



Queniborough C.E Primary School **Year Group Plan** (Greater Detail)

Year 2	AUTUMN 1	AUTUMN 2
TRIPS/VISITS	Fairy Tales Tamworth Castle	Festivals and Celebrations
Linked books	Fairytales Knight in training Non-fiction castle books	The Gunpowder plot The Nativity The Snowman by Michael Murpurgo Non-fiction books about festivals and celebrations Florence Nightingale Remembrance
ENGLISH READING	<p>WORD READING</p> <ul style="list-style-type: none"> 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. <p>COMPREHENSION</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> 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 <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> 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 	



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	<ul style="list-style-type: none"> • answering and asking questions • predicting what might happen on the basis of what has been read so far • 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 • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	
ENGLISH WRITING	<p><u>Narrative based on a familiar story – retelling and own composition</u> <u>Stories with patterned language. Characters, settings, key events</u></p> <p>To use full stops and capital letters more consistently. To begin to use the past and present tense correctly. To use simple sentences and compound sentences joined by 'and'. To write narratives about personal experiences. To discuss the sequence of events. To use appropriate vocabulary to describe characters and settings To begin to show characteristics of chosen written form based on the structure of known texts. To plan/ say out loud what they are going to write about. To write down ideas and/or key words, including new vocabulary. To become increasingly familiar with and retelling a wider range of traditional tales.</p> <p><u>Non-chronological reports</u> To write about real events To write down ideas and/or key words, including new vocabulary. To create factual sentences. To ask relevant questions to extend understanding and knowledge To explore features of information texts; listen to, discuss and express views about non-fiction books. To use full stops and capital letters more consistently. To begin to use the past and present tense correctly. To use simple sentences and compound sentences joined by 'and'.</p> <p><u>Handwriting</u> To correctly form and space all letters of the alphabet when written individually and in words To write letters of a consistent size To leave spaces between words that reflect the size of the letters.</p>	<p><u>Narrative based on a familiar story – retelling and own composition</u> <u>Characters, settings, key events</u></p> <p>To discuss the sequence of events in books and how items of information are related. To predict what might happen on the basis of what has been read so far; focusing on information retrieval; effect of word choice and making inference. To begin to use detail to engage the reader. To use full stops and capital letters more consistently. To begin to use the past and present tense correctly. To use simple sentences and compound sentences joined by 'and'. To write narratives about personal experiences. To discuss the sequence of events and how items of information are related. To begin to show characteristics of chosen written form based on the structure of known texts. To plan/ say out loud what they are going to write about. To write down ideas and/or key words, including new vocabulary. To become increasingly familiar with and retelling a wider range of stories</p> <p><u>Instructions - recipes, plans, letters</u> To use full stops and capital letters more consistently. To begin to use the past and present tense correctly. To create factual sentences. To ask relevant questions to extend understanding and knowledge To use simple sentences and compound sentences joined by 'and'. To use verbs to instruct the reader</p> <p><u>Handwriting</u> To correctly form and space all letters of the alphabet when written individually and in words To write letters of a consistent size</p>



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	<p><u>Spelling, Punctuation and Grammar</u> Revision of previous spelling, words, grammar and punctuation Use of capital letters, full stops, question marks and exclamation marks s, es and ies ing and ed Present tense and past tense Expanded noun phrases Use the terms statement, question, exclamation or command</p>	<p>To leave spaces between words that reflect the size of the letters.</p> <p><u>Spelling, Punctuation and Grammar</u> Revision of previous spelling, words, grammar and punctuation Use of capital letters, full stops, question marks and exclamation marks s, es and ies ing and ed Present tense and past tense Expanded noun phrases Use the terms statement, question, exclamation or command</p>
ENGLISH SPOKEN LANGUAGE	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	
MATHS	<p><u>Mathematics Mastery Plans</u></p> <p>Assessments Unit 1: Numbers within 100 Unit 2: Addition and subtraction of 2-digit numbers Consolidation</p>	<p><u>Mathematics Mastery Plans</u></p> <p>Unit 2: Addition and subtraction of 2-digit numbers Unit 3: Addition and subtraction word problems Autumn 1 assessment Unit 4: Measures: Length Unit 5: Graphs Unit 6: Multiplication and division: 2, 5 and 10 Consolidation</p>
SCIENCE	<p><u>Seasonal changes</u> Observe changes across the 4 seasons</p>	



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	Observe and describe weather associated with the seasons and how day length varies.	
	<p><u>Animals including humans</u></p> <p><u>KNOWLEDGE</u> 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> <p><u>ENQUIRY</u> Make a prediction using my knowledge and understanding of science Discuss whether a test is fair or not and begin to discuss variables Record my findings using pictures/tables/equipment to help me</p>	
COMPUTING	<u>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</u>	
	<p><u>Digital Skills and Media Creation</u> Use formatting of text (B, U, font style and colour) Create short presentations with text/images/sound including voice Familiarise themselves with the keyboard and the special keys e.g. shift to use punctuation/capital letters Consider shot types/framing when using a camera/camera app Be able to edit images Print from a range of devices and choose when this is or isn't appropriate</p> <p><u>Ongoing– development and application of basic keyboard skills; use of internet for research; using technology within other areas of the curriculum</u></p>	
HISTORY	<p><u>Castles, Lady Jane Grey and Elizabeth II</u> To compare aspects of royal life in different periods of history. To use stories to talk about the past. To use historical language to explain the passing of time. To understand the achievements of Lady Jane Grey and Elizabeth II. To begin to build up a bank of local history stories, events and people. To understand some ways we find out about the past. E.G. newspaper articles, photos, diaries</p>	<p><u>The Gunpowder Plot</u> To use stories to talk about the past. To understand some ways we find out about the past. E.G. newspaper articles, photos, diaries Use historical words to explain the passing of time. Begin to build up a bank of history stories, events and people.</p> <p><u>Florence Nightingale</u></p>



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		<p>To use stories to talk about the past.</p> <p>To understand some ways we find out about the past. E.G. newspaper articles, photos, diaries</p> <p>Use historical words to explain the passing of time.</p> <p>Begin to build up a bank of local history stories, events and people.</p>
Geography		
ART AND DESIGN	<p><u>Painting</u></p> <p>Poster paint, powder paint</p> <p>Uk artists Mix a range of primary and secondary colours, shades and tones.</p> <p>Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</p> <p>Name different types of paint and their properties.</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p> <p>Mix and match colours using artefacts and objects.</p> <p>Mondrian</p>	<p><u>Printing</u></p> <p>Landscapes and cityscapes</p> <p>Fireworks</p> <p>Use a variety of techniques, e.g. Press.</p> <p>Design patterns of increasing complexity and repetition.</p> <p>Print using a variety of materials, objects and techniques.</p>
	<p><u>Year 2 Ongoing Skills</u></p> <p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> <p>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work.</p> <p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT.</p> <p>Investigate different kinds of art, craft and design.</p>	
DT	<p><u>Design and make their own model castles</u></p> <p><u>Design</u></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><u>Make</u></p>	



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	<p>Select from and use a range of tools and equipment to perform practical tasks [for example, 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</p> <p><u>Evaluate</u> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p><u>Food</u> Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from</p>	
MUSIC	<p><u>Introduction to glockenspiel and recorder</u></p> <p>Dragon song Use their voices expressively and creatively by singing songs Play tuned and untuned instruments musically</p>	<p><u>Singing</u></p> <p>Christmas Play songs Use their voices expressively and creatively by singing songs</p>
PE	<p><u>Gross Motor Skills and Football</u></p> <p>Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination.</p>	<p><u>SAQ fundamental movement and dance</u></p> <p>Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive and co-operative physical activities, in a range of increasingly challenging situations. 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</p>



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PSHE	<u>MMR8: Managing Change</u> Recognise that they are growing and that their achievements, skills and responsibilities are changing Understand that there are changes they can choose of themselves and changes they cannot do anything about Name some of the emotions that may be felt in situations involving loss of special possessions To develop strategies for coping with difficult emotions		<u>MMR7: Anti-bullying</u> Begin to understand what bullying is and recognise examples of physical, verbal and simple indirect forms of bullying including cyberbullying Begin to understand simple reasons for why bullying happens and that it is an unacceptable form of behaviour Begin to understand that bullying may happen when people do not respect and value similarities and differences between people Understand how it feels to be bullied Understand how it feels to see someone else being bullied Understand how someone who bullies may feel Identify some people in and out of school they can talk to if they were being bullied Develop simple strategies for keeping themselves safe from bullying including how to respond assertively Understand simple ways to help someone who is being bullied and understand what to do if they see bullying happen Identify places in school where bullying may happen Identify ways that the school can promote a caring ethos and encourage positive and safe relationships
	Every one's Welc ome	The First Slodge- J Willis * How we share the world	The Great Big Book of Families – M Hoffman & R Asquith * Understand what diversity is Blown Away – R Biddulph * Working with everyone in the class
British Values	<u>Mutual Respect</u>		<u>Tolerance of those with different faiths & beliefs</u>
RE	<u>Gospel 1.4 What is the good news that Jesus brings?</u> Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. Recognise that Jesus gives instructions to people about how to behave.		<u>Incarnation 1.3 Why does Christmas matter to Christians?</u> Recognise that Incarnation is part of the 'Big Story' of the Bible. Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'. Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth.



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	<p>Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.</p> <p>Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).</p> <p>Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.</p>	<p>Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.</p>
LOTC		

Year 2	SPRING 1		SPRING 2	
	United Kingdom		Australia	
TRIPS/VISITS	Leicester			
Linked books	Katie Morag stories Non-fiction texts about UK		Dreamtime stories Are We There Yet? Non-fiction texts about Australia	
ENGLISH READING	<p>WORD READING</p> <ul style="list-style-type: none"> • 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. <p>COMPREHENSION</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • 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 			



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	<ul style="list-style-type: none">• 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 <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none">• 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• 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• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves		
ENGLISH WRITING	<table border="1"><tr><td data-bbox="371 624 1267 1294"><p><u>Narrative based on a familiar story – retelling and own composition</u> <u>Stories with patterned language. Characters, settings, key events</u> To begin to use commas in lists. To begin to use subordination to show time and reason e.g. when, because. To use and distinguish past and present tense. To show some use of other punctuation such as exclamation and question marks. To expand noun phrases to describe and specify (for example, the blue butterfly). To use full stops and capital letters more consistently. To begin to use the past and present tense correctly. To use simple sentences and compound sentences joined by 'and'. To discuss the sequence of events. To use appropriate vocabulary to describe characters and settings To plan/ say out loud what they are going to write about. To write down ideas and/or key words, including new vocabulary. To become increasingly familiar with and retelling a wider range of stories</p><p><u>Non-chronological reports – recounts</u> To begin to use commas in lists. To begin to use subordination to show time and reason e.g. when, because. To learn how to use sentences with different forms: statement, question, exclamation, command; evaluate writing with the teacher and other pupils. To write about real events</p></td><td data-bbox="1267 624 2157 1294"><p><u>Stories with patterned language. Characters, settings, key events</u> To begin to use commas in lists. To begin to use subordination to show time and reason e.g. when, because. To show some use of other punctuation such as exclamation and question marks. To expand noun phrases to describe and specify (for example, the blue butterfly). To show an awareness of paragraphs. To use capital letters and full stops correctly. To use the past and present tense correctly. 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	<p>To write down ideas and/or key words, including new vocabulary. To create factual sentences. To ask relevant questions to extend understanding and knowledge To use full stops and capital letters consistently. To begin to use the past and present tense correctly. To use simple sentences and compound sentences joined by conjunctions</p> <p><u>Handwriting</u> To use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not-joined</p> <p><u>Spelling, Punctuation and Grammar</u> Revision of previous spelling, words, grammar and punctuation Commas to separate items in a list Word: suffixes er, est, ly, ful, less, ness Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p>	<p><u>Handwriting</u> To use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not-joined</p> <p><u>Spelling, Punctuation and Grammar</u> Revision of previous spelling, words, grammar and punctuation Commas to separate items in a list Word: suffixes er, est, ly, ful, less, ness Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p>
<p>ENGLISH SPOKEN LANGUAGE</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	
<p>MATHS</p>	<p><u>Mathematics Mastery plans</u></p> <p>Unit 6: Multiplication and division: 2, 5 and 10 Autumn 2 Assessment Unit 7: Time Unit 7: Time</p>	<p><u>Mathematics Mastery Plans</u></p> <p>Unit 8: Fractions Unit 9: Addition and subtraction of 2-digit numbers (regrouping and adjusting) Consolidation and Spring 1 assessment</p>



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	Unit 8: Fractions	
SCIENCE	<u>Seasonal changes</u> Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies.	
	<u>Uses of everyday materials</u> <u>KNOWLEDGE</u> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses Compare how things move on different surfaces. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <u>ENQUIRY</u> Make a prediction using my knowledge and understanding of science Discuss whether a test is fair or not and begin to discuss variables Record my findings using pictures/tables/equipment to help me	
COMPUTING	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 (PSHE link – see PSHE Curriculum Plan) (Link with Safer Internet Day – Feb)	
	<u>E-Safety</u> Recognise strategies to stay safe online Explain the meaning of being a good digital citizen Search for specific images and pick the most appropriate for a task Understand the importance of strong passwords and why we need to keep these private and safe <u>Ongoing– development and application of basic keyboard skills; use of internet for research; using technology within other areas of the curriculum</u>	
HISTORY	<u>Battle of Bosworth</u> Begin to understand the significance nationally of the Battle of Bosworth. Understand some ways we find out about the past, E.G. newspaper articles, photos, diaries.	



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	Use historical words to explain the passing of time. Begin to build up a bank of local history stories, events and people.	
GEOGRAPHY	<u>Leicestershire and Australia</u> <u>Locational knowledge</u> Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas <u>Geographical skills and fieldwork</u> Use world maps, atlases and globes to identify UK and its countries and Australia. Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features <u>Human and physical geography</u> Use basic geographical vocabulary to refer to: Key physical features – beach, cliff, coast, forest, mountain, sea, ocean, valley, vegetation, Key human features – city, factory, office, port, harbour <u>Place knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of Leicestershire and small area of non-European country Australia.	
	<u>3D form</u> Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, and man-made materials more confidently UK Architects and architecture Lowry	<u>Mosaic/Collage</u> Create textured collages from a variety of media. Make a simple mosaic. Gaudi
	<u>Year 2 Ongoing skills</u> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work.	



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	<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate different kinds of art, craft and design.</p>	
DT	<p><u>Design and make their own model.</u></p> <p><u>Design</u> 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, mock-ups and, where appropriate, information and communication technology</p> <p><u>Make</u> Select from and use a range of tools and equipment to perform practical tasks [for example, 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</p> <p><u>Evaluate</u> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable</p>	
MUSIC	<p><u>Traditional music from England, Ireland, Scotland and Wales</u></p> <p>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</p>	<p><u>Traditional Australian songs</u></p> <p>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</p>
PE	<p><u>Ball Skills and Gymnastics</u></p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p>	<p><u>Ball Skills and Hockey</u></p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should</p>



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	Master movements including developing balance, agility and co-ordination, and begin to apply these in a range of Perform dances using simple movement patterns.	be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. 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 Perform using simple movement patterns.
PSHE	<p><u>HSL12: Personal Safety 2020 (Some links to RSE unit so could be done as part of RSE unit)</u></p> <ul style="list-style-type: none"> * be able to identify different feelings and tell others how I feel * Be able to name my own Early Warning Signs * recognise which adults and friends I can trust * know who I could talk with if I have a worry or need to ask for help * recognise which school / classroom rules are about helping people to feel safe * be able to identify private body parts * know my body belongs to me and to be able to say 'no' to unwanted touch * know what I could do if I feel worried about a secret * know what I could do if a friend or someone in my family isn't kind to me * know what I could do if something worries or upsets me when I am online <p><u>Online Safety</u> -all year groups to have a focus on online safety through Computing – linking to Safer Internet Day in Feb</p>	<p><u>MMR5: My Emotions</u></p> <p>Know the names of a basic range of feelings and the strength of their feeling Know what might prompt different feelings in themselves and others and understand that their emotions and actions can have an effect on themselves and others Understand the difference between impulsive behaviour and that which is thought through, and what both might feel and look like Know how to get support when they need it Talk about personal gifts and talents; what they are good at and also what they find more difficult Understand that they can do things to help us change our mood and that this may be helpful Know what 'relaxed' means and how it feels Know that it is possible to affect our behaviour by stopping and thinking about what we are doing Stand up for their own rights without being hurtful to others</p> <p><u>Everyone's Welcome</u> The Odd Egg – E Gravitt</p> <p>* What makes someone feel proud</p>
British Values	<u>Rule of Law</u>	<u>Individual Liberty</u>
RE	<p><u>Believing 1.3 Who is a Jew and what do they believe?</u></p> <ul style="list-style-type: none"> • Talk about how the Mesusah in the home reminds Jewish people about god. • Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat. 	



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	<ul style="list-style-type: none">• Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means.• Make some links between Jewish teachings and how Jewish people live.	
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Year 2	SUMMER 1	SUMMER 2
	TRIPS/VISITS	Transport Great Central Railway
Linked books	The Railway Children Poetry – classic humorous	The Secret Garden Here We Are Oliver Jeffers Poetry – concrete
ENGLISH READING	<p>WORD READING</p> <ul style="list-style-type: none"> 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. <p>COMPREHENSION</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> 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 <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> 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 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 explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	



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ENGLISH WRITING	<p><u>Narrative based on a familiar story – retelling and own composition</u> <u>Characters, settings, key events</u> <u>Poetry – classic humorous</u> To gain, maintain and monitor the attention of the listener. To participate in reciting and performing. To speak audibly in Standard English, recognising simple recurring literary language in poetry. To use relevant strategies to build vocabulary. To use full stops and capital letters consistently. To use other punctuation such as exclamation and question marks correctly . To expand noun phrases to describe and specify (for example, the blue butterfly).</p> <p><u>Handwriting</u> To form lower-case letters of the correct size relative to one another To 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 To write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters To use spacing between words that reflects the size of the letters</p> <p><u>Spelling, Punctuation and Grammar</u> Revision of previous spelling, words, grammar and punctuation Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>	<p><u>Non-chronological reports – recounts, letters</u> To write about real events To write down ideas and/or key words, including new vocabulary. To create factual sentences. To ask relevant questions to extend understanding and knowledge To use full stops and capital letters more consistently. To begin to use the past and present tense correctly. To use simple sentences and compound sentences joined by a range of conjunctions.</p> <p><u>Poetry – concrete</u> To gain, maintain and monitor the attention of the listener. To participate in reciting and performing. To speak audibly in Standard English, recognising simple recurring literary language in poetry. To use relevant strategies to build vocabulary. To use full stops and capital letters more consistently. To show some use of other punctuation such as exclamation and question marks. To expand noun phrases to describe and specify (for example, the blue butterfly).</p> <p><u>Handwriting</u> To form lower-case letters of the correct size relative to one another To 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 To write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters To use spacing between words that reflects the size of the letters</p> <p><u>Spelling, Punctuation and Grammar</u> Revision of previous spelling, words, grammar and punctuation Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>
	ENGLISH	Pupils should be taught to: <ul style="list-style-type: none">• listen and respond appropriately to adults and their peers



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SPOKEN LANGUAGE	<ul style="list-style-type: none"> • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	
MATHS	<u>Mathematics Mastery Plans</u> Unit 10: Money Unit 11: Faces, shapes and patterns; lines and turns Spring 2 assessment Unit 13 and 14: Measures: Capacity and volume and Mass Unit 12: Numbers to 1000 SATs week	<u>Mathematics Mastery Plans</u> Unit 15: Exploring calculation strategies Unit 16: Multiplication and division: 3 and 4 Unit 16: Multiplication and division: 3 and 4 Consolidation and Summer 1 and 2 assessments
SCIENCE	<u>Seasonal changes</u> Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies.	
SCIENCE	<u>Living things and their habitats</u> <u>KNOWLEDGE</u> 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 Identify and name a variety of plants and animals in their habitats, including microhabitats	<u>Plants</u> <u>KNOWLEDGE</u> 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. <u>ENQUIRY</u> Make a prediction using my knowledge and understanding of science Discuss whether a test is fair or not and begin to discuss variables



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	<p>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.</p> <p><u>ENQUIRY</u> Make a prediction using my knowledge and understanding of science Discuss whether a test is fair or not and begin to discuss variables Record my findings using pictures/tables/equipment to help me</p>	<p>Record my findings using pictures/tables/equipment to help me</p>
COMPUTING	<p>Understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs Recognise common uses of information technology outside of school</p>	
	<p><u>Computing</u> Use graphical programming blocks to code Explain that problems can occur and that they can be debugged Write a simple algorithm (set of instructions) to control a physical device/person (unplugged coding) Understand that programs follow multiple algorithms to make them work</p> <p><u>Ongoing– development and application of basic keyboard skills; use of internet for research; using technology within other areas of the curriculum</u></p>	
HISTORY	<p><u>Great Central Railway</u> To begin to understand how transport in Queniborough and its surroundings have changed in the past 100 years and how these changes have impacted nationally. To compare aspects of life in different periods of history in terms of railways. To use historical words to explain the passing of time. To begin to build up a bank of historical stories, events and people. To understand some ways we find out about the past, E.G. newspaper articles, photos, diaries To make a timeline of changes on railways.</p>	
	<p><u>1st Aeroplane Flight</u> To begin to understand the significance nationally and globally of the 1st aeroplane flight. To understand some ways we find out about the past, E.G. newspaper articles, photos, diaries. To use historical words to explain the passing of time. To begin to build up a bank of local history stories, events and people.</p>	



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<p style="text-align: center;">GEOGRAPHY</p>	<p><u>Geographical skills and fieldwork</u> Use world maps, atlases and globes to identify UK and its countries Use N, S, E, W and locational and directional language to describe features and routes on a map Devise a simple map and use and construct basic symbols in a key Use simple fieldwork and observational skills to study... transport in Queni/Leicester</p>	
<p style="text-align: center;">ART AND DESIGN</p>	<p><u>Drawing</u> Crayons, pencil, pastels Work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. Use a sketchbook to collect and record visual information from different sources.</p>	<p><u>Textile/Collage</u> Sewing Embroidery Use a variety of techniques e.g. embroidery. Stitch, knot and use other manipulative skills. Van Gogh</p>
<p style="text-align: center;">ART AND DESIGN</p>	<p><u>Year 2 Ongoing Skills</u> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate different kinds of art, craft and design.</p>	
<p style="text-align: center;">DT</p>	<p><u>Design, make, evaluate.</u></p> <p><u>Design</u> 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, mock-ups and, where appropriate, information and communication technology</p> <p><u>Make</u></p>	<p><u>Design, make, evaluate.</u></p> <p><u>Design</u> 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, mock-ups and, where appropriate, information and communication technology</p> <p><u>Make</u></p>



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	<p>Select from and use a range of tools and equipment to perform practical tasks [for example, 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</p> <p><u>Evaluate</u> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p> <p><u>Technical knowledge</u> Build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Select from and use a range of tools and equipment to perform practical tasks [for example, 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</p> <p><u>Evaluate</u> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p>
MUSIC	<p><u>Composition:</u> Soundscapes 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 Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><u>Making own instruments</u> Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
PE	<p><u>Athletics and Orienteering</u> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p>	<p><u>Athletics and Tennis</u> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p>



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	<p>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</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<p>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</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>
PSHE	<p><u>C5: Rights, Rules & Responsibilities</u></p> <p>Name some people who look after them and some of their responsibilities towards them</p> <p>Identify jobs and responsibilities they have at school</p> <p>Understand responsibilities they have to their friends, family and class</p> <p>Explain the rules which affect them in school and how they have been made</p> <p>Understand how rules enable them to feel safe and happy in school</p> <p>Understand how democratic decisions might affect them in the everyday life of their class</p> <p>Understand and experience the process of electing a school council representative</p> <p>Share opinions, taking turns and valuing the views of others by listening actively</p> <p>Contribute to paired and class discussions about a topical issue</p>	<p><u>HSL10: Relationships & Sex Education</u></p> <p>* know that humans produce babies that grow into children and then into adults</p> <p>* understand that babies grow inside a female body until they are ready to be born</p> <p>* consider the ways they have changed physically since they were born</p> <p>* consider their responsibilities now and compare these with when they were younger</p> <p>* understand how the needs of babies and young children are met by their families</p> <p>* understand that not all families are the same, but that love and care should be at the heart of all families</p>
	<p><u>Everyone's Welcome</u></p> <p>What the Jackdaw Saw – J Donaldson & N Sharratt</p> <p>* Ways to communicate (sign language)</p>	
British Values	<p><u>Democracy</u></p>	
RE	<p><u>GOD 1.1 What do Christians believe God is like?</u></p> <ul style="list-style-type: none"> ● Identify what a parable is. ● Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. ● Give clear, simple accounts of what the story means to Christians. ● Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. ● Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. ● Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. 	



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