

## Curriculum Coverage- Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Fire! Fire!	Amazing Africa	Imagination Decides Everything	Famous Faces	From Field to Fork	Super Citizens
Whole Class reading texts	Vlad and the Great Fire of London by Kate Cunningham	Hooray for Anna Hibiscus by Atinuke	Greek Myths by Geraldine Mccaughrean	Homework on Pluto by Lou Treleaven	The Magic Finger- Roald Dahl	Mr Majeika by Humphrey Carpenter
Key Grammar and Punctuation focus	<ul style="list-style-type: none"> <li>Adjectives</li> <li>Commas in lists</li> <li>Adverbs of time</li> <li>First person</li> <li>Co-ordinating conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>Powerful verbs</li> <li>Adverbs</li> <li>Adverbs of time</li> <li>Expanded noun phrases</li> <li>Capital Letters for proper nouns (names of characters and places)</li> </ul>	<ul style="list-style-type: none"> <li>Adverbs of time</li> <li>Past tense</li> <li>Co-ordinating conjunctions</li> <li>Expanded noun phrases</li> <li>First person</li> <li>Questions</li> </ul>	<ul style="list-style-type: none"> <li>Capital Letters for proper nouns (names of characters and places)</li> <li>Subordinating conjunction</li> <li>Apostrophes</li> <li>First person</li> <li>Expanded noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Questions</li> <li>Exclamation</li> <li>Adverbs of time</li> <li>Apostrophes for possession</li> <li>Verbs and adverbs.</li> </ul>	<ul style="list-style-type: none"> <li>Verb adverb agreement</li> <li>Conjunctions</li> <li>Apostrophes for possession</li> </ul>
Maths Coverage	<ul style="list-style-type: none"> <li>Place Value</li> <li>Addition and Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Money</li> <li>Multiplication and Division</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication and Division</li> <li>Statistics</li> <li>Properties of Shape</li> </ul>	<ul style="list-style-type: none"> <li>Fractions</li> <li>Length and Height</li> </ul>	<ul style="list-style-type: none"> <li>Position and Direction</li> <li>Problem Solving and Efficient Methods</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>Mass, Capacity and Temperature</li> <li>Investigations</li> </ul>
Science Topic	Uses of Everyday Materials	Living things and their Habitats		Animals, including Humans	Plants	
Wider Curriculum Driver	History	Geography	Design Technology	History	Geography	Design and Technology
Key Concept	Interpretation	Fieldwork: aerial photographs to identify features	Linkages	Similarity, difference and significance	Fieldwork: compasses and directions	Food Technology
RE Question	Is it possible to be kind to everyone all of the time?	Does completing Hajj make someone a better Muslim?	Why do Christians believe God gave Jesus to the world?	Why do Muslims go to the Mosque?	How important is it to Christians that Jesus came back to life after his crucifixion?	Philosophy For Children
Art Theme	Colour	Drawing	Whole School Exhibition	3D Form	Texture	Printing
Computing focus	Coding 2.1	Questioning 2.4	Making Music 2.7	Online Safety 2.2	Spreadsheets 2.3	Creating Pictures 2.6

Music focus	London songs Harvest	Nativity Blackheath	Notation, Rounds, Harmony/Melody	Notation, Layers, Rounds	Part songs Harmony/Melody	Part songs, Harmony/ Melody Movement
Spanish Theme and Song	Buenos dias, Buenos tardes, Buenos noches	Si estas feliz...	Feliz navidad a todos	Mi cuerpo hace musica	Shape song	Simple action song
Charter Experience	<ul style="list-style-type: none"> <li>• Visit pudding lane</li> </ul>	<ul style="list-style-type: none"> <li>• Perform at a concert with other schools (Blackheath halls).</li> <li>• Donate something to charity</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about a famous artist and create your own masterpiece in their style.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a letter to an astronaut</li> <li>• Visit a Mosque</li> <li>• Visit a museum in central London</li> </ul>	<ul style="list-style-type: none"> <li>• Grow a plant and share it with someone you care about</li> <li>• Learn about a new country</li> <li>• Dress up as one of your heroes.</li> </ul>	<ul style="list-style-type: none"> <li>• Go on a bug hunt</li> <li>• Make a balloon rocket.</li> </ul>

## Year 2 Phonics Medium Term Plan



### Autumn 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>ae-</b> ei/ey/eight	<b>d-</b> d/ dd/ ed	<b>ee-</b> y/ ey/ie	<b>i-ui/</b> e/y	<b>y-</b> i/ ie/ee	<b>oe-</b> ou/ ough/ o

### Autumn 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>n-</b> ne/ gn/ kn	<b>er-</b> ear/ our	<b>v-</b> v/ vv/ ve	<b>oo-</b> ui/ ou/ ough	<b>j-</b> ge/ dge	<b>g-</b> gh/ gu

### Spring 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>f-</b> gh/ ph	<b>m-</b> mb/ mn	<b>or-</b> augh/ ough	<b>h-</b> h/ wh	<b>k-</b> ck/ ch/ cc	<b>r-</b> rh/ wr

### Spring 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>t-</b> bt/ te	<b>z-</b> s/ se/ ss	<b>eer-</b> eer/ ere/ ear	<b>j (spelling)-</b> j/g	<b>gh (spelling)-</b> f/g	Recap

### Summer 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Polysyllabic Words- Two Syllables			Polysyllabic Words- Three Syllables		

### Summer 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Polysyllabic Words- Four Syllables			Review		

\*sounds to be built on cumulatively, each week new sounds to be built into words with sounds taught previously.



## Year 2 Spelling Overview

### Autumn 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 5 GPCs including polysyllabic words and homophones	Phase 5 GPCs and homophones plus segmentation strategies	Phase 5 GPCs and homophones Plus learning tricky parts of common exception words	Phase 5 GPCs including polysyllabic words; proofreading common exception words and learning polysyllabic words and common exception words	Proofreading HFW, homophones; strategies for tricky parts of words and look, cover, write, check	'l' in common exception words (find); personal spelling words and words from this half term

### Autumn 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Strategies for learning common exception words and HFW including look, cover, write, check	Phase 5 GPCs that are not secure and homophones	Selected phase 5 GPCs; strategies at the point of writing: word sort, have a go, which one looks right?	Words with 'ge' and 'dge' sound including when the g is before 'e', 'l', 'y' and proofreading	/s/ sound spelt 'c' before 'e', 'l' and 'y' & homophones	/n/ sound spelt 'kn' and 'gn' at the beginning of words & strategies for learning words: saying the word in a funny way

### Spring 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Have a go sheets and /ai/ sound spelt 'y' plus common exception words and hfw	Contractions and /l/ sound spelt 'le' at the end of words following a consonant	Adding endings 'ing', 'ed', 'er', 'est' to words ending in 'e' with a consonant before it; polysyllabic words and dictation	/ee/ sound spelt 'ey' and near homophones	/r/ sound spelt 'wr'; strategies for learning words from personal lists and common exception words	Adding endings 'ing', 'ed', 'er', 'est' to words of one syllable ending in a single consonant after a vowel and common exception words

### Spring 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/o/ sound spelt 'a' after 'w' and 'qu' and mnemonics	3 sound spelt 's'. Segmentation and syllable clapping, plus homophones	Adding 'es' to nouns and verbs ending in 'y' and look, cover, write, check strategy	The possessive apostrophe (singular nouns) and using an alphabetically ordered word bank	Adding suffixes 'ful', 'less' and 'ly'	Contractions; words ending in 'tion' and proofreading using dictionary skills

### Summer 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/l/ sound spelt 'le' at the end of words and proofreading using dictionary skills	Adding endings 'ing', 'ed', 'er', 'est' to words ending in 'y' and using analogy	/or/ sound spelt 'a' before 'l' and 'll' plus the /or/ sound spelt 'ar' after 'w'	Suffixes 'ment' and 'ness' and strategies for learning common exception words	The /er/ sound spelt or after 'w'; the possessive apostrophe after singular nouns	The /l/ or /le/ sound spelt 'al' at the ends of words; common exception words

### Summer 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Spellings and concepts that pupils need to secure	Homophones & /uh/ sound spelt 'o' (mother)	The /l/ or /le/ sound spelt 'il' at the end of words & common exception words	revision	revision	revision



## Year Two Key Assessment Objectives- Mathematics

Year 2 Number				
	2.1	2.2	2.3	2.4 + application
Counting	I can count in multiples of 2, 5 and 10	I can count in multiples of 2, 5 and 10 from any number	I can count in multiples of 2, 5 and 10 forwards and backwards	I can count in multiples of 3 to at least 30 and 4 to at least 40
Place Value	I can recognise the place value of each digit in a two-digit number	I can recognise the place value of each digit in a two-digit number and order	I can recognise the place value of each digit in a two-digit number, partition and order  I can compare numbers from 0 to 100 and use <, > and = signs	I can make the largest or smallest two-digit number with a given set of number cards  I can compare numbers from 0 to 500 and use <, > and = signs
Number Facts	I know my number bonds to 10 and related subtraction facts	I know my number bonds to 20 and related subtraction facts	I know my number bonds to 20 and related subtraction facts fluently	I know my number bonds to 100 when they are powers of 10
Mental +/-	I can add and subtract TU + U to 20 mentally	I can add and subtract TU + U to 50 mentally	I can add and subtract including TU+U, TU+T to 100 mentally	I can add and subtract including TU+TU mentally
Written +/-	I can use a number line to add and subtract to 50	I can use a number line to solve missing number addition/ subtraction problems such as $7 = \square - 9$ .	I can use column addition and subtraction for TU+/-U, TU+/-TU	I can use column addition and subtraction for TU+/-U, TU+/-TU involving borrowing and carrying
Number Facts	I can recognise odd and even numbers to 50	I can recognise odd and even numbers 100	I can recognise odd and even numbers to 100 and beyond	
Mental (x/÷)	My times are improving in <b>Copper</b> level times tables	I have completed <b>Copper</b> level times tables	I have completed <b>Nickel</b> level times tables	My times are improving in <b>Bronze</b> level times tables
Written (x/÷)	I can use informal written methods when grouping i.e. 'grouping circles'	I can use informal written methods when sharing i.e. 'share in a square'	I can use informal written methods for grouping and sharing i.e. 'grouping circles' and 'share in a square'	I can use informal written methods for grouping and sharing i.e. 'grouping circles' and 'share in a square' with remainders
Fractions	I can find a $\frac{1}{2}$ and a $\frac{1}{4}$ of a shape or quantity	I can find a $\frac{3}{4}$ of a shape or quantity	I can find, name and write $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity	Begin to solve simple problems involving $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ and $\frac{3}{4}$ i.e. 12 cars, $\frac{3}{4}$ are red, how many are red?

Year 2 Geometry, Measuring and Statistics

	2.1	2.2	2.3	2.4 + application
Money	I can choose coins to make any value up to £1	I can choose coins to make any value up to £5	I can choose different combinations of coins to make any value up to £10	I can use the smallest amount of coins to make any value up to £10
Time	I can tell the time to the hour and half past and draw the hands on a clock face	I can tell the time to quarter past and quarter to and draw the hands on a clock face	I can tell the time to five minutes and draw the hands on a clock face	
Interpreting Data	<p>I can interpret and construct simple pictograms where pictures are worth 1 unit</p> <p>I can interpret simple tally charts and block diagram with intervals of 1</p>		<p>I can interpret and construct simple pictograms where pictures are worth 2, 5 or 10 units</p> <p>I can interpret and make simple bar charts with intervals of 1 or 2</p>	<p>I can interpret and construct simple pictograms using half pictures</p> <p>I can interpret and make simple bar charts with intervals of 2, 5 and 10</p>



Writing Progression Model Trinity Primary Phase

R	1	2	3	4	5	6	6 GDS
	<b>All of R objectives and:</b>	<b>All of R -1 objectives and:</b>	<b>All of R – 3 objectives and:</b>	<b>All of R – 4 objectives and:</b>	<b>All of R – 5 objectives and:</b>	<b>All of R – 6 objectives and:</b>	<b>All of 6 objectives and:</b>
1. Writes three simple sentences which make sense and may have a capital letter or full stop  2. Most letters correctly formed with some the wrong way round or off the line  3. Key high frequency words spelt correctly	<b>All of R objectives and:</b> 1. Five sentences which have a capital letter and full stop, forming one short paragraph.  2. Letters correctly formed  3. Common exception words from Y1 list spelt correctly  4. ed and ing suffixes correctly spelt  5. At least one adjective  6. Two or more conjunctions (and, but, so, because)	<b>All of R -1 objectives and:</b> 1. At least two paragraphs in length with capital letters and full stops  2. Question marks and exclamation marks  3. Two or more adjectives  4. Extend a simple sentence using these conjunctions: or, 5. and, but, when, if, that, because  6. Commas for a list or to separate adjectives  7. Time adverbials or varied sentence openers  8. Common exception words from Y1 and 2 list spelt correctly.  9. Spell longer words with suffixes: –ment, –ness, –ful, –less, –ly  10. Handwriting beginning to join.  11. Apostrophes for contractions and exclamation marks.  12. Segment spoken words into sound and represent these with accurate spelling patterns.	<b>All of R – 3 objectives and:</b> 1. Nearly a full page of A4  2. More apt / sophisticated choice of adjectives / verbs / nouns  3. Clear Introduction  4. Varied sentence openers  5. Prepositional adverbials used as sentence openers  6. Paragraphs and or subheadings with theme maintained  7. Spelling is correct and in line with the vocabulary/sentence structure used.  8. Most joins correctly formed in handwriting  9. Capital letters for proper nouns  10. Correct tense and person is maintained for all simple sentences  11. Apostrophe used for contraction and possession.	<b>All of R – 4 objectives and:</b> 1. At least a full page of A4  2. Settings or introductions or character descriptions or round off (conclusions) are clear.  3. Fronted adverbials (including a comma) for time, manner and place.  4. Inverted commas for speech with punctuation inside inverted commas.  5. More sophisticated conjunctions used: after, before, whilst, although, whenever, wherever, until, since.  6. Spelling is correct and in line with the vocabulary/sentence structure used (use of words from 3 and 4 word list).  7. Fully joined handwriting  8. Nouns/pronouns not repeated unless for effect  9. Formal and informal language is mostly used appropriately	<b>All of R – 5 objectives and:</b> 1. A full page of A4 or maintaining same level of control throughout.  2. Tone of writing is consistently appropriate to the task/purpose  3. Relative (embedded) clauses correctly marked with comma, dash or bracket. This is also called parenthesis.  4. Subordinate clauses correctly marked with a comma  5. Uses a range of conjunctions for cohesion within a paragraph.  6. Varied sentence lengths for effect (ie. not all fronted adverbials); starting to open with subordinate clauses)  7. New line new speaker for dialogue  8. Spelling is generally accurate and with words from 5 and 6 word list.  9. Correct tense is maintained, even for more complicated cases of verb agreement or where tenses change eg. direct speech in narrative or reports  10. Fully joined handwriting even when writing at speed	<b>All of R – 6 objectives and:</b> 1. A full page of A4 or more with the whole piece maintaining same level of control.  2. Formal/informal tone/language used correctly for different purposes or effects.  3. Dialogue conveys character and advances action (not a page of well punctuated waffle)  4. Semi colon used to link two independent clauses that relate to each other and expanded lists  5. Colon used to introduce lists.  6. Vary sentence structure switching main clause and subordinate clause position using commas when appropriate.  7. Spelling is correct and in line with the vocabulary/sentence structure used (most words on Y5 and Y6 spelling list)  8. Can build cohesion within and across paragraphs using adverbials of time, place  9. Introduction, main paragraphs and round offs are explicitly linked with adverbs of time and place and linking themes	<b>All of 6 objectives and:</b> 1. Appropriate form for audience and purpose: figurative language / features of text type / abstract nouns / characterisation and structure.  2. Appropriate register is achieved through choice of spoken or written language, within or across pieces of writing  3. Tone and/or reader response is controlled through conscious grammar, vocabulary or punctuation choices  4. Passive voice used appropriately.  5. Ambiguity is avoided through control over a range of punctuation: semi-colons / dashes / colons / hyphens.

