

Y2 Long Term Matrix 2020-2021

| | AUTUMN | SPRING | SUMMER |
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| | <p>Recovery Curriculum – based around Here we are: Notes for living on Planet Earth by Oliver Jeffers</p> | <p><u>Writing</u></p> <ul style="list-style-type: none"> • Spell by segmenting into phonemes • Learn to spell common ‘exception’ words • Spell using common suffixes, etc. • Use appropriate size letters & spaces • Develop positive attitude & stamina for writing • Begin to plan ideas for writing • Record ideas sentence-by-sentence • Make simple additions & changes after proof-reading | <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Use . ! ? , and ’ • Use conjunctions • Begin to expand noun phrases • Use some features of standard English • Speaking & Listening <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> • Articulate & Justify answers • Initiate & respond to comments • Use spoken language to develop understanding |
| <p>Literacy Whole Year Curriculum Coverage</p> | <p><u>Reading</u></p> <ul style="list-style-type: none"> • Develop phonics until decoding secure • Read common suffixes • Read & re-read phonic-appropriate books • Read common ‘exception’ words • Discuss & express views about fiction, non-fiction & poetry • Become familiar with & retell stories • Ask & answer questions; make predictions • Begin to make inferences | | |
| <p>Wider reading</p> | <p>The BFG The Gingerbread Man Little Red Riding Hood The Gingerbread Man 2 The wolf’s story The three little wolves and the big bad pig The night before Christmas</p> | <p>Beegu Q Pootle 10 The Day the Crayons Quit The Day the Crayons Came Home The Journey Trilogy</p> | <p>100 best poems for children by Roger McGough Poetry from other countries Sandy’s circus – Alexander Calder National Geographic book of animal poetry A world full of animal stories by Angela McAllister 13 artists children should know by Angela Wenzel</p> |
| <p>cross curricular text links</p> | <p>Non-fiction books – Atlases Fiction – Range of fiction books (to be able to recognise features) Non-fiction books - animals, healthy eating, ourselves</p> | <p>Non-Fiction books –Travel and Transport Dictionaries Atlases</p> | <p>Non- Fiction books including Atlases, dictionaries and information books about different countries</p> |
| <p>Numeracy Whole Year Curriculum Coverage</p> | <ul style="list-style-type: none"> • Counts in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward • Recognises the place value of each digit in a two-digit number (tens, ones) • Compares and orders numbers from 0 up to 100 • Uses <, > and = signs • Reads and writes numbers to at least 100 in numerals and in words • Uses place value and number facts to solve problems | <ul style="list-style-type: none"> • Chooses and uses 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 • Compares and orders lengths, mass, volume/capacity and record the results using >, < and = • Recognises and uses symbols for pounds (£) and pence (p) and | <ul style="list-style-type: none"> • Identifies, represents and estimates numbers using different representations, including the number line • Recognises and uses the inverse relationship between addition and subtraction and uses this to check calculations and missing number problems • Calculates mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), |

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| | <ul style="list-style-type: none"> Solves problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods Recalls and uses addition and subtraction facts to 20 fluently, and derives and uses related facts up to 100 Adds and subtracts numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers Shows that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot Recalls and uses multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Recognises, finds, names and writes fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity Identifies and describes the properties of 2-D shapes, including the number of sides and symmetry in a vertical line Identifies 2-D shapes on the surface of 3-D shapes, (for example a circle on a cylinder and a triangle on a pyramid) | <p>combines amounts to make a particular value</p> <ul style="list-style-type: none"> Finds different combinations of coins that equal the same amounts of money Solves simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change Tells and writes the time to five minutes, including quarter past/to the hour and draws the hands on a clock face to show these times Knows the number of minutes in an hour and the number of hours in a day Compares and sorts common 2-D and 3-D shapes and everyday objects Interprets and constructs simple pictograms, tally charts, block diagrams and simple tables Asks and answers simple questions by counting the number of objects in each category and sorting the categories by quantity | <p>division (÷) and equals (=) signs</p> <ul style="list-style-type: none"> Shows that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Solves problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Writes simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognises the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. Compares and sequences intervals of time Identifies and describes the properties of 3-D shapes, including the number of edges, vertices and faces Orders and arranges combinations of mathematical objects in patterns and sequences Uses 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 anti-clockwise) Asks and answers questions about totalling and comparing categorical data | |
| Science | Animals including humans | Living things and their habitats | Everyday materials | Plants |
| Computing | Information Technology: | | Information Technology: | Digital Literacy: |

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| | Word processing Data Handling Presentations Animation | Video Creation Photography and Digital Art Augmented Reality and Virtual Reality Sound | Computational Thinking Coding and Programming |
| | On-going skills to be taught and consolidated across all terms: Digital Literacy: Self-Image and Identity, Online Relationships, Online reputation, Online Bullying, Managing online information, Health, wellbeing and lifestyle, Privacy and security, Copyright and Ownership | | |
| DT | Axels and wheels – Fire engines | Food Technology - Fruit Salad | Sewing puppets |
| | On-going: design purposeful, functional and appealing products generate, model and communicate ideas use a range of tools and materials to complete practical tasks evaluate existing products and own ideas | | |
| Art | Sparks and flames | Art inspired by TBC Space canvas using a stencil (link to History) | Self portraits |
| | On-going : use a range of materials, use drawing, painting and sculpture, develop techniques of colour, pattern, texture, line, shape, form and space, learn about a range of artists, craftsmen and designers | | |
| PE | Outdoor/Indoor Games Invasion, Striking and Fielding, Net | Dance | Gymnastics |
| | Outdoor/Indoor Games Invasion, Striking and Fielding, Net | | Outdoor/Indoor Games Invasion, Striking and Fielding, Net Outdoor Adventurous Activities |
| | Athletics | | |
| | On-going: Master basic movement e.g. running, jumping, throwing, catching, balancing, agility and coordination Participate in team games Perform dances using simple movement | | |
| Music | Eggescliffe music provision Learn and perform Christmas songs | Eggescliffe music provision | Eggescliffe music – Pulse, rhythm and pitch using tuned and un-tuned instruments. Develop confidence in performing. |
| | Charanga Autumn 1 Unit: Hands, Feet, Heart Style: South African styles Topic and cross curricular links: South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. | Charanga Autumn 2 Unit: Ho Ho Ho Style: Christmas, Big Band, Motown, Elvis, Freedom Songs Topic and cross curricular links: Christmas. Literacy - Christmas vocabulary. Historical context of musical styles. | Charanga Spring 1 Unit: I Wanna Play In A Band Style: Rock Topic and cross curricular links: Teamwork, working together. The Beatles. Historical context of musical styles. Links to other |
| | | Charanga Spring 2 Unit: Zootime Style: Reggae Topic and cross curricular links: Animals, poetry and the historical context of musical styles. Links to other units: Three Little Birds - KS2/ages 7-11 | Charanga Summer 1 Unit: Friendship song Style: Topic and cross curricular links: Links to other units: |
| | | | Charanga Summer 2 Unit: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 2 Topic and cross curricular links: Think about the history of music in context, listen to |

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| | Historical context of musical styles. Links to other units: Fishing Song - Britten - KS2/ages 7-11 (see Freestyle) | Links to other units: Christmas units | units: Livin' On A Prayer - KS2/ages 7-11 (Scheme Year 5) Don't Stop Believin' - KS2/ages 7-11 (see Freestyle) | (Scheme Year 3) | | some Western Classical music and place the music from the units worked through, in their correct time and space. Consolidate the foundations of the language of music. Links to other units: All Year 2 Units |
| | On-going: Sing songs, play tuned and untuned instruments musically, listen and understand live and recorded music, make and combine sounds musically | | | | | |
| History | Events beyond living memory: The Great Fire of London | | Significant individual / significant historical events –Neil Armstrong & the 1st moon landing | | | |
| | On-going: Chronological ordering of events and periods learnt Historical vocabulary being used to discuss the past Using a range of historical sources | | | | | |
| Geography | | | | | Rivers and Coasts: The journey of the River Tees | |
| | On-going: mapping skills, seasonal and daily weather patterns | | | | | |
| PSHE | THE GREAT DREAM | | | | | |
| | GIVING Whole school activity Donation to the local food bank | RELATING Connecting with people Interview a friend | EXERCISE Circuit 100 challenge | AWARENESS Live life mindfully Quick start | TRYING OUT Try out something new Start a new hobby, learn a new game, try a new food, listen to a new song | |
| | DIRECTION Dream recipe Aspirations and dreams Next steps to achieving goals | RESILIENCE Bounce back balloons | EMOTIONS Look for what a good Positivity packs | ACCEPTANCE Be comfortable with who you are Personal ID cards | MEANING Be part of something bigger Coat of Arms | |
| | Relationships | | Health & well being | | Wider world | |

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| RE | Judaism Sacred Texts – The Torah | Christianity Christmas | Islam Mohammed | Christianity Easter | Sacred Texts –The Qu’ran Islam | Founders and Leaders – Guru Nanak Sikhism |
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