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	AUTUMN	SPRING	SUMMER
Topic	**Mexico**	**Famous People/Healthy Living**	**The Seaside**
English	**Our Favourite Stories- Familiar Settings** **Traditional Tales from Other Cultures** **Information Texts** **Alphabetical order** **Repetitive and Traditional Poems** **Recounts about an event**	**Fantasy stories** **Performance Poetry - linked to Topic** **Stories by the same author** **Instructions**	**Non chronological reports linked to topic** **Humorous poems and alliteration** **Quest and adventure stories** **Recount about an event**

Grammar	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]
Terminology	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Spelling	**English NC Appendix 1: Spelling**

	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

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Maths	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 – 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 (×), division (÷) 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
	Fractions (inc decimals and percentages)	**Pupils should be taught to:** ● recognise, find, name and write fractions of a length, shape, set of objects or quantity ● write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and ½
	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	**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
	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

Science (including working scientifically)	**Uses of everyday materials** ● identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, 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	**Animals including humans** ● notice than 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	**Plants** ● 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 **Living things and their habitats** ● 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 to 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

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 			from plants and other animals, using the idea of a simple food chain and identify, and name different sources of food
History	**Remembrance Day and Guy Fawkes** ● events beyond living memory that are significant nationally or globally ● the lives of individuals in the past who have contributed to national and international achievements (Guy Fawkes)	**Famous People** ● the lives of individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Matisse, Mozart, Mary Seacole/Andrew Lloyd Webber)	**The Seaside** ● changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
Geography	**Mexico** Location knowledge ● name & locate world's seven continents and five oceans ● name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas (revision) Place knowledge ● understand geographical similarities and difference through studying the humans and physical geography of a small area in the UK, and of a small area in a contrasting non-European country Human and physical geography ● identify seasonal and daily weather patterns in the UK and the locations of hot and cold areas of the world in relation to the Equator and the North and South Poles Geographical skills and fieldwork ● use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied		**Seaside** Human and Physical geography ● use basic geographical vocabulary to refer to; physical and human features Geographical skills and fieldwork ● use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ● use simple fieldwork and observational skills to study the geography of their school and its ground and the key human and physical features of its surrounding environment

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	Believing and stories	Leaders and Teachers	Symbols
Religious Education	- Christianity - Creation story - Judaism - celebrations - Christmas Story	Abraham, Moses, King David, Jesus	
Computing	**E-safety** - 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 **Google Earth/Google slides** - use technology purposefully to create, organise, store, manipulate and retrieve digital content	**Scratch** - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions - use logical reasoning to predict the behaviour of simple programs - create and debug simple programs **E-safety** - 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 **Word Processing** - recognise common uses of information technology beyond the school	**E-safety** - 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 **Google Earth/Google slides** - use technology purposefully to create, organise, store, manipulate and retrieve digital content **Animation** - recognise common uses of information technology beyond the school

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Music	**Travel/Mexico** ● use their voices expressively and creatively by singing songs and speaking chants and rhymes ● 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	**Famous composers/musicians** ● 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 (Mozart/Andrew Lloyd Webber) ● experiment with, create, select and combine sounds using the inter-related dimensions of music	**Growing and The Seaside** ● use their voices expressively and creatively by singing songs and speaking chants and rhymes ● play tuned and untuned instruments musically
Physical Education	**Tri Golf** **Travelling and control** **Real PE unit 2 and 4** ● master basic movements: 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	**Skipping** **Travelling and receiving** **Real PE Unit 3 & 5** ● master basic movements: 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	**Multi-skills** **Bat and balls** **Real PE Unit 1 & 6** ● master basic movements: 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
Art	**Mexican Art** ● use a range of materials creatively to design and make products ● to use drawing, painting and sculpture (clay pot) 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	**Matisse** ● use a range of materials creatively to design and make products ● to use drawing, painting to develop and share their ideas, experiences and imagination ● to develop a wide range of art and design techniques in using colour, pattern, shape, form and space	**Seaside Art** ● use a range of materials creatively to design and make products ● to use drawing, painting and sculptures (Andy Goldsworthy) to develop and share their ideas, experiences and imagination ● to develop a wide range of art and design techniques in using colour, pattern, shape form and space

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	● about the work of a range of artists (Frida Kahol) and making links to their own work	● about the work of a range of artists (Matisse) describing the difference and similarities between practices and disciplines, and making links to their own work	● about the work of a range of artists (Natalie Pascoe) describing the difference and similarities between practices and disciplines, and making links to their own work
Design & Technology	**Make tortilla** ● use the basic principles of a healthy and varied diet to prepare dishes ● understand where food comes from		**Make a cushion**
	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 and mock-ups Make ● select from and use a range of tools and equipment to perform practical task (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		
Languages	**Spanish** Greetings and introductions Numbers 1-10	**Spanish** Parts of the body **French** Colours	
SMSC – Incorporating PSHE, SRE and Citizenship	**Keeping Safe**	**Making Choices**	**Beach safety**