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| <b>Pirton Hill Primary School</b> |
| <b>Year 2 Curriculum Intent</b>   |

| Autumn Term               |   | Spring Term               |                          | Summer Term               |  |
|---------------------------|---|---------------------------|--------------------------|---------------------------|--|
| Theme:                    | London's Burning  | Theme:                    | Home and Away            | Theme:                    | Explorers                                    |
| Values:                   | Responsibility and Respect  | Values:                   | Readiness and Resilience | Values:                   | Aspirations and Appreciation                 |
| Visit / Visitor / Hook    | Fire service<br>School Kitchen - Bread making session               | Visit / Visitor / Hook    | Bollywood dancer visit   | Visit / Visitor / Hook    | School Kitchen – sweet pastry making session |
| Focus of Year Group Wow   | GFOI day- assembly for parents<br>Animated video                    | Focus of Year Group Wow   | India day                | Focus of Year Group Wow   | Graduation                                   |
| Contribution to w/sch wow | Remembrance assembly (Remembrance)<br>Songs for Harvest & Christmas | Contribution to w/sch wow | World Book Day           | Contribution to w/sch wow | Summer Fayre                                 |

| Progression of Skills and Knowledge (Termly)  |   |   |
|---|---|---|
| Autumn Term   | Spring Term   | Summer Term   |
| <b>Reading:</b> <ul style="list-style-type: none"> <li>Continuation of phonic knowledge and skills</li> <li>Read accurately by blending including words of two or more syllables and self-correct</li> <li>Read aloud books matched to their phonics knowledge</li> <li>Discussing and sequencing of events – how they are related.</li> <li>Recognising recurring language</li> <li>Discuss favourite words and phrases</li> <li>Inference of what is being said and done and predict</li> </ul> | <b>Reading:</b> <ul style="list-style-type: none"> <li>Read common words containing common suffixes</li> <li>Read further common exception words</li> <li>Listen to and discuss and express views about texts above their reading age.</li> <li>Introduced to non-fiction texts</li> <li>Discuss and clarify the meanings of words to ones they already know.</li> <li>Drawing on what they already know/ information provided by the teacher.</li> </ul> | <b>Reading:</b> <ul style="list-style-type: none"> <li>Read most words quickly and accurately.</li> <li>Learn poetry by heart with correct notation.</li> </ul>   |
| <b>Writing:</b> <ul style="list-style-type: none"> <li>Commas in a list</li> <li>Subordination and coordination – and, so, but</li> <li>Expanded noun phrases</li> <li>Adverbs</li> <li>1st person</li> <li>Statement, question and command</li> <li>Present tense</li> </ul>   | <b>Writing:</b> <ul style="list-style-type: none"> <li>Possessive apostrophe</li> <li>Apostrophe contractions</li> <li>Subordination and coordination – if and or</li> <li>Securing sentence types</li> <li>Similes</li> <li>Synonyms</li> <li>Suffixes – ly, ness, full, ment</li> </ul>   | <b>Writing:</b> <ul style="list-style-type: none"> <li>Subordination and coordination – that and when</li> <li>Secure power of three, expanded noun phrases, similes</li> <li>Securing all skills from Autumn and Spring</li> </ul>   |
| <b>Maths:</b> <ul style="list-style-type: none"> <li>Number: Place value to 100</li> <li>Addition and Subtraction: 2 two-digit numbers, bridging 10</li> <li>Money: Pounds and Pence - calculating with money, equivalent combinations of coins</li> <li>Multiplication and Division: Equal groups, arrays, 2x, 5x &amp; 10x tables, commutativity, using x &amp; ÷</li> </ul>  | <b>Maths:</b> <ul style="list-style-type: none"> <li>Multiplication and Division: Equal groups sharing &amp; grouping</li> <li>Statistics: Interpret tally charts and pictograms</li> <li>Properties of Shape: 2D and 3D shapes (faces, edges and vertices) &amp; Symmetry</li> <li>Fractions: 1/2, 1/4, 1/3, 3/4, sets of objects</li> <li>Measures: Length and Height (cm &amp; m)</li> </ul>   | <b>Maths:</b> <ul style="list-style-type: none"> <li>Position and Direction: Describing movements and rotations (in terms of right angles, clockwise &amp; anticlockwise)</li> <li>Time: o'clock, half past, quarter past and to, hours in a day, minutes in an hour, compare and sequence intervals of time</li> <li>Measures: Mass – Measuring in g &amp; kg. Capacity – l &amp; ml, Temperature - °C, Use tools for measurement</li> </ul> |

| Autumn Term   | Spring Term   | Summer Term   |
|---|---|---|
|  <ul style="list-style-type: none"> <li>Name the parts of a plant; describe its purpose.</li> <li>Explain the basic needs of animals and plants</li> <li>Explain how plants and animals adapt to their habitat.</li> <li>Observe how a plant grows and record your findings.</li> </ul>                  |  <ul style="list-style-type: none"> <li>Identify and compare materials.</li> <li>Explore how materials can be manipulated.</li> <li>Use first hand experiences to ask and answer scientific questions.</li> <li>To carry out a simple test to answer questions.</li> </ul> |  <ul style="list-style-type: none"> <li>Identify and name a variety of plants, animals and habitats.</li> <li>Explain how animals adapt to their habitat.</li> <li>Use a food chain to show how animals obtain their food.</li> <li>Describe the basic needs of animals and</li> </ul> |
|  <ul style="list-style-type: none"> <li>To create a sequence of instructions as an algorithm.</li> <li>To convert simple algorithms into programs</li> <li>To spot and fix errors in their programs</li> </ul> <p>To use technology safely and respectfully</p>  |  <ul style="list-style-type: none"> <li>To be able to take digital photographs</li> <li>To edit and enhance photographs</li> <li>To use the internet to carry out research</li> <li>To create a multimedia presentation</li> </ul>   |  <ul style="list-style-type: none"> <li>Be able to open, compose and send an email</li> <li>Be aware of internet safety when using email</li> <li>Sort and classify items</li> <li>Use charting software to produce simple charts</li> </ul>   |
|  <ul style="list-style-type: none"> <li>Order and describe the events of the Great Fire of London.</li> <li>Compare life from 1666 to now.</li> <li>Show empathy to the events that took place.</li> <li>Ask and answer questions about the Great Fire of London.</li> </ul>                             |  <ul style="list-style-type: none"> <li>Name human and physical geographical features.</li> <li>Compare geographical features of the UK and India.</li> <li>Use and apply the compass directions.</li> <li>Create a map including a key.</li> </ul>                        |  <ul style="list-style-type: none"> <li>Explain significant events from the past.</li> <li>Name significant people from the past.</li> <li>Compare events from the past.</li> </ul>  |
|  <ul style="list-style-type: none"> <li>Develop and design a food product through discussion and drawing.</li> <li>Select from a range of ingredients and tools.</li> <li>Demonstrate a variety of skills considering hygiene and safety.</li> <li>Evaluate product and suggest improvements.</li> </ul> |  <ul style="list-style-type: none"> <li>Design and make a sculpture.</li> <li>Develop moulding skills to hold a shape.</li> <li>Compare the similarities and differences between different pieces of art.</li> <li>Make links between own work and others.</li> </ul>      |  <ul style="list-style-type: none"> <li>Design a product.</li> <li>Explore and evaluate products with moving mechanisms.</li> <li>Select from a range of tools and materials to make a product.</li> <li>Evaluate their own product.</li> </ul>  |

| Progression of Skills and Knowledge (Annual)   |   |
|--|---|
|  <ul style="list-style-type: none"> <li>Sing with expression</li> <li>Sing a song with two parts</li> <li>Develop playing skills on tuned instruments, focusing on pitch and the beat</li> <li>Begin to use musical vocabulary and simple notation</li> </ul>  |  <ul style="list-style-type: none"> <li>Special books and their purpose: Christianity, Islam, Judaism. Humanity. Caring for others, personal hygiene. Retell special stories from different faiths</li> <li>Pilgrimage in different religions: Christianity, Islam, Judaism. Do you have to see something to know it exists?</li> <li>Religious morals and manners in different societies. How do we take care of the environment?</li> </ul> |
|  <ul style="list-style-type: none"> <li>Perform short dance phrases using rhythm and movement</li> <li>Perform a range of actions with control and coordination</li> <li>Repeat sequences of gymnastic actions</li> <li>Perform a range of throwing, rolling, striking, kicking and gathering skills</li> </ul> |  <ul style="list-style-type: none"> <li>I can give examples of how to manage my feelings</li> <li>I can talk about how to stay healthy</li> <li>I can list strategies of how to be a good friend</li> <li>I can explain how to look after the environment</li> </ul>   |