



High aspirations - Valuing learning – Achievement for all



Curriculum Vision – Part 5: “Developing themes and enquires framework”

An enquiry and skills led approach exploring key age related and researchable questions, within a DfE National Curriculum framework, alongside the United Nations’ 2030 Sustainable Development Goals underpins the context and opportunities for the *Cognition Curriculum*.

Within each year group, the 2030 UN Sustainable Development Goals and selected opportunities from the DfE National Curriculum will form a context for developing themes of enquiry for learning. As states of being, the children will develop knowledge, understanding and skills within these lines of enquiry, as set out within by the DfE’s National Curriculum and using additional skills documents.

The length of enquires and themes are not governed by timeframes but up to 8 of the specified development goals will be incorporated within each cohort’s curriculum.

The DfE’s National Curriculum and additional skills documents are mapped to specific year groups. It is within this context, relevant and purposeful themes of enquiry for learning are matched with the 2030 UN Sustainable Development Goals (SDG).

Teaching teams will use each year groups “Developing themes and enquiries framework” to plan the medium and short term planning.

Part 6 of the Curriculum Vision will detail the knowledge, understanding and skills progression within each state of being.

Year 1: “Developing themes and enquiries framework”

SDG Theme Enquiry	<u>Industry, Infrastructure & Innovation</u> What does our town look like?	<u>Zero Hunger</u> Where does food come from in the world?	<u>Sustainable Cities & Communities</u> What makes a home?	<u>Quality Education</u> What is school? How can we be great learners?	<u>Climate Action</u> Can we find out what the weather will be?	<u>Life on Land and below Water</u> What animals live on our planet?	<u>Decent Work & Economic Growth</u> What jobs do my family or people in my community do?
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Scientists	
Working Scientifically	<ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations & ideas to suggest answers to questions gathering and recording data to help in answering questions
Plants	<ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees
Animals, including humans	<ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
Everyday materials	<ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties
Seasonal changes	<ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.

Historians
<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally. Enquiry skills defined in 'Progression Cogs'
Technologists
Skills defined in 'Progression Cogs'
Religiously Conscious
Locally Agreed Syllabus: <i>Awareness, Mystery and Value</i> http://amvsomerset.org.uk/
Sportsman
Real PE & Real Gym scheme skills
Musicians
Charanga scheme skills
PHSE
Jigsaw scheme skills
Artists
<ul style="list-style-type: none"> Use drawing, painting & sculpture to develop & share their ideas, experiences & imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
Design Engineers
Knowledge and skills defined in 'Progression Cogs' Support curriculum materials from Design Technology Association

Geographers	
Locational knowledge	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
Human & Physical Geography	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, sea, ocean and river, Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
Geographical skills & fieldwork	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key human features: <i>farm, port, harbour</i> Use basic geographical vocabulary to refer to: key human features: <i>city, town, village, factory, house, office</i> use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Year 1 Readers

Oral	<ul style="list-style-type: none"> • Link what they read or hear to their own experiences • Orally retell known stories, linked to the Y1 range • Recite some simple poems by heart e.g. <i>nursery rhymes, Surrounded by Noise (Ian Souter) The Horseman (Walter de la Mare)</i> • Check that the text makes sense to them as they read and correct inaccurate reading • Read aloud books matched to Y1 phonic knowledge 			
Grammar	<ul style="list-style-type: none"> • Discuss the meaning of new words by linking to vocabulary they know e.g. <i>unkind = means not kind</i> • Recognise and use predictable phrases in known stories e.g. <i>'I'll huff and I'll puff; once upon a time; happily ever after</i> • Use age appropriate dictionaries to check the meanings of words e.g. <i>picture dictionaries, first dictionaries</i> 			
Response	<ul style="list-style-type: none"> • Discuss a wide range of poems, stories and non-fiction beyond their independent reading level • Demonstrate their understanding e.g. through role play, story mapping, discussion, drama • Consider the key characteristics of familiar stories e.g. good and evil characters, happy endings, happening in the past • Draw on what they already know to understand a text e.g. through relating to their own experiences (linking learning about penguins to 'Happy Feet') • Make simple predictions based on their own experiences e.g. <i>I think mum will be cross because my mum gets cross</i> • Make simple inferences e.g. <i>I think Red Riding Hood was scared because the wolf was frightening</i> 			
Organisation & Research	<ul style="list-style-type: none"> • Identify the significance of the title and events in stories e.g. <i>why is this story called 'Where The Wild Things Are?' Why did they make Max king?</i> • Identify the significance of the title and events in non-fiction • Understand that non-fiction texts provide information • Answer questions orally about a shared non-fiction text e.g. <i>what do penguins eat?</i> 			
Word reading	<ul style="list-style-type: none"> • Apply phonic knowledge and skills to decode words • Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives taught so far • Accurately blend sounds in unfamiliar words that contain the GPCs that have been taught so far • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read words of more than one syllable and those that end in: -s, -es, -ing, -ed, -er and -est • Read words with contractions • Accurately read aloud books that are consistent with their developing phonic knowledge 			
Range	Engage with a wide range of familiar poems, picture books, fairy tales, narrative and non-fiction			
	Reading Spine Texts	Fiction Story Types (Talk4Writing)	Non-Fiction	Poetry Spine
	<i>Peace at last</i> <i>Can't You Sleep Little Bear?</i> <i>Where the Wild Things Are?</i> <i>The Elephant and the Bad Baby</i> <i>Avocado Baby</i> <i>The Tiger Who Came to Tea</i> <i>Lost and Lost</i> <i>Knuffle Bunny</i> <i>Beegu</i> <i>Dogger</i> <i>Cops and Robbers</i> <i>Elmer</i>	<ul style="list-style-type: none"> o Wishing story o Warning o Conquering the monster o Finding tale o Journey tale o Losing tale 	<ul style="list-style-type: none"> o Recount o Report o Instruction o Persuasion o Discussion (oral) o Explanation (oral) 	To be added

Y1 Writers (Talk4Writing progression & DfE National Curriculum expectations)						
Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Spelling	Handwriting
<p>Consolidate Reception list</p> <p>Introduce: Fiction:</p> <ul style="list-style-type: none"> • Planning Tools: Story map / story mountain (Refer to Story-Type grids) • Plan opening around character(s), setting, time of day and type of weather • Understanding - beginning /middle /end to a story Understanding] • 5 parts to a story: <ul style="list-style-type: none"> o Opening Once upon a time... o Build-up One day... o Problem / Dilemma Suddenly.../ Unfortunately,... o Resolution Fortunately,.... o Ending Finally,.... <p>Consolidate Non-fiction:</p> <ul style="list-style-type: none"> • Planning tools: text map / washing line • Heading • Introduction Opening factual statement • Middle section(s) Simple factual sentences around a them • Bullet points for instructions • Labelled diagrams • Ending Concluding sent 	<p>Consolidate Reception list</p> <ul style="list-style-type: none"> • (See Connectives and Sentence Signposts doc.) Introduce: Types of sentences: Statements Questions Exclamations • Simple Connectives: and or but so because so that then that while when where • Also as openers: While... When... Where... '-ly' openers Fortunately,...Unfortunately, Sadly,.... Simple sentences e.g. I went to the park. The castle is haunted. Embellished simple sentences • Using adjectives e.g. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts. • Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g. The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats. Complex sentences: Use of 'who' (relative clause) e.g. Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream. • 'Run' - Repetition for rhythm e.g. He walked and he walked and he walked. • Repetition for description e.g. a lean cat, a mean cat a green dragon, a fiery dragon 	<p>Consolidate Reception list</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Prepositions: <i>inside outside towards across under</i> • Determiners: <i>the a my your an this that his her their some all lots of many more those these</i> • Adjectives to describe e.g. <i>The old house... The huge elephant...</i> • Alliteration e.g. <i>dangerous dragon slimy snake</i> • Similes using as...as... e.g. as tall as a house as red as a radish • Precise, clear language to give information e.g. <i>First, switch on the red button. Next, wait for the green light to flash...</i> • Regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes) • Suffixes that can be added to verbs (e.g. helping, helped, helper) • How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat) 	<p>Consolidate Reception list</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Capital Letters: Capital letter for names • Capital letter for the personal pronoun I • Full stops • Question marks • Exclamation marks • Speech bubble • Bullet point 	<p>Consolidate:</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Simile – 'like' <p>Introduce:</p> <ul style="list-style-type: none"> • Punctuation • Question mark Exclamation mark* • Speech bubble • Bullet points • Singular/ plu 	<ul style="list-style-type: none"> • spell the Y1 common exception words (appendix 1 in NC) • spell words containing each of the 40+ phonemes already taught • spell days of the week • names the letters of the alphabet in order • use letter sounds to distinguish between alternate spellings of the same sound • spell verbs ending in -ing, -ed and -er • spell words containing the range of Y1 phonemes • spell adjectives ending in -er and -est • spell words using the prefix un- • Can use -s or -es for the third person singular marker for verbs • spell plural nouns by adding -s and -es • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words 	<p>Consolidate:</p> <ul style="list-style-type: none"> • Sit correctly at the table, holding a pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Form all capital letters correctly • Form all digits 0 - 9 correctly • Leave spaces between words • Understand which letters belong to which family (e.g. tall letters, long letters). <p>Introduce:</p> <ul style="list-style-type: none"> • Form correctly sized and orientated lower-case letters, capital letters and digits • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left un-joined • Use spacing between words that reflects the size of the letters
Range	Engage with a wide range of familiar poems, picture books, fairy tales, narrative and non-fiction					
	Reading Spine Texts	Fiction Story Types (Talk4Writing)		Non-Fiction		Poetry Spine
	As detailed in Y1 Readers	<ul style="list-style-type: none"> o Wishing story o Warning o Conquering the monster o Finding tale o Journey tale o Losing tale 		<ul style="list-style-type: none"> o Recount o Report o Instruction o Persuasion o Discussion (oral) o Explanation (oral) 		To be added

Year 1 Mathematicians

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions (inc decimals and percentages)	Measurement	Geometry – Properties of Shapes	Geometry – Position and Direction
<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Count, read and write numbers to 100 in numerals; count in multiples of twos, threes, fives and tens</p> <p>Given a number, identify one more and one less</p> <p>Use the language of: equal to, more than, less than (fewer), most, least</p> <p>Identify and represent numbers using objects and pictorial representations including the number line read and write numbers from 1 to 20 in numerals and words.</p>	<p>Represent and use number bonds and related subtraction facts within 20</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$</p>	<p>Count in multiples of twos, fives and tens</p> <p>Solve one-step Problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p>	<p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>	<p>Compare, describe and solve practical problems for:</p> <p>lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half]</p> <p>mass/weight [e.g. heavy/light, heavier than, lighter than]</p> <p>capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter]</p> <p>time [e.g. quicker, slower, earlier, later]</p> <p>Sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p>Recognise and know the value of different denominations of coins and notes</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. On analogue clock.</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years</p>	<p>Recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> * 2-D shapes [e.g. rectangles (including squares), circles and triangles] * 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres]. <p>Begin to relate solid shapes to pictures of them.</p>	<p>Describe position, direction and movement, including half, quarter and three-quarter turns.</p>
Statistics		Ratio and Proportion			Algebra	
No detailed objectives		No detailed objectives			No detailed objectives	

Year 2 “Developing themes and enquiries framework”

SDG Theme Enquiry	<u>Zero Poverty</u> What do we need to live?	<u>Reduced Inequalities</u> How do we promote equality?	<u>Good Health and Wellbeing</u> What does it mean to be healthy? Could we design healthy meals?	<u>Responsible Consumption & Production</u> Can we reduce waste by growing our own?	<u>Gender Equality</u> Who are significant men and women from the past and how can we learn from them?	<u>Life below Water</u> What lives in the sea?	<u>Life On Land</u> Are there different habitats on our planet?	<u>Peace, Justice and Strong Institutions</u> What is justice and how do we remain peaceful?
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Scientists		Historians		Geographers	
Working Scientifically	<ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations & ideas to suggest answers to questions gathering and recording data to help in answering questions 	Choose either a, b, or c plus enquiry skills a) The lives of significant individuals in the past who have contributed to national and international achievements. b) Events beyond living memory that are significant nationally or globally c) Significant historical events, people and places in their own locality • Enquiry skills defined in 'Progression Cogs'		Locational knowledge	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
Living things and their habitats	<ul style="list-style-type: none"> 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 micro-habitats 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 	Technologists		Place knowledge	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
Plants	<ul style="list-style-type: none"> 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 	Religiously Conscious		Human & Physical Geography	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key physical features, including: , forest, hill, mountain, river, soil, valley, vegetation, season and weather
Animals including humans	<ul style="list-style-type: none"> 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 	Sportsman		Geographical skills & fieldwork	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key human features: <i>farm, port, harbour</i> Use basic geographical vocabulary to refer to: key human features: <i>city, town, village, factory, house, office</i> use simple compass directions (N,E,S,W) & locational and directional language to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use & construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
Everyday materials	<ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	Musicians			
		PHSE			
		Artists			
		Design Engineers			
		Knowledge and skills defined in 'Progression Cogs' Support curriculum materials from Design Technology Association			

Year 2 Readers

Oral	<ul style="list-style-type: none"> Orally retell known stories, linked to the Y2 range Recite poems by heart, using intonation to make the meaning clear e.g. <i>The Sound Collector</i> (Roger McGough) <i>Walking With My Iguana</i> (Brian Moses) <i>Daddy Fell into the Pond</i> (Noyes) Read aloud books matched to Y2 phonic knowledge, without overt sounding and blending, when they have been frequently encountered 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 Check that the text makes sense to them as they read and correct inaccurate reading 				
Grammar	<ul style="list-style-type: none"> Discuss favourite words and phrases Clarify and discuss the meanings of new words, by linking to vocabulary they know e.g. I think 'kindly' means he spoke in a nice way Recognise simple, recurring literary language across poetry and narratives e.g. in a land far away; long ago; once there lived; it wasn't long before; they searched far and wide Use age appropriate dictionaries to check the meanings of words e.g. first dictionaries, infant dictionaries 				
Response	<ul style="list-style-type: none"> Discuss their understanding of stories, poems and non-fiction (see range) at a level beyond which they can read independently Express a single point of view about a text Draw on what they already know to understand a text e.g. through: the vocabulary, grammar or context; cause and effect (thinking about what's prompted a character's behaviour) Predict what may happen on the basis of what has been read so far e.g. I think mum will get cross because she told Tom not to lie again Make inferences on the basis of what is said and done e.g. I think something bad will happen to Hansel and Gretel because they've been left on their own 				
Organisation & Research	<ul style="list-style-type: none"> Identify the sequence of events in fiction and how these are related e.g. understanding beginning/middle/end Identify the sequence of events in non-fiction and how these are related e.g. introductions /conclusions Use titles, headings, pictures and blurbs to locate relevant information Use scanning to locate a single piece of information, in response to questions from the teacher Recognise and understand the structure of the non-fiction texts used List key information orally or through text marking (highlighting/ underlining) in response to teachers' questions 				
Word reading	<ul style="list-style-type: none"> Accurately blend sounds in unfamiliar words, especially recognising alternative sounds e.g. too, chew, shoe, blue Note unusual correspondences and identify where these occur in the word, in relation to the Y2 common exception words Read accurately words of two or more syllables Read words containing common suffixes e.g. -ment, -less, -ful, -ness Automatically read unfamiliar words accurately and without undue hesitation when reading aloud Read fluently and confidently in line with the Y2 range 				
Range	Engage with a wide range of familiar poems, picture books, fairy tales, narrative and non-fiction				
	Reading Spine Texts		Fiction Story Types (Talk4Writing)	Non-Fiction	Poetry Spine
	<i>Traction Man</i> <i>Meerkat Mail</i> <i>Amazing Grace</i> <i>Pumpkin Soup</i> <i>Who's Afraid of the Big Bad Book?</i> <i>Dr Xargle's Book of Earthlets</i> Not Now <i>Bernard</i> <i>Tuesday</i> <i>The Flower</i>	<i>Gorilla</i> <i>Emily Brown and the Thing</i> <i>The Owl Who Was Afraid of the Dark</i> <i>The Giraffe, the Pelly and Me</i> <i>Fantastic Mr Fox</i> <i>The Hodgeheg</i> <i>Flat Stanley</i> <i>Willa and Old Miss Annie</i>	<ul style="list-style-type: none"> Wishing tale Warning tale Conquering the monster tale Finding tale Journey tale Losing tale 	<ul style="list-style-type: none"> Recount Report Instruction Persuasion Explanation Discussion (oral) 	To be added

Year 2 Writers

(Talk4Writing progression & DfE National Curriculum expectations)

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Spelling	Handwriting
<p>• Consolidate Year 1 list</p> <p>Introduce: Fiction</p> <ul style="list-style-type: none"> Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid Plan opening around character(s), setting, time of day and type of weather Understanding 5 parts to a story with more complex vocabulary <ul style="list-style-type: none"> Opening eg <i>In a land far away</i> Build-up eg <i>Later that day</i> Problem / Dilemma <i>To his amazement</i> Resolution eg <i>As soon as</i> Ending eg <i>Luckily, Fortunately,</i> Ending should be a section rather than one final sentence <p>Non-Fiction</p> <p>Introduce:</p> <ul style="list-style-type: none"> Secure use of planning tools: Text map / washing line / 'Boxing-up' grid Introduction: <ul style="list-style-type: none"> Heading Hook to engage Factual statement Opening question <p>Middle section(s)</p> <p>Group related ideas / facts into sections</p> <p>Sub headings to introduce sentences /sections</p> <p>Use of lists – what is needed / lists of steps to be taken/ Bullet points for facts Diagrams</p> <p>Ending</p> <p>Make final comment to reader</p>	<p>• Consolidate Year 1 list</p> <p>Introduce: (See Connectives and Sentence Signposts doc)</p> <ul style="list-style-type: none"> Types of sentences: Statements, Questions, Exclamations, Commands '-ly' starters eg <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i> Vary openers to sentences Embellished simple sentences using: <ul style="list-style-type: none"> adjectives eg <i>The boys peeped inside the dark cave.</i> adverbs eg <i>Tom ran quickly down the hill.</i> Secure use of compound sentences (Coordination) using connectives: <i>and/ or / but / so</i> (coordinating conjunctions) Complex sentences (Subordination) using: Drop in a relative clause: <i>who/which</i> eg <i>Sam, who was lost, sat down and cried.</i> Additional subordinating conjunctions: <i>what/while/when/where/ because/ then/so that/ if/to/until</i> eg <i>While the animals were munching breakfast, two visitors arrived.</i> Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis. Expanded noun phrases eg <i>lots of people, plenty of food</i> List of 3 for description eg <i>He wore old shoes, a dark cloak and a red hat.</i> 	<p>Consolidate Year 1 list</p> <p>Introduce:</p> <ul style="list-style-type: none"> Prepositions: <i>behind above along before between after</i> Alliteration eg <i>wicked witch</i> Similes using ... like ... <i>... like sizzling sausages ...hot like a fire</i> Two adjectives to describe the noun <i>The scary, old woman ...</i> Adverbs for description <i>Snow fell gently and covered the cottage in the wood.</i> Adverbs for information <i>Lift the pot carefully onto the tray.</i> Generalisers for information, <i>Most dogs ... Some cats ...</i> Formation of nouns using suffixes such as –ness, –er Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the spelling appendix.) Use of the suffixes –er and –est to form comparisons of adjectives and adverbs 	<p>Consolidate Year 1 list</p> <p>Introduce:</p> <ul style="list-style-type: none"> Demarcate sentences: <ul style="list-style-type: none"> Capital letters Full stops Question marks Exclamation marks Commas to separate items in a list Comma after –ly opener <i>Fortunately, ... Slowly, ...</i> Speech bubbles /speech marks for direct speech Apostrophes to mark contracted forms in spelling <i>don't, can't</i> Apostrophes to mark singular possession eg <i>the cat's name</i> 	<p>Consolidate:</p> <ul style="list-style-type: none"> Punctuation <ul style="list-style-type: none"> Finger spaces Letter Word Sentence Full stops Capital letter Question mark Exclamation mark Speech bubble Bullet points Singular/ plural <ul style="list-style-type: none"> Adjective Verb Conjunction Connective Alliteration Simile – 'as' / 'like' <p>Introduce:</p> <ul style="list-style-type: none"> Apostrophe (contractions and singular possession) Commas for description 'Speech marks' Suffix Verb / adverb Statement question exclamation Command (Bossy verbs) Tense (past, present, future) ie not in bold Adjective / noun Noun phrases Generalisers 	<ul style="list-style-type: none"> Can spell the Y2 common exception words and homophones Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones Learning to spell more words with contracted forms Distinguishing between homophones and near-homophones Learning the possessive apostrophe (singular) [for example, the girl's book] Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Can spell words using Y2 suffixes and rules for plurals Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. Can spell words containing the range of Y2 phonemes 	<ul style="list-style-type: none"> Form correctly sized and orientated lower-case letters, capital letters and digits Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left un-joined Use spacing between words that reflects the size of the letters

<p>Extra tips! / Did-you-know? facts / True or false?</p> <p>The consistent use of present tense versus past tense throughout texts</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>						
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Range	Engage with a wide range of familiar poems, picture books, fairy tales, narrative and non-fiction				
	Reading Spine Texts	Fiction Story Types (Talk4Writing)	Non-Fiction	Poetry Spine	
	<i>Traction Man</i> <i>Meerkat Mail</i> <i>Amazing Grace</i> <i>Pumpkin Soup</i> <i>Who's Afraid of the Big Bad Book?</i> <i>Dr Xargle's Book of Earthlets</i>]Not Now <i>Bernard</i> <i>Tuesday</i> <i>The Flower</i>	<i>Gorilla</i> <i>Emily Brown and the Thing</i> <i>The Owl Who Was Afraid of the Dark</i> <i>The Giraffe, the Pelly and Me</i> <i>Fantastic Mr Fox</i> <i>The Hodgeheg</i> <i>Flat Stanley</i> <i>Willa and Old Miss</i> <i>Annie</i>	<ul style="list-style-type: none"> o Wishing tale o Warning tale o Conquering the monster tale o Finding tale o Journey tale o Losing tale 	<ul style="list-style-type: none"> o Recount o Report o Instruction o Persuasion o Explanation o Discussion (oral) 	To be added

Year 2 Mathematicians

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions (inc decimals and percentages)	Measurement	Geometry – Properties of Shapes	Geometry – Position and Direction
<p>Pupils should be taught to:</p> <p>Count in steps of 2,3 and 5 from 0 and in tens from any number, forward and backward</p> <p>Recognise the value of each digit in a two-digit number (tens, ones)</p> <p>Identify, represent and estimate numbers using different representations, including the number line</p> <p>Compare and order numbers from 0 up to 100; use <, > and = signs</p> <p>Read and write numbers to at least 100 in numerals and in words</p> <p>Use place value and number facts to solve problems.</p>	<p>Solve problems with addition and subtraction:</p> <p>Using concrete objects and pictorial representations, including those involving numbers, quantities and measures.</p> <p>Applying their increasing knowledge of mental and written methods</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two -digit number and ones a two -digit number and tens two two -digit numbers -digit numbers Adding three one digit numbers</p> <p>Show that addition can be done in any order (commutative) and subtraction of one number from another cannot Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>	<p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p>	<p>Recognise, find, name and write fractions $1/3$, $1/4$, $2/4$ and $3/4$ of a length, shape, set of objects or quantity</p> <p>Write simple fractions e.g. $1/2$ of $6 = 3$ and recognise the equivalence of two quarters and one half.</p>	<p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>Compare and order lengths, mass, volume/capacity and record the results using >, < and =</p> <p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>Find different combinations of coins that equal the same amounts of money</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change compare and sequence intervals of time</p> <p>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day</p>	<p>Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>Identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects</p>	<p>Order and arrange combinations of mathematical objects in patterns</p> <p>Use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line.</p>
Statistics					Ratio and Proportion	Algebra
<p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>Ask and answer questions about totalling and compare categorical data.</p>					No detailed objectives	No detailed objectives