

Year 2 targets	2.11.20	9.11.20	16.11.20	23.11.20	30.11.20	7.12.20	14.12.20 Theme Week	Total time
English Genre	Fiction – describe setting and characters	Fiction/Recount describe setting and characters	Recount Newspaper	Recount Newspaper	Reports Letter	Reports Letter	Reports Letter	62.5
Handwriting	Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.							
English Composition	<p><b>Understand the following terminology: noun, noun phase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present) and apostrophe, comma.</b></p> <p>I can understand what the following words mean: word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas</p> <p>I can use paragraphs to organise my writing so that blocks of text group related material</p>	<p>I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play</p> <p>I can re-read my work to improve it for my audience</p>	<p><b>Understand the following terminology: noun, noun phase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present) and apostrophe, comma. Use present and past tense mostly correctly and consistently.</b></p> <p>I can understand what the following words mean: word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas</p> <p>I can talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because of</p>	<p>I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know</p> <p>I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it</p>	<p><b>Understand the following terminology: noun, noun phase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present) and apostrophe, comma.</b></p> <p>I can re-read my work to improve it for my audience</p> <p>I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting</p>	<p>I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it</p> <p>I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like</p> <p>I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know</p>	<p>I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because</p> <p>I can use paragraphs to organise my writing so that blocks of text group related material</p> <p>I can use paragraphs</p> <p>I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like</p> <p>I can plan my writing by talking about the important parts to</p>	

			<p>I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting</p> <p>I can re-read my work to improve it for my audience I can use paragraphs to organise my writing so that blocks of text group related material</p>				<p>have in a story, poem, an explanation or non-fiction piece and I can re-edit it</p>	
English Grammar	<p>I can understand when to use 'a' or 'an' in front of a word</p>	Inverted Commas	Inverted Commas	Inverted Commas	Inverted Commas	<p>Prefixes- Dis Prefixes- Mis Prefixes- Re</p>	<p>I can use the prefixes un-, dis-, mis-, re-, pre- Prefixes- Un</p>	
English Reading (DR/DSR)	<p>Predicting</p> <p>I can predict what might happen from clues in what I have read.</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by making plausible predictions about what and might happened on the basis of what has been read so far.</p> <p>Inferring I can work out what a character in a book is feeling by the actions they take and can explain how I know</p>	<p>Inference</p> <p>I can work out what a character in a book is feeling by the actions they take and can explain how I know.</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering questions and making inferences on the basis of what is being said.</p>	<p>Making Connections</p> <p>I can understand what I have read, checking that it makes sense by talking to others about it.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understand by recognising simple recurring literary languages and stories and poetry.</p> <p>I can say how a text is organised to help me understand it using paragraphs, headings, subheadings and inverted commas to show speech.</p>	<p>Questioning</p> <p>I can ask questions about the texts that I have read to help me understand them.</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.</p>	<p>Clarifying</p> <p>I can use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Develop pleasure I reading motivation to read, vocabulary and understanding by discussing and clarifying the reading of words, linking new meanings to known vocabulary.</p>	<p>Summarising</p> <p>I can tell someone about the main ideas in a paragraph.</p>	<p>Evaluating</p> <p>I can tell you what a book that I am reading is about.</p>	
English Spelling	<p>9.5 31 These words are homophones</p>	9.5	9.5	9.5	9.5	9.5		

	<p>or near homophones. They have the same pronunciation, but different spellings and/or meanings.</p>	<p>29. The suffixes '-ment' and '-ness'.</p> <p>30. The suffixes '-ful' and '-less'. If a suffix starts with a consonant letter, it is added straight on to most root words.</p>	<p>10. Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.</p>	<p>11. Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled.</p>	<p>I can spell words that are often misspelt</p>	<p>7. Words with the prefix 're-' 're-' means 'again' or 'back.'</p> <p>8. The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.</p> <p>9. The prefix 'mis-' This is another prefix with negative meanings.</p>	<p>8 I can use the prefixes un-, dis-, mis-, re-, pre-.</p>	
Phonics	<p><b>Spellings:</b> Great Grate Main Mane Meet Meat Mist Missed <i>Know</i> <i>Would</i> <i>Right</i> <i>Wright</i></p> <p>I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>I can read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p>	<p><b>Spelling:</b> Payment Agreement Amazement movement Goodness Sadness Careless Homeless Careful Helpful Painful playful</p> <p>I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>I can read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p>	<p><b>Spelling:</b> gardening gardened listening listened covered covering <i>Jumping</i> <i>Jumped</i> <i>Crying</i> <i>Cried</i> <i>Shouting</i> <i>Shouted</i></p> <p>I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>I can read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p><b>Phase Six</b></p>	<p><b>Spelling:</b> Forgotten Forgetting Beginning Preferred Permitted Regretting Committed Forbidden Propelled Equipped</p> <p>I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>I can read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p>	<p><b>Spelling:</b> Challenge Words Actual Answer Bicycle Circle Earth enough Fruit Island Often Popular Early Herat Learn</p>	<p><b>Spelling:</b> Redo Refresh Return Replay Disappoint Dislike Disagree Disappear Mistake Misread Misplace Misbehave</p>	<p><b>Spelling:</b> Unhappy Untrue Untidy Unable Prevent Preview Prepare Predict Rewind Dislike Misunderstand</p>	

	I can spell homophones or near homophones.	I can spell the suffixes '-ful' and '-less' If a suffix starts with a consonant letter.  I can spell the suffixes '-ment' and '-ness'	Suffixes past tense  I can spell by adding '-ing' to words of one syllable.  I can spell by adding '-ed' to words of one syllable.  I can spell by adding 'er' to words ending in 'e' with a consonant before it.					
Maths	5 Addition and Subtraction  Add and subtract numbers mentally including 3-digit numbers and ones.  Add and subtract numbers mentally including 3-digit numbers and tens.  Add and subtract numbers mentally including 3-digit numbers and hundreds.  Solve number problems, including missing number problems using number facts, place value and more complex addition and subtraction.	5 Addition and Subtraction  Add and subtract numbers mentally including 3-digit numbers and ones.  Add and subtract numbers mentally including 3-digit numbers and tens.  Add and subtract numbers mentally including 3-digit numbers and hundreds.  Solve number problems, including missing number problems using number facts, place value and more complex addition and subtraction.	5 Addition and Subtraction  Add numbers mentally including 3-digit numbers and ones.  Add and subtract numbers mentally including 3-digit numbers and tens.  Add and subtract numbers mentally including 3-digit numbers and hundreds.  Solve number problems, including missing number problems using number facts, place value and more complex addition and subtraction.	5 Addition and Subtraction  Subtract numbers mentally including 3-digit numbers and ones.  Add and subtract numbers mentally including 3-digit numbers and tens.  Add numbers with up to three digits using formal column methods.	5 Addition and Subtraction  Add numbers with up to three digits using formal column methods.  Estimate the answer to a calculation and use this and inverse operations to check answers.	5 Addition and Subtraction  Subtract numbers with up to three digits using formal column methods.	<b>Linked to the science.</b>  Interpret and present data using bar charts, pictograms and tables.  Solve one-step and two-step questions e.g. 'How many more?' and 'How many fewer?', using information presented in scaled bar charts, pictograms and tables.  Statistics-Draw pictograms, interpret pictograms and block graphs.	30
Science			I can make observations and take measurements using standard	Compare and group together a variety of everyday materials on the basis of whether				11

			<p>units, using a range of equipment, including thermometers and data loggers. I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>(English link).</p> <p>Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>5.5</p>	<p>they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>5.5</p>				
Computing	<p>1</p> <p>I can produce a simple program that completes a given task. I can explain how simple algorithms solve a given problem.</p>	<p>1</p> <p>I can produce a simple program that completes a given task. I can explain how simple algorithms solve a given problem.</p>	<p>1</p> <p>I can produce a simple program that completes a given task. I can explain how simple algorithms solve a given problem.</p>	<p>1</p> <p>I can produce a simple program that completes a given task. I can explain how simple algorithms solve a given problem.</p>	<p>1</p> <p>I can produce a simple program that completes a given task. I can explain how simple algorithms solve a given problem.</p>	<p>1</p> <p>I can produce a simple program that completes a given task. I can explain how simple algorithms solve a given problem.</p>		6
History								0
Geography	<p>I can ask and answer geographical questions, e.g. Describe the landscape. Why is it like this? How have people affected what it looks like? What do you think about</p>	<p>I can explain about weather conditions/ patterns around the UK and parts of Europe. I can understand why there are similarities and differences between places.</p>					<p>I can use four figure grid references. I can use the 8 points of a compass</p> <p>1</p>	7

	that? What do you think it might be like if...continues? I can ask and answer geographical questions, e.g. Describe the landscape. Why is it like this? How have people affected what it looks like? What do you think about that? What do you think it might be like if...continues? I can use and interpret maps, globes, atlases and digital mapping to find countries and key features. 3	I can show some sense of how places relate to each other. 3						
Art				I can create a collage using overlapping and layering. I can say what I like or dislike about my work. 3.5	I can add detail to my work using different types of stitch, including cross-stitch. 3.5			7
DT					I can use my knowledge of existing products to design my own functional product. I can safely measure, mark out, cut, assemble and join with some accuracy. 3			3
RE	0.75 Christianity (What do we know about Jesus?)	0.75 Christianity (What do we know about Jesus?)	0.75 Christianity (What do we know about Jesus?)	0.75 Christianity (What do we know about Jesus?)	0.75 Christianity (What do we know about Jesus?)	0.75 Christianity (What do we know about Jesus?)		4.5
Music						I can sing songs with multiple parts with increasing confidence. I can sing songs with multiple parts with increasing confidence.		4

