

Literacy

I can apply my phonic knowledge and skills to blend sounds and decode appropriate texts accurately
I am starting to develop an awareness of alternative sounds for graphemes and can sound out most unfamiliar words without undue hesitation
I can read most common exception words I can recognise words with common suffixes
I can read a range of books for pleasure and make simple predictions, answering questions with some inference and demonstrate my understanding of simple stories and non-fiction that I have read independently and more challenging books that have been read to me, recognising sequences of events
I can clarify the meaning of new words through discussion
I know more than one poem and can compare different poems
I am familiar with a range of stories, fairy stories and traditional tales
I can use the index and contents page in non-fiction texts
I can say out loud what I are going to write about and plan ideas on paper. I can write about real events, recording these simply and clearly. I can write a growing range of non-fiction, attempting some different forms of poetry
I use single, co-ordinating and subordinating multi-clause sentences, starting to use some adventurous and varied vocabulary I am beginning to consider word choice, grammar and punctuation I re-read own writing clearly to adults and peers to check that it makes sense, suggesting improvements
I can edit verbs to indicate time mostly correctly, including progressive tense I use suffixes
I use some expanded noun phrases to describe and specify, I use co-ordination and, but, or and may begin to use some subordination, I can use present and past tense mostly correctly and consistently. I write using statements, questions and commands and may include some exclamations
I can use grammatical terminology for Year 1 as well as some from Year 2, I demarcate most sentences in my writing with capital letters, full stops, and question marks
I use commas to separate items in lists
I use capital letters for some proper nouns and for the personal pronoun 'I' and for some names of people, places and days of the week I can spell some words with contracted forms using apostrophes. I am starting to use apostrophes for singular possession
I can spell using my phonics knowledge and many common exception words, I am starting to use a dictionary to check the spelling of words, with support. I use the spelling rules for Year 1 and some of the spelling rules for Year 2, I can form lower-case letters in the correct direction, starting and finishing in the right place. I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. I use spacing between words that reflects the size of the letters. I hold a pencil comfortably and correctly.

The Arts/Music

I can use pencil shading to create light and dark tones
I can compare different artworks of the same event
I can use body movements to convey character emotions in drama
I can vary the size of my body shapes, varying levels and speed in sequence. I can improvise linking movements in pairs to create a phrase.
I can sing well known songs fluently, with a strong sense of pulse, in tune and using loud or soft dynamics
I can confidently change instruments to make high/low, long/short, quiet/loud sounds
I can discuss ideas in pairs and feedback to the class
I can read musical notation which mixes quavers and semiquavers
I choose appropriate groups of instruments to create particular sound

Computing

I can plan and film the story of the Great Fire of London using an animation package

PE

I can move safely within a space
I can dribble a ball with control, avoiding obstacles or away from a defender
I can pass a ball into spaces and through a target
I can kick with accuracy

RE/PSHE

I can explain why different books are special for different people, including the Bible, Torah, Qu'ran, Shimrad Bhagwad, Guru Granth Sahib, Tipitaka
I can explain why Easter is important for Christians
I can explain what makes good play
I understand Belonging to a group; roles and responsibilities; being the same and different in the community
I understand the use of the internet in everyday life; online content and information
I understand what money is; needs and wants; looking after money



Year 2 Curriculum Map Spring Term

**Topic: Great Fire of London and What Makes
Play Fun?**

**Visit/visitor: GFOL workshop- Rainbow Theatre
Company**

Maths

I can count forwards and backwards in steps of 2, 5 and 10 to the 12th multiple and begin to count in steps of 3
I can read and write numbers within 100 in numerals and words, identifying the number that is ten more or less within 100
I am beginning to count on in tens from any one-digit or two-digit number and position numbers on a number line; where the scales are in divisions of ones, twos, fives and tens I can order and compare numbers from 0 to 100; beginning to use <> and = signs
I recognise the place value of each digit in a two digit number and can Partition any two-digit number into different combinations of tens and ones
I can recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20
I can recognise and use the inverse relationship between addition and subtraction, beginning to add three one-digit numbers and using the vocabulary related to addition and subtraction including sum and difference
I can add and subtract any two two-digit numbers within 100 including the use of apparatus and/or jottings, such as empty number line
I can calculate mathematical statements with known multiples and write them using the x, ÷ and = signs
I can recall and use multiplication and division facts for the 10 times table and represent multiplication as arrays and as repeated addition using known multiples (2s, 5s and 10s)
I demonstrate an understanding of commutativity
I can recall the doubles of some multiples of 10 and the related halves
I can recognise odd and even numbers to at least 20 and relate to multiples/groups of two
I can find 1/2 and 1/4 of a length, set of objects or quantity using fraction notation and link to equal sharing and grouping
I can begin to recognise and write the non-unit fraction 3/4
I can use litre and millilitre to estimate and measure capacity and kilogram and gram to estimate and measure mass, comparing capacity and mass using more/less, heavier/lighter
I understand °C as a unit of measurement for temperature
I can read scales in divisions of twos, fives and tens where all the numbers are given
I can read the time on an analogue clock to the nearest 15 minutes (including quarter past and quarter to the hour)
I can recognise and know the value of all coins, and notes up to £20, and use symbols for pounds (£) and pence (p)
I can use different coins to make the same amount
I can recognise and name 3-D shapes as outlined in Year 1 and describe some of their properties in terms of number of faces and vertices
I can begin to recognise 2-D shapes on the surface of 3D-shapes, compare and sort common 2-D and 3-D shapes according to their properties and recognise line symmetry in a vertical line
I can use mathematical vocabulary to describe turns using whole, half, quarter and three quarters and use the vocabulary clockwise and anti-clockwise
I can interpret simple tally charts, block diagrams with scales in divisions of ones and begin to interpret simple block diagrams with scales in divisions of ones, twos, fives and tens where all numbers on the scale are given
I can solve puzzles and problems and reason mathematically

Science/Technology

I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

I can build structures from different materials

I can ask simple questions and recognise that they can be answered in different ways

I can observe closely, using simple equipment

I can perform simple tests

I can use my observations and ideas to suggest answers to questions

History

I can look at events beyond living memory that are significant nationally or globally

I can use sources to find out significant historical events, people and places in my own locality

I can use sources to show that I know and understand key features of events.

I know where the people and events I study fit within a chronological framework

I can use a wide vocabulary of everyday historical terms

I can ask and answer questions using historical terms

Geography

I can use plan perspectives to recognise landmarks and basic human and physical features

I can devise a simple map

I can use and construct basic symbols in a key

I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment

I can use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map