1.Explore improvisation in different forms. 2.Use two or three notes to create an	Our big concert https://www.lancashiremusicclub.co.uk/c/1370757-english-model-music-curriculum-scheme-v2/1370765-year-2 In this unit children will: 1. Plan a performance to showcase songs and music they have learnt. 2.Perform in front of an

	<p>patterns accurately, led by the teacher. 3.Perform word-pattern chants create, retain and perform their own rhythm patterns.</p>	<p>musical instruments that are played in an orchestra. 3.Explore playing instruments in a group with other children.</p>	<p>or short and detached. 2.Explore the emotions portrayed in the piece of music. 3.Explore the use of loud and soft sounds.</p>	<p>piece of music. 3.Be able to identify and name different instruments used in a piece of music.</p>	<p>improvisation.</p>	<p>audience. 3.Present to the audience the music they are going to play.</p>
<p>SKILLS TAUGHT</p>	<p>Listen and appraise To know some songs have a chorus or a response/answer part. To know that songs have a musical style. To know that music has a steady pulse.</p> <p>Singing To confidently sing or rap five songs from memory and sing them in unison.</p> <p>Playing To learn the names of the notes in their instrumental part from memory, or when written down. To learn the names of the instruments they are playing.</p> <p>Improvisation To know that improvisation is making up your own tunes on the spot.</p> <p>Composition To create a simple melody using one, two or three notes.</p> <p>Performance To work with others to perform a song they have learnt. To say how they feel about the performance.</p>					

<p style="text-align: center;">ART AND DESIGN TECHNOLOGY</p> <p style="text-align: center;"><i>Children to produce a piece of artwork each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others.</i></p>	<p>Design and Technology Design- design purposeful, functional, appealing products for themselves and other users based on design criteria Make -Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Evaluate -evaluate their ideas and products against design criteria Technical knowledge -explore and use mechanisms,wheels and axles, in their products.</p> <p><i>Vehicles to explore the world, including a vehicle with wheels and axles.</i></p> <p>In this unit children will: 1.Explore and create prototypes of wheels and axles in different products. 2.Design and label a vehicle using a design criteria. 3.Use a range of tools and materials to create</p>	<p>Art and Design Pupils should be taught: -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.</p> <p><i>Andy Goldsworthy - collage at Forest School.</i></p> <p>Collage - Experiments with creating mood, feelings and movement. Textiles - Weaving using strong wool through card and paper. Use colours to create pattern. Evaluating - Identify what they would do different next time. Generate a written evaluation.</p> <p>In this unit children will: 1.Explore the work of Andy Goldsworthy sharing their opinions and exploring the materials/techniques used. 2.Explore replicating</p>	<p>Design and Technology Food Design -design purposeful, functional, appealing products for themselves and other users based on design criteria Make -select from and use a range of tools and equipment to perform practical tasks for example, cutting. Evaluate -explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p><i>Chinese food -no bake Spring Rolls</i></p> <p>Working with tools - Follow safe procedures for food safety and hygiene.</p> <p>In this unit children will: 1.Evaluate existing products and say what they like or dislike about them. 2.Plan and design a Spring roll using a given design criteria. 3.Use chopping,</p>	<p>Design and Technology Design -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</p> <p><i>Make an insulated sandwich bag (sewing)</i></p> <p>In this unit children will: 1.Design a sandwich bag, create a mock up and talk through their ideas with others. 2.Choose appropriate materials after evaluating</p>	<p>Art and Design Pupils should be taught: -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.</p> <p><i>Sculptures of humans</i></p> <p>3D work - Able to create texture and specific effects using a range of tools. Evaluating - Identify what they would do differently next time. Generate a written evaluation.</p> <p>In this unit children will: 1.Use drawing, painting and sculpture to plan their end product. 2.Decide which materials they will use to create their sculpture.</p>	<p>Art and Design Pupils should be taught: -to use drawing and painting 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.</p> <p><i>Drawings of landscapes (school grounds or local areas).</i></p> <p>Printing - Explore images by recreating texture using wallpaper, string, polystyrene. Drawing - Uses line and tone (light/dark lines) in drawings that show a controlled range of marks. Painting - Represents things observed, remembered or imagined using colour. Colour - Mix colours and know which Primary Colours make Secondary Colours.</p> <p>In this unit children will: 1. Use drawing and</p>
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	a moving vehicle. 4.Evaluate their model against the design criteria.	Andy Goldsworthy collages using the same materials and techniques. 3.Use the work of Andy Goldsworthy to inspire a piece of artwork and talk about the techniques they have used.	grating, rolling and peeling techniques. 4.Evaluate their product against the design criteria.	effectiveness of each against the design criteria. 3.Use running stitch to join the material together. 4.Evaluate their product against the design criteria.	3.Create textures and detail using a range of tools. 4. Evaluate their work saying what they would do differently next time.	painting to plan their landscape. 2.Experiment with different materials to print. 3.Mix colours and be able to identify which primary colours make secondary colours. 4.Use lines and tone to add details to the landscape.
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COMPUTING	Key stage 1 PUPILS SHOULD BE TAUGHT TO: UNDERSTAND WHAT ALGORITHMS ARE; HOW THEY ARE IMPLEMENTED AS PROGRAMS ON DIGITAL DEVICES; AND THAT PROGRAMS EXECUTE BY FOLLOWING PRECISE AND UNAMBIGUOUS INSTRUCTIONS. CREATE AND DEBUG SIMPLE PROGRAMS. 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.					
	<p><i>Purple Mash</i> Unit 2.1 Coding <i>Create and debug simple programs.</i> Computer Science To explain that an algorithm is a set of instructions to complete a task. When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code. To create a simple program that achieves a specific purpose. They</p>	<p><i>Purple Mash</i> Unit 2.2 Online Safety <i>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.</i> Computer Science To know the implications of</p>	<p><i>Purple Mash</i> Unit 2.3 Spreadsheets <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i> Information Technology To demonstrate an ability to organise data using, for example, a database. Unit 2.5 Effective Searching <i>Use technology purposefully to create, organise,</i></p>	<p><i>Purple Mash</i> Unit 2.4 Questioning Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Information Technology To demonstrate an ability to organise data using, for example, a database.</p>	<p><i>Purple Mash</i> Unit 2.6 Creating pictures Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Information Technology To demonstrate an ability to organise data using, for example, a database. Unit 2.7 Making Music Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Information Technology To demonstrate an ability to organise data using, for</p>	<p><i>Purple Mash</i> Unit 2.8 Presenting ideas Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Information Technology To demonstrate an ability to organise data using, for example, a database.</p>

	<p>can also identify and correct some errors.</p> <p>To identify the parts of a program that respond to specific events and initiate specific actions. For example, they can write a cause and effect sentence of what will happen in a program.</p>	<p>inappropriate online searches. Children begin to understand how things are shared electronically.</p>	<p><i>store, manipulate and retrieve digital content.</i></p> <p><i>Recognise common uses of information technology beyond school.</i></p> <p>Digital Literacy</p> <p>To effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond the classroom. They can share this knowledge.</p>		<p>example, a database.</p>	
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<p>PHYSICAL EDUCATION</p>	<p>PUPILS SHOULD BE TAUGHT TO: 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.</p>
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	<p>Year 2 Gymnastics Gymnastics Perform fundamental movement skills at a developing level and start to master some basic movements in: Travelling skills Perform body actions with control and coordination.</p> <p>In this unit children will: 1.Show awareness of opponents and team-mates when playing games. 2.Perform basic skills of rolling, striking and kicking with more confidence. 3.Apply these skills in a variety of simple games. 4.Make choices about appropriate targets, space and equipment. 5.Work well with a partner and in a small group to improve their skills.</p>	<p>Year 2 - Games - Piggy in the Middle Games Perform fundamental movement skills at a developing level and start to master some basic movements in: Travelling skills. Sending skills. Receiving skills</p> <p>In this unit children will: 1.Show awareness of opponents and team-mates when playing games. 2.Perform basic skills of rolling, striking and kicking with more confidence. 3.Apply these skills in a variety of simple games. 4.Make choices about appropriate targets, space and equipment. 5.Use a variety of simple tactics. 6.Describe how their bodies work and feel when playing games. 7.Work well with a partner and in a small group to improve their skills.</p>	<p>Year 2 Dance Moving Along Dance Perform fundamental movement skills at a developing level and start to master some basic movements Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities.</p> <p>In this unit children will: 1.Consistently perform a range of body actions correctly. 2.Use different parts of the body singly and in combination fluently. 3.Show a sense of dynamic, expressive and rhythmic qualities in their own dance whilst performing singly and in combination. 4.Choose appropriate movements for different dance ideas and perform them.</p>	<p>Year 2 FMS Playground games in the 20th Century Games Perform fundamental movement skills at a developing level and start to master some basic movements in: Travelling skills. Sending skills. Receiving skills</p> <p>In this unit children will: 1.Show awareness of opponents and team-mates when playing games. 2.Perform basic skills of rolling, striking and kicking with more confidence. 3.Apply these skills in a variety of simple games. 4.Make choices about appropriate targets, space and equipment. 5.Use a variety of simple tactics. 6.Describe how their bodies work and feel when playing games. 7.Work well with a partner and in a small group to improve their skills.</p>	<p>Year 2 - Games - Striking and Fielding Games Perform fundamental movement skills at a developing level and start to master some basic movements in: Travelling skills. Sending skills. Receiving skills</p> <p>In this unit children will: 1.Show awareness of opponents and team-mates when playing games. 2.Perform basic skills of rolling, striking and kicking with more confidence. 3.Apply these skills in a variety of simple games. 4.Make choices about appropriate targets, space and equipment. 5.Use a variety of simple tactics. 6.Describe how their bodies work and feel when playing games. 7.Work well with a partner and in a small group to improve their skills.</p>	<p>Year 2 Athletics Athletics Perform fundamental movement skills at a developing level and start to master some basic movements.</p> <p>In this unit children will: 1.Run at fast, medium and slow speeds, changing speed and direction. 2.Link running and jumping activities with fluency, control and consistency. 3.Make up and repeat a sequence of linked jumps. 4.Take part in a relay activity, remembering when to run and what to do. 5.Throw various objects, changing their action for accuracy and distance. 6.Recognise when their heart rate, temperature and breathing rate have changed.</p>
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			<p>5. Remember and repeat dance phrases and simple dances.</p> <p>6. Move with control and coordination.</p>			
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RELIGIOUS EDUCATION	TAKEN FROM RE SYLLABUS FOR CHURCH SCHOOLS WRITTEN BY BLACKBURN DIOCESE.
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	<p>2.1 The Bible <i>Key Questions</i> Why is the Bible special? Why does the vicar/minister think that the Bible is special? Which Bible stories do you enjoy? Why? Who uses the Bible? Why? The Bible is in two parts which are different. Why/how are they different?</p>	<p>2.7 Christmas The Journey to Bethlehem <i>Key Questions</i> Why did Mary and Joseph make the journey to Bethlehem? In what ways would their journey be different from a journey you might make? Many other people made the journey. Who might they have been? Why did the shepherds make the journey? Why did the wise men make the journey?</p>	<p>2.3 Friend to everyone <i>Key Questions</i> What is a miracle? Why are these stories important? Why did Jesus welcome everyone? I wonder how it felt to meet Jesus? What did Jesus want us to learn from his behaviour? What do these stories reveal about Jesus?</p>	<p>2.4 Easter Signs and Symbols <i>Key Questions</i> How do symbols help us to understand the meaning of the story? What do you think this means? Why is Easter the most important festival in the Christian calendar? What has saving people and rescue got to do with Jesus and Easter?</p>	<p>S13 Multicultural Christianity <i>Key Questions</i> How has the story of Jesus been spread around the world? Why didn't the first Christians give up when telling the story was so hard? Why does Jesus look different in all the pictures? Why does the artwork reflect the culture? In what ways does the artwork reflect the culture?</p>	<p>2.6 Ascension and Pentecost <i>Key Questions</i> Why is Ascension a special celebration in the church year? What happened at Pentecost? Why is Pentecost often called the Birthday of the Church? How does it feel when we say goodbye?</p>
	<p>Which stories are special and why? Rosh Hashanah Yom Kippur Sukkot All Saints Day</p>	<p>Which people are special and why? Diwali Hannukah Christmas</p>	<p>What places are special and why? Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri</p>	<p>What times are special and why? Holi Palm Sunday Passover Easter Start of Ramadan</p>	<p>Being special: where do we belong? Eid Shavuot</p>	<p>What is special about our world? Summer Solstice</p>

END OF THE YEAR EXPECTATIONS

READING	WRITING	MATHS	SCIENCE
<p>Year 2 Teacher Assessment Framework Expected Standard The pupil can:</p> <ul style="list-style-type: none"> • read accurately most words of two or more syllables • read most words containing common suffixes • read most common exception words <p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words • sound out most unfamiliar words accurately, without undue hesitation. <p>In a book that they can already read fluently, the pupil can:</p> <ul style="list-style-type: none"> • check it makes sense to them, correcting any inaccurate reading • answer questions and make some inferences • explain what has happened so far in what they have read. 	<p>Year 2 Teacher Assessment Framework Expected Standard The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that /because) to join clauses • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others • spell many common exception words • form 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. 	<p>Year 2 Teacher Assessment Framework Expected Standard The pupil can:</p> <ul style="list-style-type: none"> • read scales* in divisions of ones, twos, fives and tens • partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus • add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$) • recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$) • recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary • identify $\frac{1}{4}, \frac{1}{3}, \frac{1}{2}, \frac{2}{4}, \frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole • use different coins to make the same amount • read the time on a clock to the nearest 15 minutes • name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry. 	<p>Year 2 Teacher Assessment Framework Expected Standard Working scientifically The pupil can, using appropriate scientific language from the national curriculum:</p> <ul style="list-style-type: none"> • ask their own questions about what they notice • use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions: <ul style="list-style-type: none"> observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, finding things out using secondary sources of information • communicate their ideas, what they do and what they find out in a variety of ways. <p style="text-align: center;">Science content</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • name and locate parts of the human body, including those related to the senses [year 1], and describe the importance of exercise, a balanced diet and hygiene for humans [year 2] • describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults [year 2] • describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants [year 2]

			<ul style="list-style-type: none">• identify whether things are alive, dead or have never lived [year 2]• describe and compare the observable features of animals from a range of groups [year 1]• group animals according to what they eat [year 1], describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships [year 2]• describe seasonal changes [year 1]• name different plants and animals and describe how they are suited to different habitats [year 2]• distinguish objects from materials, describe their properties, identify and group everyday materials [year 1] and compare their suitability for different uses [year 2].
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