



Year 2 Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Spelling: Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Learning new ways of spelling phonemes for which 1 or more spellings are already known.</p> <p>Grammar and Punctuation: Combine words to make a sentence. Join words using and. Use the conjunction and to join sentences which are linked. Begin to use 1st and 3rd person consistently. Use simple past tense and simple present tense consistently. Use capital letters for names of people, places, days and months. Use noun</p>	<p>Spelling: Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Learning new ways of spelling phonemes for which 1 or more spellings are already known. Distinguish between homophones and near-homophones.</p> <p>Grammar and Punctuation: Combine words to make a sentence. Join words using and. Use the conjunction and to join sentences which are linked. Begin to use 1st and 3rd person consistently. Use simple past tense and simple present tense consistently. Use capital letters for</p>	<p>Spelling: Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Learning new ways of spelling phonemes for which 1 or more spellings are already known. Learn the possessive apostrophe (singular) [for example, the girl's book]</p> <p>Grammar and Punctuation: Use noun phrases. Use expanded noun phrases for description and specification. Use conjunctions to join sentences. Demarcate sentences with capital letters and full stops. Identify and use statements, questions,</p>	<p>Spelling: Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Learning new ways of spelling phonemes for which 1 or more spellings are already known. Add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</p> <p>Grammar and Punctuation: Use noun phrases. Use expanded noun phrases for description and specification. Use conjunctions to join sentences. Demarcate sentences with capital letters and full stops. Identify and use statements, questions, exclamations and</p>	<p>Spelling: Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Learning new ways of spelling phonemes for which 1 or more spellings are already known. Write from memory simple sentences dictated by the teacher.</p> <p>Grammar and Punctuation: Use noun phrases. Use expanded noun phrases for description and specification. Use conjunctions to join sentences. Identify and use statements, questions, exclamations and commands. Use consistent 1st or 3rd person. Use question</p>	<p>Spelling: Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Learning new ways of spelling phonemes for which 1 or more spellings are already known. Write from memory simple sentences dictated by the teacher.</p> <p>Grammar and Punctuation: Use noun phrases. Use expanded noun phrases for description and specification. Use conjunctions to join sentences. Identify and use statements, questions, exclamations and commands. Use consistent 1st or 3rd person. Use question</p>





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	<p>phrases. Use expanded noun phrases for description and specification. Use conjunctions to join sentences. Demarcate sentences with capital letters and full stops.</p> <p>Composition Writing: 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. 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.</p>	<p>names of people, places, days and months. Use noun phrases. Use expanded noun phrases for description and specification. Use conjunctions to join sentences. Demarcate sentences with capital letters and full stops.</p> <p>Composition Writing: 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. Planning or saying out loud what they are going to write about. Writing down ideas and/or key words, including new vocabulary.</p>	<p>exclamations and commands. Use consistent 1st or 3rd person. Use question marks and exclamation marks when required. Begin to identify and use apostrophes to mark where letters are missing (contractions)</p> <p>Composition Writing: Writing for different purposes and produce longer pieces of writing. Plan what they are going to write about. Writing down ideas and/or key words, including new vocabulary Make simple additions, revisions, corrections and evaluations. Check that their writing makes sense and proof reading to check for errors in spelling, grammar and punctuation. Read aloud what they have written with</p>	<p>commands. Use consistent 1st or 3rd person. Use question marks and exclamation marks when required. Begin to identify and use apostrophes to mark where letters are missing.</p> <p>Composition Writing: Writing for different purposes and produce longer pieces of writing. Plan what they are going to write about. Writing down ideas and/or key words, including new vocabulary Make simple additions, revisions, corrections and evaluations. Check that their writing makes sense and proof reading to check for errors in spelling, grammar and punctuation. Read aloud what they have written with appropriate</p>	<p>marks and exclamation marks when required. Begin to identify and use apostrophes to mark contractions. Use the progressive form of verbs in the present and past tense to show an action in progress. Use commas to separate items in a list - Begin to identify and use apostrophes to show singular possession.</p> <p>Composition Writing: Develop stamina for writing maintaining form and purpose. Become more independent at proof reading and making additions, revisions and corrections.</p> <p>Reading and Comprehension: Read aloud books closely matched to their improving phonic knowledge,</p>	<p>marks and exclamation marks when required. Begin to identify and use apostrophes to mark contractions. Use the progressive form of verbs in the present and past tense to show an action in progress. Use commas to separate items in a list - Begin to identify and use apostrophes to show singular possession.</p> <p>Composition Writing: Develop stamina for writing maintaining form and purpose. Become more independent at proof reading and making additions, revisions and corrections.</p> <p>Reading and Comprehension: Revisit all areas taught this year. Read a range of books to build up their fluency</p>
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	<p>Make simple additions, revisions, corrections and evaluations. Check that their writing makes sense.</p> <p>Reading and Comprehension: 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. Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of</p>	<p>Encapsulating what they want to say, sentence by sentence. Make simple additions, revisions, corrections and evaluations. Check that their writing makes sense.</p> <p>Reading and Comprehension: 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.</p> <p>Handwriting: Student will focus on the correct pencil grip and letter sizing, ensuring accurate placement and spacing of words. They will learn: to hold a pencil correctly</p>	<p>appropriate intonation to make the meaning clear.</p> <p>Reading and Comprehension: Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Drawing on what they already know or on background information and vocabulary provided. Checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Handwriting: Students will be introduced to joined handwriting as a way to build writing fluency. They will</p>	<p>intonation to make the meaning clear.</p> <p>Reading and Comprehension: Read words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Read accurately words of two or more syllables that contain the same graphemes. 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.</p> <p>Handwriting: Students will build on their joined handwriting skills by focusing on clarity, consistency and quality through</p>	<p>sounding out unfamiliar words accurately, automatically and without undue hesitation. Read words containing common suffixes.</p> <p>Handwriting: Students will begin to apply their knowledge of letter formation and joined handwriting in a variety of writing contexts. They will learn: to write legibly and fluently with increasing speed; to confidently identify which letters should be joined and unjoined; to choose suitable writing implements for handwriting tasks; to develop a clear understanding of which handwriting standard is appropriate for a</p>	<p>and confidence in word reading. Answering and asking questions predicting what might happen on the basis of what has been read so far.</p> <p>Handwriting: Students will deepen their mastery of handwriting and become confident written communicators. They will apply their knowledge, developed across the year, to write for a variety of purposes. They will learn: to write legibly, fluently and at an increased speed across a variety of genres and contexts; to develop the stamina to maintain handwriting quality over longer texts, using consistent joining strokes; to take ownership over</p>





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	<p>contemporary and classic poetry, stories and non-fiction at a level beyond that at which can be read independently.</p> <p>Handwriting: Students will develop the physical skills needed for writing and learn how to form letters correctly using letter formation mnemonics. They will learn: to develop fine motor skills, to identify each letter family and understand how letters are formed in similar ways; to form lower-case letters, upper-case letters and digits 0—9 correctly.</p>	<p>and comfortably and place letters correctly on the line; to ensure lower-case letters are sized correctly in relation to each other and to upper-case letters; to add spaces between words that match the size of the letters; to recall each letter family and understand how letters are formed in similar ways.</p>	<p>develop an understanding of how to use diagonal and horizontal strokes to join letters. They will learn: to recognise letters that can be joined using lead-out strokes and how this can help them to write with increasing speed; to write letters and words in a clear and legible way, maintaining accurate letter formation as joining is introduced.</p>	<p>confident use of joining strokes. They will learn: to write letters and words clearly and legibly, maintaining accurate letter formation as joining becomes more consistent; to use diagonal and horizontal strokes confidently to join letters in independent writing; to improve the clarity of their handwriting by ensuring the downstrokes of letters are parallel and evenly spaced; to space lines successfully so that ascending and descending letters do not touch.</p>	<p>particular task; to use their handwriting skills across the curriculum and maintain consistent handwriting in longer written tasks.</p>	<p>their handwriting, through selecting and recommending appropriate writing styles and presentation methods for different formats.</p>
Maths	<p>Place Value Estimate and count a number of objects up to 100. Locate numbers on 0–100 beaded lines and 1–100 squares.</p>	<p>Ordinal Numbers Know and use ordinal numbers. Understand that 2-digit numbers are made from some 10s and some 1s. Understand place</p>	<p>Place Value Ordering 2-digit numbers. Add and begin to subtract 9, 10 and 11. Order 2-digit numbers and revise the < and ></p>	<p>Fractions Revise doubles and corresponding halves to 15. Find half of odd and even numbers to 30. Revise and recognise $\frac{1}{2}$s, $\frac{1}{4}$s,</p>	<p>Place Value Locate, order and compare 2-digit numbers on 0-100 landmarked lines and on the 1-100 square; use < and > signs;</p>	<p>Addition and Subtraction; Money Count back in 10s and 1s to solve subtraction (not crossing 10s) and check subtraction</p>





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	<p>Compare pairs of numbers and find a number in between. Order three numbers, order 2-digit numbers.</p> <p>Addition and Subtraction Revise number bonds to 6, 7, 8, 9 and 10. Know number bonds to 10 and begin to learn related subtraction facts. Know multiple of 10 number bonds to 100, learn bonds to 20, rehearse number bonds to 10 and 20 using stories. Double numbers to double 15. Use patterns in number bonds, use number bonds to solve more difficult additions, to subtract and to solve additions bridging 10.</p> <p>2D Shapes Sort 2D shapes according to</p>	<p>value using 10p and 1p coins. Find and record all possible amounts using 10p and 1p coins. Find 10p more and 10p less. Find 10 more and 10 less.</p> <p>Addition and Subtraction Add and subtract 10, 20 and 30 to any 2-digit number. Add and subtract 11, 21, 12 and 22 to any 2-digit number. Solve addition and subtractions by counting on and back in 10s then in 1s. Solve addition and subtraction problems using concrete and pictorial representations. Add and subtract 2-digit numbers. Add near doubles to double 15. Add several small numbers spotting near doubles or pairs to 10.</p>	<p>signs. Locate 2-digit numbers on a landmarked line and grid. Round 2-digit numbers to nearest 10. Estimate a quantity <100 within a range.</p> <p>Number Facts; addition and subtraction Revise number bonds to 10. Begin to bridge 10. Subtract from 10 and 20. Use number facts to find the complement to ten. Find a difference between two numbers by counting on. Find differences using a number line;</p> <p>Money Find change from 10p and 20p, and from £10 to £20 by counting up and using bonds to 10 and 20.</p> <p>3D Shapes Recognise and identify properties</p>	<p>1/3s and 2/3s of shapes. Place 1/2s on a number line. Count in 1/2s and 1/4s.</p> <p>Multiplication and Division Count in 2s, 5s and 10s. Introduce the \times sign; record the 2, 5 and 10 times-tables investigate multiplications with the same answer. Write multiplications to go with arrays, rotate arrays and hop on the number line. Multiply by 2, 3, 4, 5 and 10. Arrange objects into arrays and write the corresponding multiplications Make links between grouping and multiplication to begin to show division. Write divisions as multiplications.</p> <p>Data; Time</p>	<p>locate numbers on an empty 0-100 line; introduce numbers 101 to 200 and count in 100s to 1000; add 2-digit numbers by counting on in 10s and 1s; subtract 2-digit numbers by counting back in 10s and 1s</p> <p>Addition and Subtraction Use doubles and number bonds to add three 1-digit numbers; use number facts to 10 and 20 in number stories; find complements to multiples of 10; understand subtraction as difference and find this by counting up; find small differences either side of a multiple of 10 Add and subtract 1-digit numbers to and from 2-digit numbers; subtract 2-digit</p>	<p>using addition, beginning to understand that addition undoes subtraction and vice versa. Add three or more small numbers using number facts. Record amounts of money using £·p notation including amounts with no 10s or 1s. Find more than one way to solve a money problem.</p> <p>Multiplication and Division Count in 3s, recognising numbers in the 3 times-table. Write multiplications to go with arrays and solve multiplication problems. Understand that multiplication is commutative and that division and multiplication are inverse operations. Solve divisions as multiplications with a</p>
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	<p>symmetry properties using Venn diagrams. Identify right angles and sort shapes using Venn diagrams. Recognise squares, rectangles, circles, triangles, ovals and hexagons. Investigate which tessellate, sort shapes and objects using a two-way Carroll diagram.</p> <p>Ordinal Numbers Begin to mark numbers on a landmarked line. Compare and order numbers, using < and > signs. Find 1 and 10 more or less using the 100-square. Find 10 more and 10 less than any 2-digit number.</p>	<p>Geometry; Position and Direction Understand and use terms and vocabulary associated with position, direction and movement. Measure lengths using uniform units. Begin to measure in centimetres and metres.</p> <p>Using money in calculations Count in 2s, 5s and 10s from zero. Count in multiples of 2p, 5p and 10p. Number sequences of 2s, 5s and 10s. Find the totals of coins and ways to make an amount. Use coins to make given amounts of money.</p>	<p>(including faces and vertices) of 3D shapes. Sort according to properties including number of faces. Name the 2D shapes of faces of 3D shapes.</p> <p>Time tell the time to the nearest quarter on analogue and digital clocks</p>	<p>Tell the time to the hour and half hour. Tell the time to the nearest quarter of an hour using analogue and digital clocks. Understand the relationship between seconds, minutes and hours.</p> <p>Data Use a tally chart. Interpret and complete a pictogram or block graph where one block or symbol represents one or two things.</p> <p>Money and money calculations Recognise all coins, know their value, and use them to make amounts. Recognise £5, £10, £20 notes. Make amounts using coins and £10 note. Write amounts using £.p notation. Order coins 1p – £2 and notes £5 – £20. Add</p>	<p>numbers by counting back in tens and ones; add two 2-digit numbers by counting in 10s, then adding 1s; add 2-digit numbers using 10p and 1p coins (partitioning, answers less than 100); add 2-digit numbers using place-value cards (partitioning, answers more than 100)</p> <p>Measures: Statistics and Data Measure weight using standard or uniform non-standard units; draw a block graph where one square represents two units; weigh items using 100g weights using scales marked in multiples of 1kg or 100g; measure capacity using uniform non-standard units; measure capacity in litres and in multiples of 100ml</p>	<p>missing number. Count in 2s, 3s, 5s and 10s to solve divisions and solve division problems in context.</p> <p>Length Measure and estimate lengths in centimetres.</p> <p>Time Tell the time involving multiples of 5 minutes past the hour and 5 minutes to the hour. Begin to say the time 10 minutes later.</p> <p>Addition and subtraction; multiplication and division Partition to add two 2-digit numbers. Find the difference between two 2-digit numbers. Multiply two numbers using counting in steps of 2, 3, 5 and 10. Solve division problems by</p>
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				several coins writing totals in £.p notation. Add two amounts of pence, using counting on in 10s and 1s. Add two amounts of money, beginning to cross into £s.	Multiplication, division and fractions Double multiples of 10 and 5 (answers less than 100); double 2-digit numbers ending in 1, 2, 3 or 4 (answers less than 100); find a quarter of numbers up to 40 by halving twice; begin to find $\frac{3}{4}$ of numbers; find $\frac{1}{2}$ $\frac{1}{4}$ and $\frac{1}{3}$ of amounts (sharing); spot patterns and make predictions when finding a third of numbers.	counting in steps of 2, 3, 5 and 10. Place Value Compare two 2-digit numbers and find bonds to 100 using thermometers. Revise place value in 2-digit numbers, numbers between 100 and 200, and 3-digit numbers (including zeros in the 10s and 1s places).
History Geography (Humanities)	Nurturing Nurses Talk about the differences and similarities in the lives of Florence Nightingale, Mary Seacole and Edith Cavell. Have an understanding of the chronology of the historical periods in which Florence Nightingale, Mary	What a Wonderful World Explore the location of countries, continents and oceans of the world. Children will develop global awareness by looking in detail at the position of the seven continents and five oceans of the world, understanding	Global Citizenship Developing confidence and responsibility and making the most of their abilities. Preparing to play an active role as citizens. Developing a healthy, safer lifestyle. Developing good relationships and respecting the	Beside the Seaside Learn about geographical features of the seaside, both human and physical. Children will learn about seaside environments. Children will use maps and aerial photographs. Children will learn about the similarities	Significant explorers Children explore some significant explorers. Children learn about the explorations of Ibn Battuta, an explorer who lived around 700 years ago, Neil Armstrong, the space explorer, Christopher Columbus and his	Outdoor Learning Magical Mapping Compare different types of maps. Explain a range of key features of maps. Use compass directions to describe how to move around a map. Plan a route using key vocabulary, positional and directional language. Identify a





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	Seacole and Edith Cavell lived. Recall some key facts about the experiences of Florence Nightingale, Mary Seacole and Edith Cavell.	that the world is spherical and creating their own journeys across the world. Children continue to build on their map skills.	differences between people.	and differences between seaside resorts.	transatlantic voyages.	range of map symbols. Confidently use an atlas to locate a range of countries, capital cities from around the world. Begin to locate some of the world's major seas.
Science	Living Things and Habitats Identify, name and classify animals and plants in a variety of habitats and microhabitats. Explain what makes living things alive and what their basic needs are. Identify that living things live in habitats that meet their basic needs. Explain how living things rely on each other within a habitat. Name some animals' food sources and create a simple food chain.	Animals Including Humans Identify and match several animal offspring and their adult forms. Describe the main characteristics of the offspring found in different animal groups. Describe the main stages of at least two different animal life cycles. Compare these life cycles. Identify several ways that humans grow and develop through each life cycle stage. Name the three basic needs of all animals to survive. Describe the specific needs of a	Uses of Everyday Materials Identify an increasing range of human-made and natural materials including wood, metal, plastic, glass, brick, rock, paper and cardboard. Understand and identify an increasing range of properties of materials for example materials that are translucent, flexible, strong, tough, breakable or brittle. Make comparisons between different materials. Understand why some materials are suitable for particular uses and why some materials	Biodiversity Minibeasts Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe the basic needs of animals, including humans, for survival and what factors influence this, such as their habitats. Describe how different types of animals and plants in a habitat depend on each other. Understand the idea of a simple food chain. Describe how plants need water, light and a suitable temperature to grow	Plants Suggest what a plant needs to grow and stay healthy. Dissect and observe a seed, explaining which parts will grow into a plant and which part is its food. Order the life cycle of a plant and begin to explain what happens at each stage. Explain that plants need water, light and a suitable temperature to grow and stay healthy. Begin to explain what happens if a plant does not get everything it needs. Find out and describe how different plants	Scientists and Inventors Describe how the greenhouses help plants grow healthily. Use a ruler to measure the height of plants. Use their ideas and observations to explain how doctors use science. Describe healthy life choices. Explain what Louis Pasteur found out about germs. Describe how to wash our hands effectively. Test materials to find out whether they are waterproof. Describe an ocean food chain that Rachel Carson studied. Explain what an investigation





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		given animal. Describe the effects of exercise and begin to explain the importance of exercise for the human body. Identify several foods according to the basic food groups and can talk about the importance of a balanced diet.	might not be suitable for particular uses. Test materials to find out if they can change shape by either squashing, bending, twisting or stretching. Learn about where some materials come from and start thinking about the sustainability of some materials.	and stay healthy. 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 types of animals and plants	need different amounts of water and light and different temperatures to grow and stay healthy.	shows about water pollution. Identify renewable and non-renewable sources of energy. Describe the invention of wind turbines. Share their ideas about the use of wind power.
ICT	Technology Around Us Children begin by learning about a range of technology in familiar settings, such as school and the home, before being introduced to technology in the wider world. They will learn the difference between technology and information technology and will begin to understand the benefits of using information technology.	Digital Artists Children will learn about different artists and artistic styles and how to replicate these using digital painting software. Children will start by exploring pointillism and then move on to Mondrian, cubism, impressionism and pop art.	Online Safety Children learn about how what they do online leaves a trail called a digital footprint. They will look at how to improve the efficiency of their online searches, the types of websites that are best for children to access when looking for information, as well as how to identify inappropriate content and the actions they should take if they do.	Presentation Skills Children will focus on important computer skills needed for safe and effective computer use and introduce some further skills concerning the use of folders, searching for files and printing. The unit introduces the children to presentations the skills needed to create a simple presentation.	Using the Internet Children are introduced to using the Internet safely and with a purpose. Children are shown how to search the Internet using one word; how to make sense of the returned results; how to use "for kids" to return more suitable results; how to follow links and return to the search results.	Using and Applying Children reinforce skills taught throughout the year and link them together with a common theme of Castles. Children are given the opportunity to use their skills in a new context and apply them within software they are familiar with in order to complete a final project. or in isolation.

