

**Class 3 Curriculum Plan - Year 2 of rolling programme (2017-2018)**  
**Pupils in the Foundation Stage follow the Early Years Foundation Stage Curriculum**

	Autumn		Spring		Summer	
Topic/Theme	Toys		Earth and beyond		Creatures great and small	
English	Stories with familiar settings Instructions Fairy Tales		Reports Fantasy worlds Poems with a space theme		Julia Donaldson stories Nonsense poetry Explanation	
Ongoing - Reading (Word level and comprehension) Writing (transcription, handwriting, composition, vocabulary, grammar and punctuation) Spoken Language						
Mathematics	Number; place value Number; addition and subtraction Geometry; shape Number and place value (revisited) Number; addition and subtraction (revisited)		Time Number; place value Number; addition and subtraction Measures; length and height Number; multiplication and division Number; fractions		Number; place value Number; the four operations Measurement; money Measurement; weight and volume	
Ongoing - Number and Place Value						
Science	Everyday materials		Investigation focus		Animals and habitats	
Computing	Algorithms		Data handling		E-Safety and IT outside the school	
History	Victorian toys		Famous astronauts - significant historical people			
Geography	Weather and seasonal changes ----->					
	Where do toys come from?		Looking down on Earth from Space - what can we see? What do Aliens think of life on Planet Earth?		Where do different creatures live? Fieldwork and map skills	
RE	Beliefs and stories Christianity and Judaism		Leaders and teachers Christianity and Judaism		Symbols Christianity and Judaism	
DT/Art	Moving Toys, Moving Pictures Painting and Drawing		Moon Buggies; mechanisms Texture, class moonscape		Creature Homes Mother Nature; outdoor art	
Music	Singing/listening		Playing		Simple composition	
PSHE	New beginnings Developing skills of communication and participation	Getting on and falling out E-Safety Say no to bullying	Going for goals Developing our school grounds	It's good to be me Special people People who help us	Relationships Healthy lifestyles Safety at home Safety on the road	Changes Choices Beach and sun safety
PE	Football/Multi Skills	Gymnastics/Multi Skills	Dance/ Multi Skills	Games/Multi Skills	Cricket/Games/ Multi Skills	Athletics/ Multi Skills

Curriculum Overview of skills  
Class 3 **Year 2** of rolling programme (2017-2018)

Toys	Earth and Beyond	Creatures great and small
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## English - Pupils in Year 1

### Reading

- Apply phonic knowledge and skills in decoding
- Respond correctly to graphemes for all 40+ phonemes
- Blend sounds in unfamiliar words
- Read common exception words
- Read word endings -s, -es, -ing, -ed, -er and -est
- Read words with more than one syllable
- Read words with contractions
- Read and re-read books aloud to build fluency and confidence
- Listen to and discuss a wide range of poems, stories and non-fiction
- Retell familiar stories and recite poems by heart
- Begin to make inferences
- Ask and answer questions, make predictions

### Writing

- Spelling - words containing the 40+ phonemes, common exception words, days of the week
- Name letters of alphabet in order
- Use letter names to distinguish between alternative spellings of same sound
- Add prefixes and suffixes
- Apply simple spelling rules and guidelines
- Write from memory dictated simple sentences
- Begin to form lower case letters in the correct direction, starting and finishing in the correct place
- Form capital letters
- Form digits 0-9
- Write sentences by saying out loud what they are going to write
- Sequence sentences to form short narrative
- Re-read own writing

### Grammar

- Leave spaces between words
- Join words and sentences using *and*
- Begin to punctuate sentences using a capital letter, full stop, question mark or exclamation mark
- Use capital letters for names of people, places, days of the week, and the personal pronoun 'I'

## Mathematics – Pupils in Year 1

### Number/Calculations

- Count to and across 100, forwards and backwards
- Count, read and write numbers to 100; count in multiples of 2's, 5's and 10's
- Identify one more and one less
- Represent numbers using objects and pictures; use language of = to, more than, less than, most, least
- Read and write numbers from 1 to 20 in numerals and words
- Read, write and interpret mathematical language involving +, - and =
- Use number bonds to 20
- Add and subtract 1 digit and 2 digit numbers to 20
- Solve one step problems that involve addition, subtraction, multiplication and division (using concrete objects and arrays); complete missing number problems

### Geometry and Measure

- Compare, describe and solve practical problems for lengths, heights, mass or weight, capacity and volume, time
- Measure and record standard measures
- Recognise different coins and know their value
- Sequence events in chronological order
- Use language relating to dates, days of the week, months and years
- Tell time to the hour and half past the hour
- Describe position using whole, half, quarter and three quarter turns
- Recognise and name 2D and 3D shapes

### Fraction

- Recognise, find and name a  $\frac{1}{2}$  as one of two equal parts
- Recognise, find and name a  $\frac{1}{4}$  as one of four equal parts

<p>Science - Autumn Term <i>Everyday materials</i></p> <ul style="list-style-type: none"> <li>· Distinguish between an object and the material from which it was made</li> <li>· Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</li> <li>· Describe the simple physical properties of a variety of everyday materials</li> <li>· Compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>	<p>Science - Spring Term <i>Investigation Focus</i></p> <ul style="list-style-type: none"> <li>· Ask simple questions and recognise that they can be answered in different ways</li> <li>· Observe closely, using simple equipment</li> <li>· Perform simple tests</li> <li>· Identify and classify</li> <li>· Use observations and ideas to suggest answers to questions</li> <li>· Gather and record data to help answer questions</li> </ul>	<p>Science - Summer Term <i>Animals and their habitats</i></p> <ul style="list-style-type: none"> <li>● Pupils should identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>● Identify and name animals that are carnivores, herbivores and omnivores</li> </ul>
<p>Computing - Autumn Term</p> <ul style="list-style-type: none"> <li>● Understand use of algorithms</li> <li>● Create and debug simple programs</li> <li>● Use logical reasoning to make predictions</li> </ul>	<p>Computing - Spring Term</p> <ul style="list-style-type: none"> <li>● Design and write programs</li> <li>● Use logical reasoning</li> <li>● Organise, store, retrieve and manipulate data</li> </ul>	<p>Computing - Summer Term</p> <ul style="list-style-type: none"> <li>● Use Internet safely and appropriately</li> <li>● Recognise IT beyond the school</li> </ul>
<p>History - Autumn Term · Events beyond living memory <i>Toys in history (Victorian toys)</i></p>	<p>History - Spring Term · Famous astronauts - significant individuals in the past</p>	

**Geography - Autumn Term**  
*Seasonal Changes (Science)*  
*Where do toys come from?*

- Observe and describe weather associated with the seasons and how day length varies
- Where do toys come from?  
Use maps, atlases, globes

**Geography - Spring Term**  
*Seasonal Changes*

*Looking down on Earth from Space - what can we see? What do Aliens think of life on Planet Earth?*

- Name and locate world's seven continents and five oceans
- Name and locate 4 countries and capital cities of the UK
- Use basic geographical vocabulary to refer to physical and human features
- Devise a simple map
- Use and construct basic symbols

**Geography - Summer Term**  
*Seasonal Changes*

*Where do different creatures live?*  
*Fieldwork and map skills*

- Describe physical and human features of a place, using geographical vocabulary
- Use maps and photographs to recognise landmarks
- Use simple compass directions
- Use directional language to describe the location of features and routes on a map
- Use and construct basic symbols
- Devise a simple map
- Use simple fieldwork and observational skills

<p style="text-align: center;">RE</p> <p>Beliefs and Stories Christianity and Judaism</p>	<p style="text-align: center;">RE</p> <p>Leaders and Teachers Christianity and Judaism</p>	<p style="text-align: center;">RE</p> <p>Symbols Christianity and Judaism</p>
<ul style="list-style-type: none"> <li>· Explore a range of religious stories and talk about their meanings.</li> <li>· Reflect on the value of stories both within their own lives and within the lives of Christians and Jews.</li> <li>· Reflect on how spiritual and moral values relate to their own behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>· Begin to learn to identify with the importance, for some people, of belonging to a religion and how this makes a difference to their lives.</li> <li>· Explore the theme of leadership both within their own lives and in the lives of religious believers.</li> <li>· Learn about significant leaders through role play to explore how others acted as they did. Learning to communicate their responses appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>· Name and explore the meaning of a range of symbols within their own lives and in the lives of religious believers.</li> <li>· Begin to use a range of appropriate religious terms.</li> <li>· Learn to reflect on the beliefs of others introducing the concept of respect for others' ways of life.</li> </ul>

<p style="text-align: center;"><b>DT/Art - Autumn Term</b></p> <p><i>Moving Toys, Moving Pictures</i></p> <p><i>Painting and Drawing</i></p> <ul style="list-style-type: none"> <li>· Design a purposeful product (moving toy) for themselves</li> <li>· Communicate and develop their ideas through talk and drawing</li> <li>· Select from and use a range of tools and equipment to perform practical tasks (cutting, joining, finishing)</li> <li>· Select from a range of materials and components</li> <li>· Explore and evaluate existing products, and their own</li> <li>· Use a range of materials creatively to design and make products</li> <li>· Develop a range of techniques in using colour, pattern and texture</li>   <li>· To use drawing, painting and sculpture to develop and share their ideas</li> <li>· Line, shape, form and space</li> <li>· Learn about the work of artists, and describe similarities and differences</li> </ul>	<p style="text-align: center;"><b>DT/Art - Spring Term</b></p> <p><i>Moon Buggies; mechanisms</i></p> <p><i>Texture, class moonscape</i></p> <ul style="list-style-type: none"> <li>· Design a purposeful product (moon buggy) for themselves</li> <li>· Communicate and develop their ideas through talk and drawing</li> <li>· Select from and use a range of tools and equipment to perform practical tasks (cutting, joining, finishing)</li> <li>· Select from a range of materials and components</li> <li>· Explore and evaluate existing products, and their own</li>   <li>· Use a range of materials creatively to design and make products</li> </ul>	<p style="text-align: center;"><b>DT/Art - Summer Term</b></p> <p><i>Creature Homes</i></p> <p><i>Mother Nature; outdoor art</i></p> <ul style="list-style-type: none"> <li>· Design a functional home for a creature</li> <li>· Communicate and develop their ideas through ICT &amp; mock-ups</li> <li>· Select from and use a range of tools and equipment to perform practical tasks</li> <li>· Select from a range of materials and components</li> <li>· Explore and evaluate existing products, and their own</li>   <li>· Use a range of materials creatively to design and make products</li> <li>· Develop a range of techniques in using colour, pattern and texture</li> </ul>
<p style="text-align: center;"><b>Music - Autumn Term</b></p> <ul style="list-style-type: none"> <li>● Sing songs and speak chants and rhymes expressively</li> <li>● Listen and understand live and recorded music</li> </ul>	<p style="text-align: center;"><b>Music - Spring Term</b></p> <ul style="list-style-type: none"> <li>● Play tuned and untuned instruments musically</li> <li>● Make and combine sounds musically</li> </ul>	<p style="text-align: center;"><b>Music - Summer Term</b></p> <ul style="list-style-type: none"> <li>● Play tuned and untuned instruments musically</li> <li>● Make and combine sounds musically</li> </ul>

**PE - Autumn Term**

- Master basic movements, e.g. running, throwing, jumping, catching, balance, agility and coordination
- Participate in team games and apply basic principles of attacking and defending

**PE - Spring Term**

- Master basic movements, e.g. running, throwing, jumping, catching, balance, agility and coordination
- Participate in team games and apply basic principles of attacking and defending
- Perform dances using simple movement patterns

**PE - Summer Term**

- Master basic movements, e.g. running, throwing, jumping, catching, balance, agility and coordination
- Participate in team games and apply basic principles of attacking and defending