

# Year 2- Long Term Planning. National Curriculum Planning 2023-24

## St. Patrick's Catholic Primary School

**“Christ is the Centre of St Patrick’s School, where we live, love and learn together.”**

### English

#### Reading – word reading

Pupils will be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

#### Reading – comprehension

Pupils will be taught to:

- **develop pleasure in reading, motivation to read, vocabulary and**

### Maths

#### Place value

Pupils will 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.

#### Number – addition and subtraction

Pupils will be taught to:

1.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

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

3.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

**understanding by:**

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
  - discussing the sequence of events in books and how items of information are related
  - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
  - being introduced to non-fiction books that are structured in different ways
  - recognising simple recurring literary language in stories and poetry
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - discussing their favourite words and phrases
  - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- 2. understand both the books that they can already read accurately and fluently and those that they listen to by:**
- drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - making inferences on the basis of what is being said and done
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far
- 3. participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say**
- 4. explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they**

- adding three one-digit numbers

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

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

**Number – multiplication and division**

Pupils will be taught to:

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

**Number – fractions**

Pupils will be taught to:

- 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
- write simple fractions for example,  $\frac{1}{2}$  of  $6 = 3$  and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .

**Measure**

Pupils will be taught to:

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); 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

**read for themselves.**

**Writing - composition**

Pupils will be taught to:

1. 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

2. 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

3. make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

4. read aloud what they have written with appropriate intonation to make the meaning clear.

**Writing – vocabulary, punctuation and grammar.**

Pupils will be taught to:

1. develop their understanding of the concepts set out in English Appendix 2 by:

- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and

results using  $>$ ,  $<$  and  $=$

- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day.

**Geometry – properties of shapes**

Pupils will be taught to:

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects.

**Geometry – position and direction**

Pupils will be taught to:

- 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 anticlockwise).

**Statistics**

apostrophes for contracted forms and the possessive (singular)

2.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)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English

3.use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

### **Handwriting**

Pupils will be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

### **Spelling**

Pupils will be taught to: 2

1.spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones

Pupils will 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.

<ul style="list-style-type: none"> <li>• learning to spell common exception words → learning to spell more words with contracted forms</li> <li>• learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>• distinguishing between homophones and near-homophones</li> </ul> <p>2.add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>3.apply spelling rules and guidance, as listed in English Appendix 1</p> <p>4.write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers</li> <li>• Articulate &amp; Justify answers</li> <li>• Initiate &amp; respond to comments</li> <li>• Use spoken language to develop understanding</li> </ul>			
<p><b>P.E.</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Participate in team games, developing simple tactics for attacking and defending</li> <li>• Perform dances using simple movement patterns</li> <li>• Undertake gymnastic moves in order to make a routine</li> </ul>	<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>• Managing feelings and knowing feelings of others</li> <li>• Making choices</li> <li>• Friendship and working together</li> <li>• Resolving conflict</li> <li>• Bullying</li> <li>• Setting and reaching realistic goals</li> <li>• Persistence</li> </ul> <p><b>RHSE</b></p> <p>Module 1: Created and loved by God.</p> <p>Module 2: Created to love others.</p> <p>Module 3: Created to live in</p>	<p><b>ICT</b></p> <ul style="list-style-type: none"> <li>• What is a computer?</li> <li>• Word Processing</li> <li>• Algorithms and debugging</li> <li>• ScratchJr</li> <li>• Creating media: Stop motion</li> <li>• Data handling: International Space Station</li> <li>• Online Safety</li> </ul>	<p><b>MFL</b></p> <ul style="list-style-type: none"> <li>• Colours</li> <li>• Greetings (including introducing yourself)</li> <li>• School objects</li> <li>• Tricky sounds (phonics)</li> <li>• Alphabet</li> <li>• Numbers</li> <li>• Opposites</li> <li>• Animals</li> </ul>

	community.		
<p><b>R.E.</b>  Other Faith Week -Hinduism  Domestic Church – Beginnings.  Baptism/Confirmation – belonging: signs and symbols.  Other Faith Week -Judaism  Advent/Christmas – Loving: preparing  Local Church – community – books.  Eucharist – relating; thanksgiving  Lent/Easter – giving: opportunities.  Pentecost – serving: spread the word.  Reconciliation –inter-relating: rules.  Universal Church – world; treasures</p>		<p><b>SMSC- British Values</b>  Spiritual, Moral, Social, Cultural, &amp; British Values, are taught partly through our PSHCE programme Ten Ten and RE.</p> <ul style="list-style-type: none"> <li>• SMSC &amp; British Values are built into half-termly themes, where appropriate (see Med Term Planning) - History, Geog, PE, English, stories, Drama, Music, Science, Art - all contribute. See half-termly MTP.</li> <li>• Value Words are focused on in Assembly &amp; are followed up in the Classroom.</li> <li>• Golden Rules focused on in Assemblies - followed up in classroom; Class Rules agreed by each class.</li> <li>• School Council, Suggestion Box, Surveys all contribute to SMSC &amp; British Values.</li> </ul>	
<p><b>Science</b>  <b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>• 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.</li> <li>• Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>• 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.</li> </ul> <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>• Notice that animals, including humans, have offspring which grow into</li> </ul>		<p><b>History</b>  <b>Great Fire of London:</b></p> <ul style="list-style-type: none"> <li>• Place 1666 alongside other events in the past that they are aware of.</li> <li>• Make detailed comparisons between London today and London in 1666.</li> <li>• Understand when and where the Great Fire started.</li> <li>• Describe and order the events of the Great Fire of London.</li> <li>• Identify why the fire spread so quickly and describe what led to the fire eventually being</li> </ul>	<p><b>Music</b>  Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> <li>• Play tuned and untuned instruments.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>

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

#### **Uses of everyday materials**

- 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.

#### **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

stopped.

- Examine sources of evidence including eye-witness accounts to understand what happened.
- Describe the role of Samuel Pepys' diary as a source of evidence.
- Describe measures that were taken to ensure another similar event wouldn't happen again.
- Identify key architects involved in the rebuild of London.
- Explain how fire safety changed and improved after the Great Fire of London.

#### **Comparing Queens:**

- Say what a monarch is and understand how the title of King or Queen is inherited.
- Place the reigns of Queen Elizabeth I, Queen Victoria and Queen Elizabeth II in chronological order on a timeline.
- Recall key knowledge about the lives of each queen, identifying similarities and differences
- Describe aspects of each Queen's reign, which have national/international significance i.e. The Spanish

#### **Topics:**

Friendship Song  
HoHoHo – Nativity  
Hands, Feet, Heart  
I wanna play in a band  
Zootime  
Reflect, Rewind and Replay

	<p>Armada (Queen Elizabeth) and The British Empire (Queen Victoria).</p> <ul style="list-style-type: none"> <li>Describe aspects of life in Elizabethan and Victorian England, recognising some similarities and differences between them and how these are the same/different to today.</li> </ul>	
<p><b>Art &amp; Design</b> Pupils will be taught:</p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul>	<p><b>Geography</b> <b>Planet Earth:</b></p> <ul style="list-style-type: none"> <li>Understand that the earth is made up of land and water and that the majority of the planet is covered by the oceans.</li> <li>Recognise that Planet Earth is made up of seven continents and five oceans and be able to name and locate these.</li> <li>Understand their location on the planet and be aware that they live a country called England which is part of the United Kingdom, which is located in Europe (which is one of the seven continents).</li> <li>Use online resources such as Google Earth alongside maps and atlases to explore the continents and oceans and will look closely at the physical and human geography of a continent that they don't live in.</li> <li>Learn about the different uses of the ocean and will gain an understanding</li> </ul>	<p><b>Design Technology</b></p> <ul style="list-style-type: none"> <li>Explore stability and methods to strengthen structures, to understand Baby Bear's chair weaknesses and develop an improved solution for him to use.</li> <li>Cooking and nutrition. Pupils will explore a wide range of sandwich breads and sandwich fillings. They will use their senses to talk about colour, texture, taste and smell. They will make choices and decisions about their design after tasting different types of bread and fillings. Children will develop fine motor skills through learning how to prepare their breads</li> </ul>



	<p>as to why the oceans are so important to life on earth (habitat, food, medicine, weather control, trade and transport and food).</p> <p><b>Handa's African Adventure</b></p> <ul style="list-style-type: none"> <li>• Children will be able to compare a country in Africa (Kenya) with their home country, the United Kingdom.</li> <li>• They will use online resources such as Google Earth alongside maps and atlases to explore both countries and will consider whether the environment in both countries is the same or different and they will understand the reasons why.</li> <li>• Over the course of the unit they will be able to identify the locations of both Kenya and the UK, making links to continents and oceans.</li> <li>• They will be able to understand why Kenya and the UK have different climates and will know that this is because of their locations on the earth.</li> <li>• The children will be able to name animals that live in each country and will be able to give explanations as to why this is.</li> <li>• The children will compare and contrast an African village with a village in the UK and will use the geographical skill of annotation to identify different /similar features.</li> </ul>	<p>and fillings. They will make mathematical links through discussing shape and pattern of sandwiches produced.</p> <ul style="list-style-type: none"> <li>• Design and make a patchwork. Pupils will research the origins of patchwork and the cultural aspects surrounding them. They will build upon their cutting skills using fabrics. Learning how to join fabrics using a stitching technique. Designs will be discussed and pupils work will be brought together for a collaborative end product, which will show a coded message if successful.</li> </ul>
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	<ul style="list-style-type: none"><li>• They will look at images of Kenyan schools and discuss why they may be structured differently; they will also look at the physical and human geography in and around them.</li><li>• The children will be provided with the opportunity to conduct their own fieldwork whereby they will conduct a search of their own school grounds, recording the human aspects of geography they can see as well as the physical aspects.</li><li>• Create their own map of their school grounds which they will create using symbols.</li></ul>	
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