

Literacy Links

History

'Oliver's Vegetables', 'Katie in London', 'The Fox and the Star', firework poetry, information books based on The Great Fire of London and instructional texts.

Phonological knowledge and handwriting will continue to be developed throughout Year 2.

Reading

Apply phonic knowledge and skills until automatic decoding has become embedded and reading is fluent.

Read accurately by blending the sounds in words, recognising alternative sounds for graphemes.

Read accurately words of two or more syllables that contain familiar graphemes.

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.

Pupils will 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, 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

- being introduced to non-fiction books that are structured in different ways

- recognising simple recurring literary language in stories and poetry

They will understand both the books that they can already read accurately and fluently and those that they listen to by:

- checking that the text makes sense to them as they read and correcting inaccurate reading

- answering and asking questions

- predicting what might happen on the basis of what has been read so far

Year 2 history topics are covered in the Spring and Summer terms.

Remembrance – a whole school event to commemorate events of the past.

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-explaining and discussing their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Writing

Pupils will develop positive attitudes towards and stamina for writing by:

-writing narratives about personal experiences and those of others (real and fictional)

-writing about real events

-writing poetry

-writing for different purposes

Pupils will 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

Pupils will:

Use adventurous and wide-ranging vocabulary.

Sequence events and recount them in appropriate detail.

Put their ideas into sentences.

Use a clear structure to organise their writing.

Vary their writing to suit the purpose and reader.

Use the texts they have read as models for their own writing.

Develop an understanding of how word choice and order are crucial to meaning.

Grammar

Pupils will be taught 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).

They will 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)

-features of written Standard English

Pupils will use and understand appropriate grammatical terminology when discussing their writing.

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Numeracy Links	Geography
<p>Place Value, Addition and Subtraction and Shape</p> <p>Pupils will be taught to:</p> <p>Read and write numbers to at least 100 in numerals</p> <p>Read and write numbers to at least 100 in words</p> <p>Recognise the place value of each digit in a two-digit number (tens, ones)</p> <p>Partition two-digit numbers into different combinations of tens and ones using apparatus if needed e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones</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>Use place value and number facts to solve problems</p> <p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</p> <p>Use reasoning about numbers and relationships to solve more complex problems and explain his/her thinking</p> <p>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</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>Recall the multiples of 10 below and above any given 2 digit number e.g. say that for 67 the multiples are 60 and 70</p> <p>Solve problems with addition and subtraction using concrete objects and pictorial representations</p> <p>Add and subtract numbers where no regrouping is required, using concrete objects, pictorial representations, and mentally, including 2 two-digit numbers</p> <p>Solve problems with addition and subtraction applying his/her increasing knowledge of written methods and mental methods where regrouping may be required</p> <p>Solve missing number problems using addition and subtraction</p> <p>Recall doubles and halves to 20 e.g. knowing that double 2 is 4, double 5 is 10 and half of 18 is 9</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>Recognise and sort 2D and 3D shapes</p> <p>Count the sides and vertices on 2D shapes</p>	<p>The United Kingdom</p> <p>Pupils will develop knowledge about the world, the United Kingdom and their locality.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none">-name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas-use and make world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied-use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map-use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <p>Polar Landscapes</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none">-name and locate the world's seven continents and five oceans-identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles-use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <p>Pupils will:</p> <ul style="list-style-type: none">-ask geographical questions

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<p>Draw 2D shapes Identify lines of symmetry and use lines of symmetry to complete shapes Count the faces and edges on 3D shapes Make patterns with 2D and 3D shapes</p>	<ul style="list-style-type: none">-observe and record-express their views about people, places and environments-use secondary sources of information-identify and describe what places are like-recognise how places compare with other places-recognise how places are linked to other places in the world-make observations about where things are located and about other features in the environment-recognise changes in physical and human features-recognise changes in the environment-recognise how the environment may be improved and sustained
<p style="text-align: center;">Computing</p>	<p style="text-align: center;">Art / D & T</p>
<p>iSafe eSafety issues are embedded and flagged throughout computing lessons in Year 2. This unit uses Think U Know's resources. It helps children understand the risks associated with sharing personal information online and how to make informed choices.</p> <p>iSearch In this unit the children will learn how to use the internet to find out answers to questions relating to space and the solar system. They will also learn the importance of verifying the accuracy of information given on the internet and how to check multiple sources before answering questions.</p>	<p><u>Art</u> Drawing: Tell A Story Pupils will be taught to:</p> <ul style="list-style-type: none">• Suggest ways to draw a word through marks.• Use relevant language to describe how an object feels.• Suggest ways to create different textures through drawn marks.• Freely experiment with different tools, receiving encouragement when needed.• Describe and then draw shapes that make up an object.• Use good observational skills to add details to their drawing.• Use an interesting range of marks that show an understanding of how to draw different textures.• Make sketches, which may be of basic stick-

like figures or may imply more shapes.

- Develop sketches into a character, with some support, adding details to enhance their character.
- Demonstrate an understanding of how drawing facial features in different ways conveys expressions.
- Recount a story and select key events to draw.
- Create scenes from their own imagination, with some support.

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Cooking and Nutrition: A Balanced Diet

Pupils will be taught to:

- Name the main food groups and identify foods that belong to each group.
- Describe the taste, texture and smell of a given food.
- Think of four different wrap ideas, considering flavour combinations.
- Construct a wrap that meets the design brief and their plan.

Mechanisms: Making a moving monster

Pupils will be taught to:

- Identify the correct terms for levers, linkages and pivots.
- Analyse popular toys with the correct terminology.
- Create functional linkages that produce the desired input and output motions.
- Design monsters suitable for children, which satisfy most of the design criteria.
- Evaluate their two designs against the design

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	<p>criteria, using this information and the feedback of their peers to choose their best design.</p> <ul style="list-style-type: none">• Select and assemble materials to create their planned monster features.• Assemble the monster to their linkages without affecting their functionality.
Science	PE / Games
<p>Animals including humans Pupils will:</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>Pupils will be taught:</p> <ul style="list-style-type: none">-to recognise and compare the main external parts of the bodies of humans and other animals-that humans and other animals need food and water to stay alive-that taking exercise and eating the right types and amounts of food help humans to keep healthy-about the role of drugs as medicines-about the senses that enable humans and other animals to be aware of the world around them-that animals, including humans, move, feed, grow, use their senses and reproduce-to relate life processes to animals and plants found in the local environment <p>Living things and their habitats Pupils will:</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	<p>Team Building In this unit pupils develop their teamwork skills. They develop key skills of communication and problem solving. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play. They also begin to use basic map skills.</p> <p>Fundamentals In this unit pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.</p> <p>Target Games Target games are games where players send an object towards a target. In this unit, pupils develop their understanding of the principles of defending and attacking for target games. They develop the skills of throwing, rolling and striking towards a target and are given opportunities to select and</p>

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- identify and name a variety of plants and animals in their habitats, including micro-habitats
- 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

Scientific Enquiry

Pupils will learn:

- that it is important to collect evidence by making observations and measurements when trying to answer a question
- to ask questions and decide how to find answers to them
- to think about what might happen before deciding what to do
- to follow simple instructions to control risks to themselves and others'
- to compare what happened with what they expected to happen, and try to explain it, drawing on their knowledge and understanding
- to review their work and explain what they did to others'

apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe, learn how to score points and use simple tactics.

Dance

Pupils explore space and how their body can move to express and idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.

MFL Links

Pupils will use their knowledge of English/other languages in learning French. Children will be continuing have opportunities to count to 20, learn the days of the week, months of the year and vocabulary relating to weather, clothing and classroom objects.

Music Links

Call and response

Pupils will be taught:

- To be able to create short sounds with varied dynamics that represent an animal.
- To be able to copy a short sound pattern.
- To explore call and response using instruments.
- To be able to create sound patterns based on call and response.
- To perform different sound patterns with contrasting dynamics.
- To be able to recognise and name up to 3 instruments.

Harvest and Christmas concert songs .

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