

# Cop Lane C of E Primary School – Year 2 overview 2024-2025

	Autumn Term Curriculum Focus The Great Fire of London Visit from AW – GFoL Workshop		Spring Term Curriculum Focus The Farm Shop Visit to a local farm shop/farm		Summer Term Curriculum Focus The Seaside Visit to Fleetwood Museum/seaside experience	
	7 weeks	8 weeks	6 weeks	6 weeks	4 weeks 2 days	7 weeks 3 days
Key dates	Black History month October 2024 Ada Lovelace Day – Computing link 8 <sup>th</sup> October 2024 National Poetry Day 3 <sup>rd</sup> October 2024 'Standing on the Shoulders of Giants' theme Non-Fiction November World Nursery Rhyme Week 11 <sup>th</sup> – 15 <sup>th</sup> November 2024 Anti-Bullying Week 11 <sup>th</sup> – 15 <sup>th</sup> November 2024 Christmas concert with PGHS – end December 2024		Safer Internet Day 11 <sup>th</sup> February 2025 Children's mental health awareness week 3 <sup>rd</sup> – 9 <sup>th</sup> February 2025 Family History Fortnight World Book Day Thursday 6 <sup>th</sup> March 2025 STEM Week – 7 <sup>th</sup> - 16 <sup>th</sup> March 2025 Science Week 7 <sup>th</sup> - 16 <sup>th</sup> March 2025 'Change and Adapt' theme World Art Day Monday April 15 <sup>th</sup> 2025		Sing Up Day TBC Music celebration – end July 2025	
Key Texts	 		 			
Class novel/daily reading Subject to change	 <p>and other non fiction books to link with wolves</p>				range of poetry	
English	<b>The Way home for Wolf LPDS bridging unit.</b> 10 wks total includes fiction, poetry and non-fiction non-chronological report Autumn 1 and into Autumn 2		<b>Poems with a structure – Riddles 2 weeks</b>  <b>Stories with familiar settings</b> Mudpuddle Farm: Six Animal Adventures by Michael		<b>Poems on a theme - seaside Outdoor learning opportunity</b> link with Guided Reading  <b>Explanation text – beach formation 2 weeks</b>	



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<p>Applying skills from both Year 1 and Year 2, this publication is based around the theme of wolves and integrates both narrative and non-fiction in a 5-6 week sequence. Children will share in the delights of The Way Home for Wolf by Rachel Bright and Jim Field, before taking on the role of researchers to find out more about wolves and other animals. Using their newly found facts, children will produce an information leaflet to inform an audience. The unit concludes with a return to fiction, where children will create an innovation based on the original story.</p> <p>Say, write and punctuate simple and compound sentences using the joining words <i>and, but, so</i> and <i>or</i> (co-ordination). Use sentences with different forms: <b>statement, question, command, exclamation.</b> Secure the use of <b>full stops, capital letters, exclamation marks and question marks.</b> Use <b>past tense</b> for narrative, recount (<i>e.g. diary, newspaper report, biography</i>) historical reports. Plan and discuss what to write about <i>e.g. story mapping, collecting new vocabulary, key words and ideas.</i> Orally rehearse each sentence prior to writing.</p>	<p><b>Poems on a theme – fire / fireworks Outdoor learning opportunity 1 week</b></p> <p><b>Stories by the same author – 4 weeks Mini Grey Traction Man series Outdoor learning opportunity</b></p> <p>Use subordination for reason using <i>because</i> and <i>if e.g. I put my coat on because it was raining. Because it was raining, I put on my coat.</i> Select, generate and effectively use <b>verbs</b>. Explore the progressive form of <b>verbs</b> in the <b>present tense</b> (<i>e.g. she is drumming</i>) and <b>past tense</b> (<i>e.g. he was shouting</i>) to mark actions in progress. Select, generate and effectively use <b>adjectives</b>. Identify, generate and effectively use <b>noun phrases</b>, <i>e.g. the blue butterfly with shimmering wings</i> (for description), <i>granulated sugar</i> (for specification). Add <b>suffixes</b> <i>ful</i> or <i>less</i> to create <b>adjectives</b> <i>e.g. playful, careful, careless, hopeless.</i> Use <b>suffixes</b> <i>er</i> and <i>est</i> to create <b>adjectives</b> <i>e.g. faster, fastest, smaller, smallest.</i></p>	<p>Morpurgo. <b>Outdoor learning opportunity 4 weeks</b></p> <p><b>Persuasive advert/poster - linking with a visit to a farm attraction Outdoor learning opportunity 1 week</b></p> <p>Use <b>commas</b> to separate items in a list. Use subordination for time using <i>when, before, and after</i> <i>e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i> Use <b>present tense</b> for non-chronological reports and persuasive adverts. Write simple poems based on models. Proofread to check for errors in spelling, grammar and punctuation. Proofread to check for correct form of verbs within sentences, <i>e.g. correcting he walking to the shop to he walked to the shop.</i> Spell words ending in <i>-tion</i>, <i>e.g. station, fiction</i> Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p><b>Outdoor learning opportunity</b></p> <p><b>Recounts – letters/postcards Meerkat Mail 1 week</b></p> <p>Select, generate and effectively use <b>adverbs</b>. Use <b>suffix ly</b> to turn adjectives into <b>adverbs</b> <i>e.g. slowly, gently, carefully.</i> Write simple poems based on models.</p>	<p>Use <b>apostrophes</b> for contracted forms <i>e.g. don't, can't, wouldn't, you're, I'll.</i> Use <b>apostrophes</b> for singular possession in nouns, <i>e.g. the girl's name.</i> Use the subordinating conjunction <i>that</i> in a sentence, <i>e.g. I hope that it doesn't rain on sports day.</i></p> <p>Link to texts 'Greedy Apostrophe' and 'Grandad's island' 1 week</p> <p><b>Aladdin LPDS unit</b></p> <p>A half term Year 2 unit to support end of Key Stage 1 expectations in reading and writing. This unit facilitates a range of reading and writing opportunities linked to the STA Key Stage 1 Teacher Assessment Framework. Using a quality text and supporting film material, this motivating and engaging unit incorporates narrative, non-fiction and poetry, aiding transition into Key Stage 2. 6 week unit, begin in Summer 1 and continue Summer 2</p>	<p>writing opportunities linked to the STA Key Stage 1 Teacher Assessment Framework. Using a quality text and supporting film material, this motivating and engaging unit incorporates narrative, non-fiction and poetry, aiding transition into Key Stage 2.</p> <p><b>Instructions – link with DT mechanisms 2 weeks</b></p> <p>Select, generate and effectively use <b>adverbs</b>. Use <b>suffix ly</b> to turn adjectives into <b>adverbs</b> <i>e.g. slowly, gently, carefully.</i></p>
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	<p>Develop a positive attitude to writing.</p> <p>Make simple notes from non-fiction texts, e.g. highlighting and noting key words.</p> <p>Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade.</i></p> <p>Edit and improve own writing in relation to audience and purpose.</p> <p>Evaluate their writing with adults and peers.</p>					
English writing ongoing skills	<p>Select, generate and effectively use <b>nouns</b>.</p> <p>Add <b>suffixes</b> <i>ness</i> and <i>er</i> to create <b>nouns</b> e.g. <i>happiness, sadness, teacher, baker.</i></p> <p>Create <b>compound</b> words using <b>nouns</b>, e.g. <i>whiteboard</i> and <i>football</i>.</p> <p>Develop stamina for writing in order to write at length.</p> <p>Write about real and fictional events.</p> <p>Read aloud their writing with intonation to make the meaning clear.</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known.</p> <p>Learn to spell common exception words (see below).</p> <p>Learn to spell more words with contracted forms, e.g. <i>can't, didn't, hasn't, couldn't, it's, I'll</i></p> <p>Learn the possessive apostrophe (singular), e.g. <i>the girl's book</i>.</p> <p>To spell correctly, distinguish between homophones (e.g. <i>here</i> and <i>hear</i>; <i>sea</i> and <i>see</i>; <i>bear</i> and <i>bare</i>; <i>night</i> and <i>knight</i>) and near-homophones (e.g. <i>quite</i> and <i>quiet</i>; <i>one</i> and <i>won</i>; <i>are</i> and <i>our</i>).</p> <p>Add <b>suffixes</b> <i>ness</i> and <i>er</i> e.g. <i>happiness, sadness, teacher, baker.</i></p> <p>Add <b>suffix</b> <i>ment</i> to spell longer words, e.g. <i>enjoyment</i>.</p> <p>Add <b>suffixes</b> <i>ful</i> and <i>less</i> e.g. <i>playful, careful, careless, hopeless.</i></p> <p>Use <b>suffixes</b> <i>er</i> and <i>est</i> e.g. <i>faster, fastest, smaller, smallest.</i></p> <p>Use <b>suffix</b> <i>ly</i> e.g. <i>slowly, gently, carefully.</i></p> <p><b>Spell words with:</b></p> <ul style="list-style-type: none"> <li>- the /dʒ/ sound spelt as <i>ge</i> and <i>dge</i> at the end (e.g. <i>age, badge</i>), and spelt as <i>g</i> elsewhere (e.g. <i>magic, giant</i>).</li> <li>- the /s/ sound spelt <i>c</i> before <i>e, i</i> and <i>y</i>, e.g. <i>ice, cell</i></li> <li>- the /n/ sound spelt <i>kn</i> and <i>gn</i> at the beginning, e.g. <i>knee, gnat</i>.</li> <li>- the /w/ sound spelt <i>wr</i> at the beginning e.g. <i>wrote, wrong</i>.</li> <li>- the /l/ or /ɫ/ sound spelt <i>-le</i> at the end of words, e.g. <i>table, apple</i>.</li> <li>- the /l/ or /ɫ/ sound spelt <i>-el</i> at the end of words, e.g. <i>camel, tunnel</i>.</li> <li>- the /l/ or /ɫ/ sound spelt <i>-al</i> at the end of words, e.g. <i>pedal, capital</i>.</li> <li>- the ending <i>-il</i> e.g. <i>pencil, fossil, nostril</i>.</li> <li>- the /ɑ/ sound spelt <i>-y</i> at the end of words, e.g. <i>try, reply</i>.</li> <li>- The /æ/ sound spelt <i>a</i> before <i>l</i> and <i>ll</i>, e.g. <i>call, walk</i></li> <li>- The /æ/ sound spelt <i>o</i>, e.g. <i>mother, Monday</i></li> <li>- The /i:/ sound spelt <i>-ey</i>, e.g. <i>key, donkey</i></li> <li>- The /æ/ sound spelt <i>a</i> after <i>w</i> and <i>qu</i>, e.g. <i>wander, quantity</i></li> <li>- The /ɜ:/ sound spelt <i>or</i> after <i>w</i>, e.g. <i>word, worm</i></li> </ul>					



# Cop Lane C of E Primary School – Year 2 overview 2024-2025

	<p>- The /r/ sound spelt ar after w, e.g. war, warm</p> <p>- The /s/ sound spelt s, e.g. television, usual</p> <p>Add –es to nouns and verbs ending in –y, e.g. <i>copies, babies</i>.</p> <p>Add –ed, –ing, –er and –est to a root word ending in –y with a consonant before it, e.g. <i>copied, copier</i>.</p> <p>Add the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it, e.g. <i>hiking, hiked, hiker</i>.</p> <p>Add –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. <i>patting, patted</i>.</p> <p>Form lower-case <b>letters</b> of the correct size relative to one another.</p> <p>Orientate <b>capital letters</b> correctly.</p> <p>Use <b>capital letters</b> appropriately e.g. <i>not always writing A as a capital, not using capitals within words</i>.</p> <p>Write <b>capital letters</b> and digits of the correct size relative to one another and to lower case <b>letters</b>.</p> <p>Start using some of the diagonal and horizontal strokes needed to join <b>letters</b> and understand which <b>letters</b>, when adjacent to one another, are best left unjoined.</p> <p>Use spacing between <b>words</b> which reflects the size of the <b>letters</b>.</p>		
ongoing English	<p>SSPF Super Six and BOUNCE BACK PHONICS to support intervention.</p> <p><b>Phonics</b> – as appropriate – children not completed and secure in The Higher Levels in Supersonic Phonic Friends Moving onto Spelling programme if secure in the Higher Levels. <b>*New for 2022, SSPF Y2 spelling programme.</b></p> <p><b>Handwriting</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- form lower-case letters of the correct size relative to one another</li> <li>- 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</li> <li>- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>- use spacing between words that reflects the size of the letters.</li> </ul>	<p><b>Grammar</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• <b>develop their understanding of the concepts set out in English Appendix 2 by:</b> <ul style="list-style-type: none"> <li>- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive singular</li> </ul> </li> <li>• <b>learn how to use:</b> <ul style="list-style-type: none"> <li>- sentences with different forms: statement, question, exclamation, command</li> <li>- expanded noun phrases to describe and specify, e.g. <i>the blue butterfly</i></li> <li>- the present and past tenses correctly and consistently including the progressive form</li> <li>- subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>)</li> <li>- grammar for year 2 in English Appendix</li> <li>- some features of written Standard English</li> </ul> </li> <li>• <b>use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</b></li> </ul>	<p><b>Spelling</b></p> <p><b>SSPF Y2 spelling programme</b></p> <p>Pupils should be taught to:</p> <p>spell by:</p> <ul style="list-style-type: none"> <li>- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>- 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</li> <li>- learning to spell common exception words</li> <li>- learning to spell more words with contracted forms</li> <li>- learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>- distinguishing between homophones and near-homophones</li> </ul> <p>add suffixes to spell longer words, e.g. <i>–ment, –ness, –ful, –less, –ly</i></p> <p>apply spelling rules and guidelines, as listed in English Appendix 1</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>
Y2 spellings	<p>As Y1 and</p> <p>door floor poor because find kind mind behind child children wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful after fast last past father class grass pass plant path bath hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas and/or others according to the programme used</p>		
English reading	<p>Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry.</p> <p>Orally retell a wider range of stories, fairy tales and traditional tales.</p> <p>Sequence and discuss the main events in stories and recounts.</p> <p>Identify, discuss and collect favourite words and phrases.</p> <p>Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</p> <p>Activate prior knowledge and raise questions e.g. <i>What do we know? What do we want to know? What have we learned?</i></p>	<p>Recognise the use of repetitive language within a text or poem (e.g. <i>run, run as fast as you can</i>) and across texts (e.g. <i>long, long ago in a land far away.</i>).</p> <p>Learn and recite a range of poems using appropriate intonation.</p> <p>Make personal reading choices and explain reasons for choices.</p> <p>Uses tone and intonation when reading aloud.</p> <p>Consider other points of view.</p> <p>Listen and respond to contributions from others.</p> <p>Read words containing common suffixes e.g. <i>–er, –est, –y</i>.</p>	<p>Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports.</p> <p>Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised</i>.</p> <p>Check that texts make sense while reading and self-correct.</p> <p>Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because..</i></p>



# Cop Lane C of E Primary School – Year 2 overview 2024-2025

	<p>Demonstrate understanding of fiction and non-fiction texts by asking and answering <i>who, what, where, when, why, how</i> questions.</p> <p>Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</p> <p>Make inferences about characters and events using evidence from the text e.g. <i>what is the character thinking, saying and feeling?</i></p> <p>Make predictions based on what has been read so far.</p> <p>Identify how specific information is organised within a non-fiction text e.g. <i>sub-headings, contents, bullet points, glossary, diagrams</i>.</p> <p>Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Make contributions in whole class and group discussion.</p>				
English reading ongoing	<p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read books to build up fluency and confidence in word reading.</p> <p>Read frequently encountered words quickly and accurately without overt sounding and blending.</p> <p>Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder, roundabout, grouping</i>.</p> <p>Read longer and less familiar texts independently.</p> <p>Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.</p> <p>Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>place</i> for <i>palace</i>.</p> <p>Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y</i>.</p> <p>Read further common exception words, noting tricky parts.</p>				
English Spoken Language	Listening and Attention	Understanding	Speaking	Vocabulary	Participating, Presenting and Performing
	<p>Listen and sustain concentration in a range of situations, e.g. <i>when listening to a story, following simple instructions, viewing a film clip etc.</i></p> <p>Sustain concentration and listen to peers in a range of situations, e.g. <i>in talk partners, whilst undertaking role play, in small group discussions and activities.</i></p>	<p>Respond appropriately to adults after listening with sustained concentration.</p> <p>Respond appropriately to peers after listening with sustained concentration.</p> <p>Respond appropriately to questions posed by an adult and peers, orally, related to <i>who, what, where, when, why</i> and <i>how</i>, and explain their thinking, e.g. <i>Why did the character behave that way?</i></p> <p>Ask a range of appropriate questions to clarify thinking related to <i>who, what, where, when, why</i> and <i>how</i>, and explain their thinking,</p> <p>Take turns when speaking with adults and peers, working with pairs, small groups, large groups, as a whole class, and respond appropriately to contributions from others.</p> <p>Provide oral explanations,</p>	<p>Speak in complete sentences in a range of different contexts.</p> <p>Use <i>past tense, present tense and future tense mostly accurately, e.g. past tense when retelling a narrative or recounting real events, present tense when providing instructions or persuading an audience, and future tense when making a prediction in science.</i></p> <p>Use joining words during talk to extend ideas, e.g. <i>and, but, or because, that, when, before, after, if, so, as.</i></p>	<p>Identify, discuss, collect and explore new vocabulary orally, e.g. <i>in stories, non-fiction, poetry and across the curriculum.</i></p> <p>Describe settings orally using vocabulary provided, and modelled by an adult and selected from a text.</p> <p>Describe characters orally using vocabulary provided, and modelled by an adult and selected from a text.</p> <p>Describe feelings orally using vocabulary provided, and modelled by an adult, and selected from a text, e.g. <i>Hansel was feeling ravenous because he hadn't had any breakfast.</i></p>	<p>Orally retell a range of stories using various strategies, e.g. <i>props, images, actions and story maps.</i></p> <p>Orally retell non-fiction texts, or sections of non-fiction texts (instructions, non-chronological reports, persuasion, recounts, explanations), using a range of strategies, e.g. <i>props, images, actions and text maps.</i></p> <p>Participate in a range of drama approaches in English and across the curriculum, e.g. <i>talk like an expert using known and new vocabulary, magic mirror using vocabulary from the focus text, freeze framing linked to thoughts and feelings, mantle of the expert or role playing a sequence of events.</i></p>



# Cop Lane C of E Primary School – Year 2 overview 2024-2025

		<p>e.g. explaining a simple process using the joining words because, when, if, so.</p> <p>Speak audibly when communicating with others in pairs, groups and whole class.</p>			<p>Take part in imaginative role play, e.g. by innovating a familiar story or exploring contexts across the curriculum such as taking on the role of an explorer in history.</p> <p>Learn and recite a range of poems by heart and perform to an audience, e.g. different groups, another class, whole school.</p> <p>Prepare stories to perform using an appropriate volume and begin to show variations in the voice to engage an audience.</p> <p>Begin to use non-verbal gestures whilst presenting and performing to gain the audience's interest, e.g. using hands, face or other parts of the body.</p>
Mathematics	<p><u>WHITEROSE</u></p> <p><u>Number: Place Value</u></p> <p>Step 1 Numbers to 20</p> <p>Step 2 Count objects to 100 by making 10s</p> <p>Step 3 Recognise tens and ones</p> <p>Step 4 Use a place value chart</p> <p>Step 5 Partition numbers to 100</p> <p>Step 6 Write numbers to 100 in words</p> <p>Step 7 Flexibly partition numbers to 100</p> <p>Step 8 Write numbers to 100 in expanded form</p> <p>Step 9 10s on the number line to 100</p> <p>Step 10 10s and 1s on the number line to 100</p> <p>Step 11 Estimate numbers on a number line</p> <p>Step 12 Compare objects</p> <p>Step 13 Compare numbers</p> <p>Step 14 Order objects and numbers</p> <p>Step 15 Count in 2s, 5s and 10s</p> <p>Step 16 Count in 3s</p>	<p><u>WHITEROSE</u></p> <p><u>Measurement: Money</u></p> <p>Step 1 Count money – pence</p> <p>Step 2 Count money – pounds (notes and coins)</p> <p>Step 3 Count money – pounds and pence</p> <p>Step 4 Choose notes and coins</p> <p>Step 5 Make the same amount</p> <p>Step 6 Compare amounts of money</p> <p>Step 7 Calculate with money</p> <p>Step 8 Make a pound</p> <p>Step 9 Find change</p> <p>Step 10 Two-step problems</p> <p><u>NATIONAL CURRICULUM LINKS:</u></p> <p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p>	<p><u>WHITEROSE</u></p> <p><u>Number: Fractions</u></p> <p>Step 1 Introduction to parts and whole</p> <p>Step 2 Equal and unequal parts</p> <p>Step 3 Recognise a half</p> <p>Step 4 Find a half</p> <p>Step 5 Recognise a quarter</p> <p>Step 6 Find a quarter</p> <p>Step 7 Recognise a third</p> <p>Step 8 Find a third</p> <p>Step 9 Find the whole</p> <p>Step 10 Unit fractions</p> <p>Step 11 Non-unit fractions</p> <p>Step 12 Recognise the equivalence of a half and two-quarters</p> <p>Step 13 Recognise three-quarters</p> <p>Step 14 Find three-quarters</p> <p>Step 15 Count in fractions up to a whole</p> <p><u>NATIONAL CURRICULUM LINKS:</u></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, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1 2.</p>		
	<p><u>NATIONAL CURRICULUM LINKS:</u></p> <p>Read and write numbers from 1 to 20 in numerals and words (Y1).</p> <p>Read and write numbers to at least 100 in numerals and in words.</p> <p>Identify, represent and estimate numbers using different representations, including the number line.</p> <p>Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward.</p>	<p><u>Number: Multiplication and Division</u></p> <p>Step 1 Recognise equal groups</p> <p>Step 2 Make equal groups</p> <p>Step 3 Add equal groups</p> <p>Step 4 Introduce the multiplication symbol</p> <p>Step 5 Multiplication sentences</p> <p>Step 6 Use arrays</p> <p>Step 7 Make equal groups – grouping</p> <p>Step 8 Make equal groups – sharing</p> <p>Step 9 The 2 times-table</p> <p>Step 10 Divide by 2</p>	<p><u>Measurement: Time</u></p> <p>Step 1 O'clock and half past</p> <p>Step 2 Quarter past and quarter to</p> <p>Step 3 Tell the time past the hour</p> <p>Step 4 Tell the time to the hour</p> <p>Step 5 Tell the time to 5 minutes</p> <p>Step 6 Minutes in an hour</p> <p>Step 7 Hours in a day</p>		



# Cop Lane C of E Primary School – Year 2 overview 2024-2025

<p>Recognise the place value of each digit in a 2-digit number (tens, ones).</p> <p>Compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs.</p> <p><b>Number: Addition and Subtraction</b></p> <p>Step 1 Bonds to 10</p> <p>Step 2 Fact families - addition and subtraction bonds within 20</p> <p>Step 3 Related facts</p> <p>Step 4 Bonds to 100 (tens)</p> <p>Step 5 Add and subtract 1s</p> <p>Step 6 Add by making 10</p> <p>Step 7 Add three 1-digit numbers</p> <p>Step 8 Add to the next 10</p> <p>Step 9 Add across a 10</p> <p>Step 10 Subtract across 10</p> <p>Step 11 Subtract from a 10</p> <p>Step 12 Subtract a 1-digit number from a 2-digit number (across a 10)</p> <p>Step 13 10 more, 10 less</p> <p>Step 14 Add and subtract 10s</p> <p>Step 15 Add two 2-digit numbers (not across a 10) Step 16 Add two 2-digit numbers (across a 10)</p> <p>Step 17 Subtract two 2-digit numbers (not across a 10)</p> <p>Step 18 Subtract two 2-digit numbers (across a 10) Step 19 Mixed addition and subtraction</p> <p>Step 20 Compare number sentences</p> <p>Step 21 Missing number problems</p> <p><b>NATIONAL CURRICULUM LINKS:</b></p> <p>Represent and use number bonds and related subtraction facts within 20 (Y1).</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 2-digit number and 1s, a 2-digit number and 10s, two 2-digit numbers and adding three 1-digit numbers.</p> <p>Compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs.</p> <p><b>Geometry: Shape</b></p> <p>Step 1 Recognise 2-D and 3-D shapes</p> <p>Step 2 Count sides on 2-D shapes</p> <p>Step 3 Count vertices on 2-D shapes</p> <p>Step 4 Draw 2-D shapes</p> <p>Step 5 Lines of symmetry on shapes</p> <p>Step 6 Use lines of symmetry to complete shapes</p> <p>Step 7 Sort 2-D shapes</p>	<p>Step 11 Doubling and halving</p> <p>Step 12 Odd and even numbers</p> <p>Step 13 The 10 times-table</p> <p>Step 14 Divide by 10</p> <p>Step 15 The 5 times-table</p> <p>Step 16 Divide by 5</p> <p>Step 17 The 5 and 10 times-tables</p> <p><b>NATIONAL CURRICULUM LINKS:</b></p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (<math>=</math>) 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>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</p> <p><b>Measurement: Length and Height</b></p> <p>Step 1 Measure in centimetres</p> <p>Step 2 Measure in metres</p> <p>Step 3 Compare lengths and heights</p> <p>Step 4 Order lengths and heights</p> <p>Step 5 Four operations with lengths and heights</p> <p><b>NATIONAL CURRICULUM LINKS:</b></p> <p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}\text{C}</math>); 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 <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</p> <p>Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.</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><b>Measurement: Mass, Capacity and Temperature</b></p> <p>Step 1 Compare mass</p> <p>Step 2 Measure in grams</p> <p>Step 3 Measure in kilograms</p> <p>Step 4 Four operations with mass</p> <p>Step 5 Compare volume and capacity</p> <p>Step 6 Measure in millilitres</p> <p>Step 7 Measure in litres</p>	<p><b>NATIONAL CURRICULUM LINKS:</b></p> <p>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clockface to show these times.</p> <p>Know the number of minutes in an hour and the number of hours in a day.</p> <p><b>Statistics</b></p> <p>Step 1 Make tally charts</p> <p>Step 2 Tables</p> <p>Step 3 Block diagrams</p> <p>Step 4 Draw pictograms (1–1)</p> <p>Step 5 Interpret pictograms (1–1)</p> <p>Step 6 Draw pictograms (2, 5 and 10)</p> <p>Step 7 Interpret pictograms (2, 5 and 10)</p> <p><b>NATIONAL CURRICULUM LINKS:</b></p> <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 comparing categorical data.</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><b>Geometry: Position and Direction</b></p> <p>Step 1 Language of position</p> <p>Step 2 Describe movement</p> <p>Step 3 Describe turns</p> <p>Step 4 Describe movement and turns</p> <p>Step 5 Shape patterns with turns</p> <p><b>NATIONAL CURRICULUM LINKS:</b></p> <p>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).</p> <p><b>CONSOLIDATION</b></p>
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# Cop Lane C of E Primary School – Year 2 overview 2024-2025

	<p>Step 8 Count faces on 3-D shapes Step 9 Count edges on 3-D shapes Step 10 Count vertices on 3-D shapes Step 11 Sort 3-D shapes Step 12 Make patterns with 2-D and 3-D shapes</p> <p><u>NATIONAL CURRICULUM LINKS:</u> Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line.</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes.</p>	<p>Step 8 Four operations with volume and capacity Step 9 Temperature</p> <p><u>NATIONAL CURRICULUM LINKS:</u> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°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 &gt;, &lt; and =.</p> <p>Spinderella If the World Were a Village</p>	
<p><b>Mathematics</b></p> <p><b>Mastering Number NCETM</b></p>	<p>Pupils will have an opportunity to consolidate their understanding and recall of number bonds within 10; they will re-cap the composition of the numbers 11 to 20 and reason about their position within the linear number system.</p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• review the composition of the numbers 6 to 9 as '5 and a bit'</li> <li>• compare numbers using the language of comparison and use the symbols &lt; &gt; =</li> <li>• review the structure of even numbers (including exploring how even numbers can be composed of two odd parts or two even parts) and the composition of each of 6, 8 and 10</li> <li>• review the structure of odd numbers (including exploring how odd numbers can be composed of one odd part and one even part) and the composition of each of 7 and 9</li> <li>• consolidate their understanding of the numbers 10 and 20 as '10 and a bit'</li> <li>• consolidate their understanding of the linear number system to 20 and reason about midpoints</li> </ul> <p>This term will particularly support the teaching and consolidation of the following RtP criteria:</p> <ul style="list-style-type: none"> <li>• 1NPV-2</li> <li>• 2NF-1</li> </ul>	<p>Pupils will have an opportunity to use their knowledge of the composition of numbers within 10 to calculate within 20; they will explore the links between the numbers in the linear number system within 10 to numbers within 100, focusing on multiples of 10 and the midpoint of 50.</p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• explore how the numbers 6 to 9 can be doubled using the '5 and a bit' and '10 and a bit' structure</li> <li>• use doubles to calculate near doubles</li> <li>• use bonds of 10 to reason about bonds of 20, in which the given addend is greater than 10</li> <li>• use known number bonds within 10 to calculate within 20, working within the 10-boundary</li> <li>• use their knowledge of bonds of 10 to find three addends that sum to 10</li> <li>• use their knowledge of the composition of numbers within 20 to add and subtract across the 10-boundary</li> <li>• use their understanding of the linear number system to 10 to position multiples of 10 on a 0 - 100 number line and reason about midpoints</li> </ul> <p>This term will particularly support the teaching and consolidation of the following RtP criteria:</p> <ul style="list-style-type: none"> <li>• 2NPV-2</li> <li>• 2NF-1</li> <li>• 2AS-1</li> </ul>	<p>Pupils will have further opportunities to use their knowledge of the composition of numbers within 10 to calculate within 20 and to reason about equations and inequalities.</p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• continue to explore a range of strategies to subtract across the 10-boundary</li> <li>• review bonds of 20 in which the given addend is greater than 10, and reason about bonds of 20, in which the given addend is less than 10</li> <li>• practise previously explored strategies to support their reasoning about inequalities and equations</li> <li>• review doubles and near doubles and transform additions in which two addends are adjacent odd/ even numbers into doubles</li> <li>• consolidate previously taught facts and strategies through continued, varied practice</li> </ul> <p>This term will particularly support the teaching and consolidation of the following RtP criteria:</p> <ul style="list-style-type: none"> <li>• 2NF-1</li> <li>• 2AS-1</li> <li>• 2AS-2</li> </ul>



# Cop Lane C of E Primary School – Year 2 overview 2024-2025

<p><b>Science</b></p> <p>See PLAN matrices</p>	<p><b>Living things and their habitats, animal survival and growth</b>          – 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 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.  <b>Scientist – Chris Packham</b></p> <p><b>Plants</b>          - observe and describe how seeds and bulbs grow into mature plants – focus on bulbs          Plant in Oct/Nov and observe growth over the year</p>	<p><b>Plants</b>          - 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          (grow salad ingredients indoors to link with DT – plant at start of Spring term in order to grow for harvest at end of term) <b>Outdoor learning opportunity</b>  <b>Scientist – George Washington</b></p> <p><b>Animals - Animal Survival and Growth</b>          - notice that animals, including humans, have offspring which grow into adults. (Tadpole to frog and chick to chicken) Observe chicks hatching          - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).  <b>Scientist – Local vets in our community</b></p>	<p><b>Animals – Animal Survival and Growth (Humans)</b>          - Notice that humans have offspring which grow into adults.          - Find out about and describe the basic needs of humans, for survival (water, food and air).</p> <p><b>Health – How we Grow and Stay Healthy</b>          - Describe the importance for humans of eating the right amounts of different types of food.          - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.          - Medicines can be useful when we are ill.          - Medicines can be harmful if not used properly.  <b>Outdoor learning opportunity</b></p> <p><b>Uses of everyday materials</b>          - 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.  <b>Scientist – Dr Raquel Prado</b></p>
<p><b>Geography</b></p>	<p>Linking with their learning about the Great Fire of London, the children locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas. They use aerial photographs and plans to recognise landmarks and features in both their local area and London. The children develop their understanding of maps, using features to study how London changed after the Great Fire of London. To develop their fieldwork skills, the children study local buildings and houses, looking for Tudor style features.</p>	<p>With a focus on farming and agriculture, the children compare a small area of the UK to Soufriere in Saint Lucia (a non-European country). The children learn to identify continents and oceans, and locate hot and cold areas of the world in relation to the Equator and the North and South Poles. The children develop their understanding of place, and of physical and human feature. The children learn to use the related vocabulary accurately when describing the places studied.</p>	<p>Linking with their learning about 'The Seaside', the children research the local seaside resorts of Fleetwood and Blackpool. The children study how the resorts have changed over time, with a focus on key physical and human features.          The children develop their understanding of maps, devising their own simple maps of both the local area and a chosen seaside resort. The children learn about map symbols and use compass directions to describe routes.</p>
<p><b>Geography</b></p> <p><b>Key learning and skills</b></p>	<p><b><u>Locational and Place knowledge</u></b></p> <ul style="list-style-type: none"> <li>Name and locate significant places in <u>their locality</u>, the <u>UK</u> and wider world.</li> </ul> <p><b><u>Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>Describe places and features using simple geographical vocabulary.</li> <li>Make observations about features that give places their character.</li> </ul> <p><b><u>Geographical Skills: Enquiry and Investigation</u></b></p> <ul style="list-style-type: none"> <li>Ask and answer simple geographical questions when investigating different places and environments.</li> </ul>	<p><b><u>Locational and Place knowledge</u></b></p> <ul style="list-style-type: none"> <li>Name and locate significant places in their locality, the UK and <u>wider world</u>.</li> </ul> <p><b><u>Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>Describe places and features using simple geographical vocabulary.</li> <li>Make observations about features that give places their character.</li> </ul> <p><b><u>Geographical Skills: Enquiry and Investigation</u></b></p> <ul style="list-style-type: none"> <li>Ask and answer simple geographical questions when investigating different places and environments.</li> </ul>	<p><b><u>Locational and Place knowledge</u></b></p> <ul style="list-style-type: none"> <li>Name and locate significant places in <u>their locality</u>, the UK and wider world.</li> </ul> <p><b><u>Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>Describe places and features using simple geographical vocabulary.</li> <li>Make observations about features that give places their character.</li> </ul> <p><b><u>Geographical Skills: Enquiry and Investigation</u></b></p> <ul style="list-style-type: none"> <li>Ask and answer simple geographical questions when investigating different places and environments.</li> </ul>



# Cop Lane C of E Primary School – Year 2 overview 2024-2025

	<ul style="list-style-type: none"> <li>Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.</li> </ul> <p><b>Geographical Skills: Fieldwork</b></p> <ul style="list-style-type: none"> <li>Develop simple fieldwork and observational skills when studying the geography of their school and local environment.</li> </ul> <p><b>Geographical Skills: Interpret a Range of Sources of Geographical Information</b></p> <ul style="list-style-type: none"> <li>Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.</li> </ul> <p><b>Geographical Skills: Communicate Geographical Information</b></p> <ul style="list-style-type: none"> <li>Express views about the environment and can recognise how people sometimes affect the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.</li> </ul> <p><b>Geographical Skills: Fieldwork</b></p> <ul style="list-style-type: none"> <li>Develop simple fieldwork and observational skills when studying the geography of their school and local environment.</li> </ul> <p><b>Geographical Skills: Interpret a Range of Sources of Geographical Information</b></p> <ul style="list-style-type: none"> <li>Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.</li> </ul> <p><b>Geographical Skills: Communicate Geographical Information</b></p> <ul style="list-style-type: none"> <li>Express views about the environment and can recognise how people sometimes affect the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.</li> </ul> <p><b>Geographical Skills: Fieldwork</b></p> <ul style="list-style-type: none"> <li>Develop simple fieldwork and observational skills when studying the geography of their school and local environment.</li> </ul> <p><b>Geographical Skills: Interpret a Range of Sources of Geographical Information</b></p> <ul style="list-style-type: none"> <li>Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.</li> <li>Use simple compass directions as well as locational and directional language when describing features and routes.</li> </ul> <p><b>Geographical Skills: Communicate Geographical Information</b></p> <ul style="list-style-type: none"> <li>Express views about the environment and can recognise how people sometimes affect the environment.</li> <li>Create their own simple maps and symbols.</li> </ul>
<b>Geography Key vocabulary</b>	UK, countries, capital cities, Preston, London, landmarks, maps, globes, locate, aerial photograph, population, human features, physical features, continents, oceans, Asia, Africa, North America, South America, Antarctica, Europe, Australia/Oceania, Kenya, agriculture, same, different, poverty, lifestyle, changes, place, people, environment, hot, cold, Equator, North Pole, South Pole, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbor, shop, Victorian, seaside resort, land use, economy, trade, human inhabitants, changing need, cause, effect, fieldwork, school grounds, local area, observation, compass directions, North, South, East, West, locational language, directional language, features, routes, map symbols, key, plants, animals, traffic, roundabout, road, reports, graphs, sketches, diagrams, pictures, river.		
<b>History</b>	<p><b>Events beyond living memory that are significant nationally or globally</b> – The children investigate why the Great Fire of London was a significant event, and what the legacy of this event was.</p> <p><b>Substantive Concepts: Community and Culture / Power and Oppression</b></p> <p><b>Disciplinary Concept: Cause and Consequence</b></p> <p><b>Lives of significant individuals</b> – The children learn about Guy Fawkes and the gunpowder plot.</p> <p><b>Substantive Concept: Power and Oppression</b></p> <p><b>Disciplinary Concepts: Sources, Evidence and Interpretation / Historical Significance</b></p>	<p><b>Lives of significant individuals</b> - Sarah Forbes Bonetta – The children recap the idea of significance, and are introduced to how this might change over time. As part of their learning during Family History Fortnight, the children also learn about migration throughout Sarah's life. What was the cause of her migration? Did she choose to migrate?</p> <p><b>Substantive Concepts: Exploration and Innovation / Power and Oppression</b></p> <p><b>Disciplinary Concept: Historical Significance</b></p>	<p><b>Significant historical events, people and places in their own locality</b> – Seaside holidays and the Victorians. The children compare how seaside holidays and locations are similar and different now and in the Victorian period. Visit to Fleetwood Museum.</p> <p><b>Substantive Concept: Community and Culture</b></p> <p><b>Disciplinary Concept: Similarity and Difference</b></p>
<b>History Key learning and skills</b>	<p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>To order and sequence events and objects</li> <li>To recognise that their own lives are similar and/or different from the lives of people in the past</li> <li>To use common words and phrases concerned with the passing of time</li> </ul>	<p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>To order and sequence events and objects</li> <li>To recognise that their own lives are similar and/or different from the lives of people in the past</li> <li>To use common words and phrases concerned with the passing of time</li> </ul>	<p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>To recognise that their own lives are similar and/or different from the lives of people in the past</li> <li>To use common words and phrases concerned with the passing of time</li> </ul> <p><b>Events, people and changes</b></p>



# Cop Lane C of E Primary School – Year 2 overview 2024-2025

	<b>Events, people and changes</b> <ul style="list-style-type: none"><li>To retell some events from beyond their living memory which are significant nationally or globally</li></ul> <b>Interpretation, enquiry and using sources</b> <ul style="list-style-type: none"><li>To ask and answer simple questions about the past through observing and handling a range of sources</li><li>To recognise some basic reasons why people in the past acted as they did</li><li>To choose parts of stories and other sources to show what they know about significant people and events</li></ul> <b>Communication</b> <ul style="list-style-type: none"><li>To talk about what/who was significant in simple historical accounts</li><li>To demonstrate simple historical concepts and events through role-play, drawing and writing</li><li>To use a variety of simple historical terms and concepts</li></ul>		<b>Events, people and changes</b> <ul style="list-style-type: none"><li>To demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements</li></ul> <b>Interpretation, enquiry and using sources</b> <ul style="list-style-type: none"><li>To ask and answer simple questions about the past through observing and handling a range of sources</li><li>To consider why things may change over time</li><li>To recognise some basic reasons why people in the past acted as they did</li><li>To choose parts of stories and other sources to show what they know about significant people and events</li></ul> <b>Communication</b> <ul style="list-style-type: none"><li>To talk about what/who was significant in simple historical accounts</li><li>To demonstrate simple historical concepts and events through role-play, drawing and writing</li><li>To use a variety of simple historical terms and concepts</li></ul>		<ul style="list-style-type: none"><li>To develop awareness of significant historical events, people and places in their own locality</li></ul> <b>Interpretation, enquiry and using sources</b> <ul style="list-style-type: none"><li>To ask and answer simple questions about the past through observing and handling a range of sources</li><li>To consider why things may change over time</li></ul> <b>Communication</b> <ul style="list-style-type: none"><li>To demonstrate simple historical concepts and events through role-play, drawing and writing</li><li>To use a variety of simple historical terms and concepts</li></ul>	
<b>History Key vocabulary</b>	Great Fire of London, Pudding Lane, monarchy, King Charles II, legacy, settlements, monarchy, poverty, past, present, within living memory, beyond living memory, x years ago, timeline, order, changes, historical interpretation  Guy Fawkes, gunpowder plot, bonfire night, conspirators, parliament, religion, beliefs, Catholics, Protestants, monarchy, parliament, power, oppression, sources, significant		Now/then, same/different, Sarah Forbes-Bonetta, princess, Africa, tribe, slave, slavery, Captain Forbes, Queen Victoria, Victorian era, Christian, significant individual, monarchy, migration, trade, order, change		before, after, long time ago, past, present, local history, settlements, economy, changes, monarch, Victorian era, Britain, local, national, artefact, museum, compare	
<b>Local history</b>	'The Great Flood' of Preston – compare with GFoL <b>My Cop Lane</b> - Local houses – are there still Tudor/Stuart style houses in our local area?		How has farming developed in our local area?		How have local seaside resorts developed over time? Fleetwood and Blackpool	
<b>Computing</b>	<b>Year 2 -Computing systems &amp; networks – IT around us</b>  -To recognise the uses and features of information technology -To identify the uses of information technology in the school -To identify information technology beyond school -To explain how information technology helps us -To explain how to use information technology safely	<b>Year 2- Creating Media – Digital Music</b> Chrome Music lab  -To say how music can make us feel -To identify that there are patterns in music -To experiment with sound using a computer -To use a computer to create a musical pattern -To create music for a purpose -To review and refine our computer work  <b>Managing Online Information</b>	<b>Year 2 – Programming A - Robot Algorithms</b> (beebots & beebot pen pushers)  -To describe a series of instructions as a sequence -To explain what happens when we change the order of instructions -To use logical reasoning to predict the outcome of a program -To explain that programming projects can have code and artwork -To design an algorithm -To create and debug a program that I have written	<b>Year 2 – Programming B – An introduction to quizzes</b> (scratch JR) ipads  -To explain that a sequence of commands has a start -To explain that a sequence of commands has an outcome -To create a program using a given design -To change a given design -To create a program using my own design -To decide how my project can be improved <b>Privacy and Security</b>	<b>Year 2 - Creating Media – Digital Photography</b> (Pixlr editing software or windows photo editor) ipads  -To use a digital device to take a photograph -To make choices when taking a photograph -To describe what makes a good photograph -To decide how photographs can be improved -To use tools to change an image -To recognise that photos can be changed	<b>Year 2 - Data and information – Pictograms</b> (j2e.com/j2data) ipads  -To recognise that we can count and compare objects using tally charts -To recognise that objects can be represented as pictures -To create a pictogram -To select objects by attribute and make comparisons



# Cop Lane C of E Primary School – Year 2 overview 2024-2025

	<p>-To recognise that choices are made when using information technology</p> <p><b>Self-Image and Identity</b></p> <p><a href="#">I can explain how other people may look and act differently online and offline</a></p> <p><a href="#">I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help</a></p>	<p><a href="#">I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'</a></p> <p><a href="#">I can explain why some information I find online may not be real or true</a></p>	<p><b>Online Reputation</b></p> <p><a href="#">I can explain how information put online about someone can last for a long time</a></p> <p><a href="#">I know who to talk to if something has been put online without consent or if it is incorrect</a></p>	<p><a href="#">I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords)</a></p> <p><a href="#">I can explain how some people may have devices in their homes connected to the internet and give examples</a></p>	<p><b>Online Relationships</b></p> <p><a href="#">I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky</a></p> <p><a href="#">I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure</a></p>	<p>-To recognise that people can be described by attributes</p> <p>-To explain that we can present information using a computer</p> <p><b>Online Bullying</b></p> <p><a href="#">I can explain what bullying is, how people may bully others and how bullying can make someone feel</a></p> <p><a href="#">I can talk about how anyone experiencing bullying can get help.</a></p>
ongoing Computing	<p><b>Using technology:</b></p> <ul style="list-style-type: none"><li>developing typing speed, aiming for a minimum speed of 13wpm</li><li>exposure to and increasingly independently use a range of technology</li><li>make sharp, alert, secure, kind and brave online choices to help us to be internet legends.</li><li><b>Big Brown Bear - using learn to type to develop speed and accuracy</b></li></ul>					
RE Questful RE	2.1 The Bible – Why is it such a special book? (6 + 4 hours) 2.2 Why was the birth of Jesus such good news? (5 hours)		2.4 Easter - How do signs and symbols – Help us understand the story? (5 hours) 2.6 What happened at the Ascension and Pentecost? (4 hours)		2.5 Why is church a special place for Christians? (6 + 4 hours) <b>Visit to church</b>	
Art and Design	<b>Collages</b> – The children work on different scales to create a collage based on the Great Fire of London, linking into their cross curricular work, using drawing as a basis for their designs.		<b>Printing</b> – The children build up their drawing skills to eventually create a simplified motif for printing, based on fruits and vegetables.		<b>Digital media</b> – The children capture, edit and create a final piece from a photograph taken of the natural world around us, linking with their computing focus on digital photography.	
Art and Design Key learning and skills	<p><b>Collage</b></p> <ul style="list-style-type: none"><li>To create images from a variety of media e.g. photocopies, material, fabric, crepe paper, magazines etc.</li><li>To arrange and glue materials to different backgrounds</li><li>To sort and group materials for different purposes e.g. colour, texture</li><li>To fold, crumple, tear and overlap papers</li><li>To work on different scales</li><li>To collect, sort, name and match colours appropriate for their creation</li><li>To create and arrange shapes appropriately</li><li>To create, select and use textures paper for an image</li></ul>		<p><b>Printing</b></p> <ul style="list-style-type: none"><li>To print with a range of hard and soft materials</li><li>To take simple prints</li><li>To build repeating patterns</li><li>To create simple printing blocks</li><li>To design more repetitive patterns</li><li>To experiment with overprinting</li><li>To make rubbings to collect textures and patterns</li></ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"><li>To name, match and draw lines/marks from observations</li><li>To investigate textures by describing, rubbing, naming, copying</li></ul>		<p><b>Digital media</b></p> <ul style="list-style-type: none"><li>To explore ideas using digital sources e.g. Internet</li><li>To record visual information using digital cameras or video recorders</li><li>To use a simple graphics package to create images and effects with <b>line</b> (changing the size of brushes) <b>shapes</b> (using eraser, shape and fill tools) and <b>colours and texture</b> (using simple filters to manipulate images)</li><li>To use basic selection and cropping tools</li></ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"><li>To investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</li></ul>	



# Cop Lane C of E Primary School – Year 2 overview 2024-2025

	<p><b><u>Drawing</u></b></p> <ul style="list-style-type: none"> <li>To experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</li> </ul>		
Art and Design Key vocabulary	colour, pattern, shape, texture, glue, stick, mixed media, collage, layers, combine, opinion	print, rubbing, smudge, image, reverse, shapes, surface, pressure, decoration, repeat, rotate	tools, brush, select, image, line, shape, eraser, fill, colour, texture, filter, select, crop
Art and Design Ongoing Y1/ Y2 key learning and skills	<p><b><u>Exploring and Developing Ideas</u></b></p> <ul style="list-style-type: none"> <li>Record and explore ideas from first hand observations.</li> <li>Ask and answer questions about the starting points for their work.</li> <li>Develop their ideas – try things out, change their minds.</li> <li>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</li> </ul> <p><b><u>Evaluating and Developing Work</u></b></p> <ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it.</li> <li>Identify what they might change in their current work or develop in future work.</li> </ul>		
DT		<b>Food</b> – The children work, using their cross curricular learning, to design and create a fruit salad, inspired by 'The Farm Shop'.	<b>Mechanisms</b> – The children design and create a form of seaside vehicle, focussing on the purpose and design of the product being suitable for the seaside.
DT Skills		<p><b><u>Food</u></b></p> <ul style="list-style-type: none"> <li>To explain where food comes from.</li> <li>To cut, peel, grate, chop a range of ingredients</li> <li>To work safely and hygienically.</li> <li>To measure and weigh food items, non-statutory measures e.g. spoons, cups.</li> <li>To develop a food vocabulary using taste, smell, texture and feel.</li> <li>To understand the need for a variety of foods in a diet.</li> <li>To group familiar food products e.g. fruit and Vegetables</li> </ul>	<p><b><u>Mechanisms</u></b></p> <ul style="list-style-type: none"> <li>To use technical vocabulary when describing mechanisms, tools and materials they use.</li> <li>To try out different axle fixings and their strengths and weaknesses.</li> <li>To make vehicles with construction kits which contain free running wheels.</li> <li>To cut dowel using hacksaw and bench hook.</li> <li>To attach wheels to a chassis using an axle.</li> <li>To mark out materials to be cut using a template.</li> </ul>
DT Key Vocabulary		fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients,	vehicle, wheel, axle, axle holder, chassis, body, assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism names of tools, equipment and materials used
DT Ongoing Y1/Y2 Key learning and skills	<p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>To use pictures and words to convey what they want to design/make.</li> <li>To propose more than one idea for their product.</li> <li>To model ideas / make mock-ups with kits, reclaimed materials.</li> <li>To select appropriate technique explaining: First... Next... Last....</li> <li>To explore ideas by rearranging materials/ingredients.</li> </ul>		



# Cop Lane C of E Primary School – Year 2 overview 2024-2025

- To select pictures to help develop ideas.
- To use drawings to record ideas as they are developed.
- To add notes to drawings to help explanations.
- To use ICT to communicate their ideas when appropriate (e.g. videos).
- To describe their models and drawings of ideas and intentions.

Make

- To discuss their work as it progresses.
- To select materials/ingredients from a limited range that will meet the design criteria.
- To select and name the tools needed to work the materials/ingredients.
- To explain what they are making.
- To explain which materials/ingredients they are using and why.
- To name the tools they are using.
- To describe what they need to do next

## Evaluate

- To explore existing products and investigate how they have been made.
- To decide how existing products do/do not achieve their purpose.
- To talk about their design as they develop and identify good and bad points.
- To note changes made during the making process as annotation to plans/drawings.
- To say what they like and do not like about items they have made and attempt to say why.
- To discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.

<b>Music</b>  <b>Adapted Charanga</b>  Tuned and Untuned Percussion	<b>Charanga MMC Unit</b> <b>Pulse, Rhythm and Pitch</b> Music has a pulse, a steady beat. Music is also made up of long and short and high and low sounds, called 'rhythm' and 'pitch'. These elements combine when we sing and play. As you listen to, sing, play and dance to the music in this unit, explore these elements of music and how they work together.	<b>Charanga MMC unit</b> <b>Playing in an Orchestra</b> Playing together is a very important part of learning music. There are many ensembles, bands and groups you can play in. One of these groups is an orchestra. This unit features the orchestra - what can you learn about the orchestra?	<b>Charanga MMC unit</b> <b>Inventing a Musical Story</b> Music is used for many reasons and can help us to tell a story and express our feelings. Music can be loud or soft, fast or slow, smooth and connected, or short and detached. We can also use instruments with different sounds to help communicate a story and different emotions. Explore the music in this unit and try to connect your feelings with what you hear. Do any of the songs tell a story? Use the music in this unit to explore loud and soft sounds.	<b>Charanga MMC unit</b> <b>Recognising Different Sounds</b> When voices or instruments work together to play different pitches that sound at the same time, we can hear harmony in music! Explore the voices and instruments used within the music in this unit to identify how and when harmony takes place. How many different instruments can you recognise in the songs in this unit?	<b>Charanga MMC unit</b> <b>Exploring Improvisation</b> Explore improvisation a bit further in this unit. Perhaps use two or three notes and have a go playing or singing on your own. Explore and have fun!	<b>Charanga MMC unit</b> <b>Our Big Concert</b> Put on a big concert! Present your choice of songs to create a performance. Remember to introduce the songs and tell your audience what you have learnt.
	Progression of Skills					



# Cop Lane C of E Primary School – Year 2 overview 2024-2025

	<b>Singing</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes			Sing simple chants and rhymes with an increasing pitch range within the octave and applying contrasts of dynamics and tempo for expression.		
	<b>Playing instruments</b> Play tuned and untuned instruments musically			Play and perform simple melodic and rhythmic patterns fluently on tuned and untuned instruments to a steady pulse.		
	<b>Creating Music</b> Experiment with, create, select and combine sounds using the interrelated dimensions of music.			Create and improvise short rhythmic and melodic patterns.		
	<b>Listening to Music</b> Listen with concentration and understanding to a range of high-quality live and recorded music.			Listen to and associate short and simple pieces of music to different feelings and moods using basic musical language.		
PE My Personal Best	Self-motivation	Respect	Trust	Co-Operation	Resilience	Encouragement
PE Whole school festivals	<b>Handball Festival</b> 11.10.24	<b>Dance Festival</b> 22.11.24	<b>Sports Hall Athletics Festival</b> 07.02.25	<b>Yoga and Mindfulness Festival</b> 28.03.25	<b>Cricket Festival</b> 16.05.25	<b>Rugby Festival</b> 11.07.25
<b>PE</b>  See GetSet4PE	<b>Fundamentals</b> In this unit pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.  <u><b>National Curriculum link:</b></u> Master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.  <u><b>Physical skills:</b></u> Run, speed, agility, dodge, balance, jump, hop, skip.	<b>Fitness</b> In this unit pupils will take part in a range of activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.  <u><b>National Curriculum link:</b></u> Master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.  <u><b>Physical skills:</b></u> Run, stamina, skip, co-ordination, agility, strength, balance.  <u><b>Social skills:</b></u> Encourage others, communication.	<b>Athletics</b> In this unit pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.  <u><b>National Curriculum link:</b></u> Master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.  <u><b>Physical skills:</b></u> Run, jump for distance, jump	<b>Dance</b> In this unit it pupils explore space and how their body can move to express and idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.  <u><b>National Curriculum link:</b></u> Perform dances using simple movement patterns.  <u><b>Physical skills:</b></u> Actions, dynamics, space, relationships.  <u><b>Social skills:</b></u> Respect, collaboration, work safely, communication.	<b>Gymnastics</b> In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.  <u><b>National Curriculum link:</b></u> Master basic movements as well as developing balance, agility and co-ordination.  <u><b>Physical skills:</b></u> Shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll.	<b>Team Building</b> In this unit pupils develop their teamwork skills. They develop key skills of communication and problem solving. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play. They also begin to use basic map skills.  <u><b>National Curriculum link:</b></u> Participate in team games, developing simple tactics.  <u><b>Physical skills:</b></u> Balance, jump, run, co-ordination.  <u><b>Social skills:</b></u> Support and encourage others, communication, inclusion, trust, kindness.  <u><b>Emotional skills:</b></u> Perseverance, confidence, determination, accepting.  <u><b>Thinking skills:</b></u>



# Cop Lane C of E Primary School – Year 2 overview 2024-2025

<p><b>Social skills:</b> Collaboration, respect, take turns, communication, encourage others.</p> <p><b>Emotional skills:</b> Determination, honesty, perseverance.</p> <p><b>Thinking skills:</b> Comprehension, make decisions, creativity, use tactics, recall.</p> <hr/> <p><b>Ball Skills</b> In this unit pupils will develop their fundamental ball skills such as throwing, catching, rolling, hitting a target, dribbling with both hands and feet and kicking. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the opportunity to work independently, in pairs and small groups.</p> <p><b>National Curriculum link:</b> Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p><b>Physical skills:</b> Roll, track, dribble with feet, kick, throw, catch, dribble with hands.</p> <p><b>Social skills:</b> Inclusion, communication, collaboration, leadership.</p> <p><b>Emotional skills:</b></p>	<p><b>Emotional skills:</b> Determination, perseverance.</p> <p><b>Thinking skills:</b> Comprehension, identify strengths and areas for improvement.</p> <hr/> <p><b>Invasion Games</b> In this unit pupils develop their understanding of the principles of defending and attacking for invasion games. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.</p> <p><b>National Curriculum link:</b> Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p><b>Physical skills:</b> Dribble, throw, catch, kick, receive, run, jump, change direction, change speed.</p> <p><b>Social skills:</b> Communication, kindness, support others, co-operation, respect, collaborate.</p> <p><b>Emotional skills:</b> Empathy, perseverance, honesty, integrity, independence.</p> <p><b>Thinking skills:</b> Creativity, select and apply,</p>	<p>for height, throw for distance, throw for accuracy.</p> <p><b>Social skills:</b> Communication, work safely, support others.</p> <p><b>Emotional skills:</b> Determination, independence.</p> <p><b>Thinking skills:</b> Comprehension, observe and provide feedback, explore ideas, select and apply skills.</p> <hr/> <p><b>Target Games</b> In this unit, pupils develop their understanding of the principles of defending and attacking for target games. They develop the skills of throwing, rolling and striking towards a target and are given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe, learn how to score points and use simple tactics.</p> <p><b>National Curriculum link:</b> Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking</p>	<p><b>Emotional skills:</b> Independence, confidence, perseverance, determination.</p> <p><b>Thinking skills:</b> Provide feedback, comprehension, reflection, observation, creativity.</p> <hr/> <p><b>Yoga</b> In this unit pupils learn about mindfulness and body awareness. They begin to learn poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility, co-ordination and balance. The learning includes breathing and meditation through fun and engaging activities. Pupils work independently, with a partner and small group.</p> <p><b>National Curriculum link:</b> Master basic movements as well as developing balance, agility and co-ordination.</p> <p><b>Physical skills:</b> Balance, flexibility, strength, co-ordination.</p> <p><b>Social skills:</b> Respect, leadership, work safely, collaboration.</p> <p><b>Emotional skills:</b> Confidence, perseverance, honesty, focus, identify feelings.</p> <p><b>Thinking skills:</b> Create, select and apply, comprehension, decision making, reflection.</p>	<p><b>Social skills:</b> Leadership, work safely, respect.</p> <p><b>Emotional skills:</b> Confidence, independence.</p> <p><b>Thinking skills:</b> Select and apply actions, creativity.</p> <hr/> <p><b>Net and Wall Games</b> In this unit, pupils develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. They use and develop skills such as throwing, catching, tracking and hitting a ball. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p> <p><b>National Curriculum link:</b> Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p><b>Physical skills:</b> Throw, catch, hit, track</p> <p><b>Social skills:</b> Co-operation, respect, support others.</p> <p><b>Emotional skills:</b> Perseverance, honesty.</p> <p><b>Thinking skills:</b></p>	<p>Comprehension, identify strengths and areas for development, problem solving.</p> <hr/> <p><b>Striking and Fielding</b> In this unit, pupils develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They use and develop skills such as throwing and catching, tracking a ball and striking a ball. They learn how to score points in these types of games, how to play to the rules and use simple tactics. They show respect towards others when playing competitively and develop communication skills to manage small sided games.</p> <p><b>National Curriculum link:</b> Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p><b>Physical skills:</b> Underarm throw, overarm throw, catch, track, bowl, bat.</p> <p><b>Social skills:</b> Communication, encourage others, collaboration.</p> <p><b>Emotional skills:</b> Honesty, perseverance,</p>
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# Cop Lane C of E Primary School – Year 2 overview 2024-2025

	Independence, honesty, perseverance, determination. <b>Thinking skills:</b> Comprehension, select and apply skills, use tactics.	comprehension, problem solving, provide feedback.	and defending. <b>Physical skills:</b> Roll, overarm throw, underarm throw, strike, dodge, jump. <b>Social skills:</b> Congratulate, support others, co-operation, kindness. <b>Emotional skills:</b> Manage emotions, honesty. <b>Thinking skills:</b> Identify areas of strength and areas for development, select and apply, comprehension, decision making.		Select and apply, reflection, decision making, comprehension. <b>South Ribble Coach – Dance From The Heart Session</b>	determination, acceptance. <b>Thinking skills:</b> Use tactics, comprehension, select and apply, decision making.
FL Adapted Language Angels	Nos 1-10 recap Mini beasts	In my town Noël	Nos 11-20 Teddy bear picnic	Superheroes	Recap days of the week Seasons	Little Red Riding Hood
	Skills progression.	<b>Listening</b>  Listen attentively and understand instructions and everyday classroom words. Recognise and respond to sound patterns and words. Listen and respond to simple stories and songs.	<b>Speaking</b>  Say familiar words. Perform simple communicative tasks using single words and phrases. Recognise questions and negatives and politeness conventions.	<b>Reading</b>  Respond to written language. Appreciate stories and songs in the language. Recognise some familiar words in written form.	<b>Writing</b>  Experiment with the writing of simple words, sentences and the date.	<b>Grammar</b>  Recognise nouns. Recognise gender. Use personal pronouns I.
PSHE See 1 Decision	<b>Relationships</b>  What makes a good friend? <ul style="list-style-type: none"> <li>Friendship</li> <li>feeling lonely</li> <li>managing arguments</li> </ul>	<b>Relationships</b>  What is bullying? <ul style="list-style-type: none"> <li>Behaviour</li> <li>bullying</li> <li>words and actions</li> <li>respect for others</li> </ul> Christian value - friendship	<b>Health and wellbeing</b>  What helps us to stay safe? <ul style="list-style-type: none"> <li>Keeping safe</li> <li>recognising risk</li> <li>rules</li> </ul> (Think PREVENT) Christian value - trust	<b>Health and wellbeing</b>  How do we recognise our feelings? <ul style="list-style-type: none"> <li>Feelings</li> <li>Mood</li> <li>times of change</li> <li>loss and bereavement</li> <li>growing up</li> </ul> Christian value - compassion	<b>Health and wellbeing</b>  What can help us grow and stay healthy? <ul style="list-style-type: none"> <li>Being healthy</li> <li>eating, drinking, playing and sleeping</li> </ul> Christian value - wisdom	<b>Living in the wider world</b>  What jobs do people do? <ul style="list-style-type: none"> <li>People and jobs</li> <li>Money</li> <li>role of the internet</li> </ul>
My Happy Mind		<b>MEET YOUR BRAIN</b>  More about what our brain looks like and that it is fully grown by the age of 6. That our brain helps us to make good decisions and remember what we have learnt. That the Amygdala causes us to Fight,	<b>CELEBRATE</b>  About the same 5 Character Strengths as Year 1, but we will be asked to think about what each strength means and some examples of the strengths in action. The 5 Character Strengths are:	<b>APPRECIATE</b>  That being thankful or having gratitude are other words for appreciating. What the Wheel of Gratitude is and that it is important to focus on all parts of the Wheel of Gratitude: ourselves, others, and experiences. When we	<b>RELATE</b>  That we relate to different people in different ways and that different people relate differently, too. How our Character Strengths can help us get along with other people. We will learn that we all have	<b>ENGAGE</b>  When we feel good, we do good. Goal Setting is a good way to help us achieve what we want. If we set goals, we are more likely to achieve them. The 3 steps to set a goal and practise



# Cop Lane C of E Primary School – Year 2 overview 2024-2025

		<p>Flight or Freeze. Children will be asked to reflect and think of examples of how they use each of Team H-A-P. That when we learn something new, our brain remembers it and grows. We'll learn about Neuroplasticity and think of examples of how we can use it to help us. How we can use Happy Breathing to help Team H-A-P work as a team, but also how Happy Breathing can help with Neuroplasticity.</p> <p><i>Vocab: Brain, Cells, Team H-A-P, Hippocampus, Amygdala, Prefrontal Cortex, Happy Breathing, Neuroplasticity, Grow, 'Fight, Flight, Freeze'</i></p>	<p>1.Love and Kindness 2.Bravery and Honesty 3.Exploring and Learning 4.Teamwork and Friendship 5.Love of Life and our World. When we use our Character Strengths, we can be our very best selves and that we all have our own unique set of strengths, and we are all different. What Neuroplasticity is and how we can grow our Character Strengths if we practise using them. How to recognise the Character Strengths in ourselves. To think about which Character Strengths we would like to grow or use more of.</p> <p><i>Vocab: Character Strengths, Love and Kindness, Bravery and Honesty, Exploring and Learning, Teamwork and Friendship, Love of Life and Our World, Unique, Special, Strength Spotting, Neuroplasticity, Grow</i></p>	<p>show gratitude to someone, it makes them feel good. When we make someone feel good, it makes us feel good too. This is because a special chemical gets released into our brains which makes us feel amazing. Team H-A-P loves it when we appreciate ourselves, so it is important to be kind to ourselves and others. How being grateful for ourselves can be hard and Happy Breathing can help us.</p> <p><i>Vocab: Appreciate, Grateful, Thankful, Wheel of Gratitude, Ourselves, Others, Experiences, Team H-A-P, Happy Breathing</i></p>	<p>different strengths, which is ok. That it is ok that some people react differently to us and that, just because their reaction is different, it isn't wrong. How to spot the characteristics of a good friend and recognise this in ourselves. How to actively listen and why this helps us to get along with others. We will look at what happens if we don't actively listen and how this can affect our ability to get along with others. That Team H-A-P feels happy when we actively listen because we are using all parts of the team. How to 'Stop, Understand and Consider' and why it is important to do this before responding. How Happy Breathing can help us with friendship issues by keeping us calm.</p> <p><i>Vocab: Character Strengths, Relate, Get Along, People, Active Listening, Team H-A-P, Happy Breathing, 'Stop, Understand and Consider', Friendships, Relationships, Differences</i></p>	<p>setting goals as a class. How Happy Breathing can help when goals are tricky.</p> <p><i>Vocab: Engage, Activity, Goal, Perseverance, Goal Setting, 'Feel Good, Do Good', Believe to Achieve, Happy Breathing, Habits</i></p>
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