

YEAR 2 : ENGLISH 1: Learning Journey: Autumn: Fiction The Day the Crayons Quit

What I already know:

Use finger spaces

I can spelling using GPCs I have learned

I know that sentences need a CL to open them and end with a FS.

Key Vocabulary:

Complain, quit, overworked, opinion, disagree, because, could, would, should, even, every, great, improve, most, only.

I can write sentences (statements) explaining what the crayons have to do. I can leave FS and use CL FS.

I can suggest why the crayons might be unhappy. I can use subordination (because) in a sentence .I can use phonics to help me spell



I can use exclamations to say what the crayons are angry about. I can form my letters correctly

I can write questions. I can write a response to the glue sticks asking them what is wrong. I can form my letters correctly



Write a narrative explaining what the crayons are unhappy about. I can write sentences which are sequenced.

What I need to remember:

Genre: story with recurring language:
Narrative/letter
Layout showing Dear and from.
The purpose of letters is to send a message to a person or group.

SPAG
CL and FS and !
Questions and statements.
Sentences must make sense on their own.

I can explain what the glue sticks are unhappy about. I can use phonics to help me spell

Use the now familiar stories to write a new story. Write a coherent narrative.



YEAR 2 :ENGLISH 2: Recount: Vlad and the Great Fire - Learning Journey (Autumn)

What I already know:

Use finger spaces
 I can spelling using GPCs I have learned
 I know that sentences need a CL to open them
 and end with a FS.
 I can use conjunctions: because, and.
 I can identify questions

Key Vocabulary:

recount, describe, pronoun, diary, first person,
 past tense, factual, exclamation, chronological
 order, events.

Write questions and
 answers for a
 character. Write
 coherent sentences.

Use subordinating
 conjunctions when
 answering
 questions.



Write a personal
 narrative using
 pronoun I and the
 past tense.

Use noun phrases
 to describe and
 add detail to
 recount writing

Use descriptive
 vocabulary(adjecti
 ves) in diary
 writing.



Write first person
 recounts retelling
 historical events;
 time sequencing.

I can edit my writing,
 checking for spelling,
 grammar and
 punctuation errors
 and improving my
 sentences.

What I need to remember:

Genre

SPAG

write sentences in
 the first person.
 using the pronoun
 'I'

write in
 chronological
 order, using past
 tense and time
 conjunctions

Capital letter, full
 stops, exclamation
 marks.

Time conjunctions:
 then, after that,
 finally, next.
 common exception
 words including
 days of the week



YEAR 2: ENGLISH: 3 Non Fiction- Explanation the Great Fire of London - Learning Journey

(Autumn)

What I already know:

I know explanation texts show me how to do something.

I can sequence events.

I know what a title is for.

Key Vocabulary:

illustration, diagram, explanation, why, how, before, after, sequence, order, introduction, title, statement

Identify features of an explanation text about the Great Fire of London.

Make choices about relevant information for own explanation text



apply knowledge of the Great Fire to the structure of explanation

Following discussion with teacher, write own explanation about the Great Fire

Create own question and appropriate introduction about the Great Fire



Proofread own writing and check sentences make sense

Present explanation text to a group

What I need to remember:

Genre

introduction: opening statement non fiction, to give information explaining how or why something happens.

SPAG

conjunctions of time: before, after.
conjunctions: because, so
question marks.
Statements.



YEAR 2 : ENGLISH 4 - Learning Journey: Poetry (Autumn)

What I already know:
words which rhyme
repeating patterns in phrases
poems don't have to rhyme

Key Vocabulary:
stanza, verse, line, phrase, comma, repeat,
pattern, describe, poet, calligram, alliteration

I can listen and respond to poems which are read to me. I can read some for myself.

I can read poems aloud using expression appropriately.



I can identify and talk about structural features of poems including calligrams.

I know what a calligram is and how they are created.



I can identify patterns in poems and identify when alliteration is used

What I need to remember:

Genre

Poetry can include alliteration, rhyme, personification and similes
Text is organised in a stanza

SPAG

new lines start with a capital letter and end with a comma or full stop.
Spacing between words.
Spell y2 common exception words.

I can talk about what I want to write before writing my own calligram.

I can proofread my own work and make improvements following discussion with my teacher



YEAR 2 (Maths Place Value) - Learning Journey (Autumn 1)

What I already know:

count, compare and order numbers to 10, 20, 50 and 100

1 more and 1 less within 100

count in 2's and 5's

count forwards and backwards within 100

use a 100 square

count to 100 by making 10s

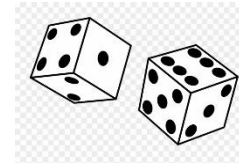
partition numbers within 100

Key Vocabulary:

tens, ones, place value, partition, estimate, compare, numeral, digit, group, order, representation, placeholder, part, whole, interval, multiple, greater than, less than, equal to.

Read and write numbers to 20

Count objects to 100 by making 10's. Count in 10s



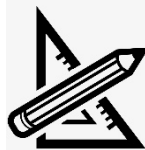
Use PV chart. Partition numbers to 100. Identify 10s and 1s

Flexibly partition numbers to 100. write numbers to 100 in words.

position 10s and 1s on a number line. Estimate numbers on a number line.

$$1+2=3$$

compare and order objects and numbers to 100



count in 2s, 5's and 10's. count on 3s'



What I need to remember:

- 1 item can represent more than 1 amount (a stick in base 10 is worth ten, a cube is worth 1)
- 2 digit numbers are made from 10s and 1s
- 2 digit numbers can be partitioned in different ways
- zero is a placeholder
- when comparing and ordering numbers the 10s digit has greater value than the ones digit

YEAR 2 (MATHS Addition and subtraction) - Learning Journey (Autumn 1)

What I already know:

I know number bonds to 10

Addby: counting on, using number bonds and by making 10s.

I can subtract by counting back.

I can subtract including crossing 10

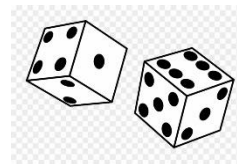
I can compare number sentences.

Key Vocabulary:

fact family, bonds to 100, add, subtract, compare, more, less, plus, partitioning, representation, efficient, calculation, pattern, forwards, backwards, total, altogether, difference, exchange, symbol.

number bonds to 10, fact families +/- within 20, related facts

Number bonds to 100, add and subtract 1s, add by making 10.



add three 1 digit numbers, add to the next 10, add across a 10

subtract across 10, subtract from a 10. Subtract a 1 digit number from a 2 digit number.

10 more and 10 less, add and subtract two 2 digit numbers (not across 10)

What I need to remember:

fluent recall of number bonds to 10.

That addition is commutative (can be calculated in any order) subtraction is *not* commutative. derive related facts from number bonds to 10.

I can add more efficiently by adding 10, not counting in 1s.

$$1+2=3$$

add two 2 digit numbers (across a 10), subtract two 2 digit numbers (not across 10)



Subtract two 2 digit numbers (across 10), mixed = and -/ compare number sentences, missing number problems



YEAR 2 (MATHS Shape) - Learning Journey (Autumn)

What I already know:

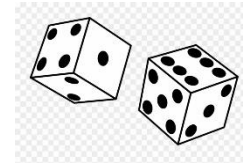
I can recognise and name 2d and 3d shapes
I can sort 2d and 3d shapes by their properties.
I can make patterns with 2d and 3d shapes.

Key Vocabulary:

symmetry, 2d and 3d shapes, non standard, irregular, regular, edges, vertices, faces, sort, arrange, reflect, mirror image, match, compare.

Recognise 2d and 3d shapes.
Count sides

Count vertices on 2d shapes. Draw 2d shapes.



identify and use lines of symmetry

Sort 2d shapes.
count faces, edges and vertices on 3d shapes

use lines of symmetry to complete shapes

sort 3d shapes



make patterns with 2d and 3d shapes

What I need to remember:

Vertices are corners where 2 or more edges meet.
3d shapes have faces which are 2d shapes (eg: a cube has 6 square faces)
Shapes can be irregular/ non standard



YEAR 2 HISTORY - Learning Journey (Autumn 2)

What I already know:

I know what makes a person significant. I can talk about the lives of significant people eg: Grace Darling, Florence Nightingale and Mary Seacole.

I know how we can find out about the past. I can recognise old and new toys. I know words relating to the passage of time.

Key Vocabulary:

Samuel Pepys, reliable, information, eyewitness, historical source, century, year, past, present, change, modern, capital city, London, England, river Thames, job, chimney sweep, blacksmith, apocraphy, rat catcher, gong farmer, spinner, scullery maid, order, event, timeline, change, rebuild, King Charles II Sir Christopher Wren, St Paul's cathedral, flammable.

Develop and awareness of the past. Compare past and present London



Identify differences and similarities between ways of life in different times. Compare London 1666 with how people live today.



Know and understand key features of an event beyond living memory that are nationally significant. Order the events of the great fire of London.

Samuel Pepys: understand why he is a significant person.

Understand some of the ways we find out about the past. Identify different ways it is represented. Explain how we know about the Great Fire of London

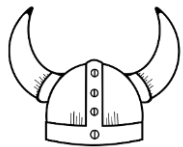
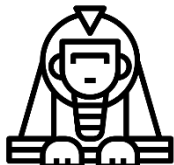
What I need to remember:

I can explain how and why the fire spread and finally stopped. I can explain that we know about the great fire because of historical sources, such as Samuel Pepys' diary and begin to understand that some sources are more helpful than others.

Explain how London changed after the Great Fire.



Understand key features of events, parts of stories and asking and answering questions. Describe London before, during and after the fire.



YEAR 2 SCIENCE - Animals' needs for survival Learning Journey(Autumn)

What I already know:

I can distinguish between objects and the material it is made from. I can identify a variety of everyday materials including rock, metal, wood, plastic glass and water.

I can describe the simple physical properties of a variety of everyday materials.

I can compare and group materials on the basis of their properties.

Key Vocabulary:

classify, data, different, survival, feature, mammal, bird, fish, amphibian, reptile, human.

Mammals: classify mammals. Know they are carnivores, herbivores and omnivores.



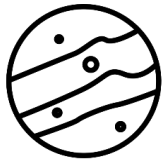
Birds: explore how birds survive. Record data.



Fish: explore needs for survival.

Enquiry question (identify, grouping, classifying)

Amphibians: group based on need for survival not physical features..



Reptiles: what they need to survive. Gather and record data.



Humans: basic needs for survival. Humans are mammals.

What I need to remember:
Animals have basic needs for survival: air, food, water, shelter.
Work Scientifically: Classify animals based on their needs for survival not physical features.
Humans are mammals.
name animals in each category: mammal, bird, fish, amphibian, reptile and human.

YEAR 2 SCIENCE - Humans (Autumn)

What I already know:

Animals have basic needs for survival: air, food, water, shelter.

Work Scientifically:

Classify animals based on their needs for survival not physical features.

Humans are mammals.

name animals in each category: mammal, bird, fish, amphibian, reptile and human.

Key Vocabulary:

Data, record, measure, heart, exercise, physical health, mental health, healthy diet, unhealthy diet, meat, vegetables, fruit, sugar, germs, hygiene, disease, doctor, teeth, plaque, filling, nutrition.

Exercise: Investigate if different forms of exercise increase heart rate.



Food: Identify, name and sort different foods. Recognise a healthy and unhealthy diet.

Hygiene: Recognise the importance of hygiene and reducing the spread of germs



Teeth: use a pattern seeking enquiry to find out if older children have the most teeth.



What I need to remember:

My heart is a muscle which gets stronger when I exercise.

Foods can be sorted into groups. I need a balanced diet to help me stay healthy.

I need to wash my hands so that germs don't spread. Some germs can make me ill.

Eating sugary food and causes plaque to build up on my teeth and if I don't clean my teeth they will decay.

YEAR 2 GEOGRAPHY What is it like in Rajasthan, India? - Learning Journey (Autumn 1)

What I already know:

Some jobs people do in the local area
I know the difference between town and countryside and can use associated vocabulary
I can name some continents of the world
I can locate the UK on a map
I can talk about the differences between Africa and the UK

Key Vocabulary:

human feature, physical feature, aerial view, atlas, longitude, latitude, ocean equator, weather, climate, Monsoon, flood, seasons, population, Thar desert, River Ganges, Aravali Mountain range, coastline.

Where is Rajasthan?



The physical geography of Rajasthan



Life in Rajasthan

How does life in Rajasthan compare to life in the UK?



Assessment

What I need to remember:
Where Rajasthan is on a map
Describe the physical features of Rajasthan
Describe what life is like in Rajasthan including similarities and differences with life in the UK.
Describe 3 seasons in Rajasthan and describe what a Monsoon is.

YEAR 2 COMPUTING - Learning Journey Computing systems and networks (Autumn)

What I already know:

Information technology can help us.
I recognise different types of information technology
I know that a computer is an example of information technology.
I know choices are made when using information technology.

Key Vocabulary:

digital, device, smart speaker, tablet, ipad, network, internet, secure.

To recognise different types of computers in school

To identify a computer which is part of information technology



To recognise the features of information technology

To say how rules for using information technology can help us.

To explain how information technology benefits us

To recognise that choices are made when using information technology

What I need to remember:

Not all devices are information technology (eg: TV remote)
There are rules we need to follow which keep us safe online.
Know that choices are made when using information technology.



YEAR 2 DESIGN TECHNOLOGY - Learning Journey (Autumn)

What I already know:

Use own experience to help generate their ideas; explain how their products will look and work through talking and simple annotated drawings.

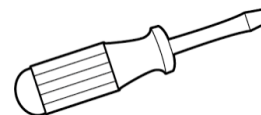
With help select a range of materials and talk about my design.

Key Vocabulary:

Plan, make, cut, model, stick, glue, saw, sew, knit, weave, material, cook, ingredient, textile, build, construct, tool, design, develop, function, product, template, mock-up, finish, create, evaluate, compare, equipment, practical, join, hinge, joint, structure, Evaluate

Making skills: To be proficient in , sculpture techniques : use salt dough to create tudor bread 'jumbles'

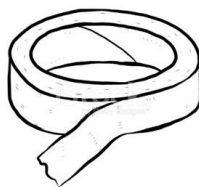
Create Forms & make things they have designed, invented or seen & can modify & correct things with greater skill. Create King Charles Spaniel model from clay



Plan model of Tudor house. Discriminate between choices and express their ideas & thoughts about the type of art they want to make.

create components of model house. use drawing , measuring and cutting techniques.

Construct model Tudor house. Use joining techniques



What I need to remember:

Vocabulary: consider; common; surface; usual; prefer; express; possible; decide; arrange; interest.

Accurate measuring
Joining techniques.
Evaluate how much model matches design intention and suggest improvements.

Create a finished product. Evaluate effectiveness of design and skills used to create it.



YEAR 2 ART AND DESIGN - Learning Journey: Autumn: London's Burning

What I already know:

- I can look closely to find the foreground, middle ground and background.
- I can mix primary colours to make new colours.
- I can make layered collages and landscapes.
- I can evaluate the effect of size and shape on a piece of work..

Key Vocabulary:

Image, likeness, sketch, colour, tone, light, dark, oil paint, ink, paper, canvas, background, foreground, mood, compare, different, alike, pattern, realism, collage, modern art, print, Monet, 3D, skyline.

To observe images of flames and replicate them by mixing colours to create marbled backgrounds for silhouette London skyline foregrounds.

To experience making simple 3D structures of 1600s London around a cylinder.



To imagine and explore complex 3D structures of 1600s London including fore, middle and backgrounds.

To create multi-layered artworks using prints depicting the Great Fire of London.



To refine mixed media designs to create textured, layered paintings.



To reflect on designs and skills to complete and evaluate my final piece.

What I need to remember:

- To know the primary and secondary colours.
- To know how to mix paint to make colours I need and design.
- To know know the London paintings of Monet.
- To know how to make collages and prints.

YEAR 2 MUSIC - Learning Journey: Ourselves, Toys, (Autumn)

What I already know:

I can use my voice expressively, singing and performing actions.
i can practise a steady beat though movement and using instruments.

Key Vocabulary:

percussion, beat, tempo, timbre, texture, instrument, notate, performance.

Ourselves:

Discover ways to use voices to describe feelings and moods

Create and notate vocal sounds, building to performance.



Toys: Move and play instruments to steady beat.

Control changing tempo.



Our Land:

explore timbre and texture as they discover descriptive sounds

Develop steady beat using own body. Respond to music, play rhythm patterns on body percussion and instruments.



What I need to remember:
Sing with expression playing attention to the pitch shape of the melody.

I know sounds can be descriptive (timbre eg:squeaky). I can listen to and repeat back rhythmic patterns.

Identify ways of producing sounds.

Use simple musical vocabulary.

YEAR 2 SCIENCE - Learning Journey (Autumn) Materials

What I already know:

I can distinguish between objects and the material it is made from.
I can identify a variety of everyday materials including rock, metal, wood, plastic glass and water.

I can describe the simple physical properties of a variety of everyday materials.

I can compare and group materials on the basis of their properties.

Key Vocabulary:

bending, brick, cardboard, changed, glass, materials, metal, paper, plastic, properties, purpose, rock, shapes, squashing, stretching, suitability, suitable, twisting, unsuitable, uses, wood.

Explore materials: identify different materials and classify materials according to their properties.



Wood paper and cardboard: test materials for their suitability for a particular use.



Brick and rock: Identify natural and man made materials use simple features to compare materials.

Identify materials according to their suitability for a particular purpose. Explain why some materials are unsuitable.

Glass, plastic, metal and fabric: Identify properties and uses.

Test materials: bend, squash, twist and stretch: identify how materials can be changed.



Waterproof experiment: comparative test to identify which material is most suitable for an umbrella.



What I need to remember:
Materials can be changed by physical force (eg: twisting, bending). Materials can be used for more than one purpose (eg: metal coins, cans, cars) Different materials can be used for the same thing (eg: spoon-metal, wood or plastic) Suitability means having the right properties for a particular purpose.