Overview Foxes Class Year 2 2022/23 Taken from White Rose Year 3 – follow White Rose small steps

<table>
<tr><th></th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th></tr>
<tr><td>Autumn</td><td colspan="4">Number and Place Value
Represent numbers to 100
Partition numbers to 100
Number line to 100
Hundreds
Represent numbers to 1,000
Partition numbers to 1,000
Flexible partitioning of numbers to 1000
Hundreds, tens and ones
Find 1, 10 or 100 more or less
Number line to 1,000
Estimating on a number line to 1,000
Compare numbers to 1,000
Order numbers to 1,000
Count in 50s</td><td colspan="5">Number - Addition and Subtraction
Apply number bonds within 10
Add and subtract 1s
Add and subtract 10s
Add and subtract 100s
Spot the pattern
Add 1s across a 10
Add 10s across a 100
Subtract 1s across a 10
Subtract 10s across a 100
Make connections
Add two numbers (no exchange)
Subtract two numbers (no exchange)
Add two numbers (across a 10)
Add two numbers (across a 100)
Subtract two numbers (across a 10)
Subtract two numbers (across a 100)
Add 2-digit and 3-digit numbers
Subtract a 2-digit number from a 3-digit number
Complements to 100
Estimate answers
Inverse operations
Make decisions</td><td colspan="3">Number - Multiplication and Division
Multiplication - equal groups
Use arrays
Multiples of 2
Multiples of 5 and 10
Sharing and grouping
Multiply by 3
Divide by 3
The 3 times-table
Multiply by 4
Divide by 4
The 4 times-table
Multiply by 8
Divide by 8
The 8 times-table
The 2, 4 and 8 times-tables</td></tr>
<tr><td>Spring</td><td>Number-Place Value</td><td colspan="3">Number - Multiplication and Division</td><td colspan="3">Measurement - Length and Perimeter</td><td colspan="2">Number – Fractions</td><td colspan="2">Measurement – Mass and Capacity</td></tr>
<tr><td>Summer</td><td>Number-Place Value</td><td colspan="3">Number - Fractions</td><td colspan="3">Measurement - Money</td><td colspan="3">Measurement - Time</td><td colspan="2">Geometry - Shape</td><td>Statistics</td></tr>
</table>

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	1	2	3	4	5	6	7	8	9	10	11	12
Autumn	Stig of the Dump: Clive King							Handwriting		Christmas Stories: Creative Writing		
Spring	Poetry			Europe : Non Fiction				The Accidental Priminister: Tom Mclaughlin				
Summer	There's a Werewolf in my Tent: Pamela Butchart							Report Writing: Newspaper				
Communication	Use of symbols Use of PECs and WECs. Use of sign Discussion											
Speaking and Listening	Responding with 1-2 word answers. Responding with 3-5 word phrases. Developing clarity of speech sounds. Sitting in group and listening/attending. Develop length of concentration. Develop discussion and debate through contribution. Exploration of vocabulary. Through questioning articulate and justify answers.											
Reading for pleasure opportunities	Choice of recommended texts: See bags in Library area. Pupils choice.	Stig of the Dump	Accidental Priminister	There's a Werewolf in my Tent	A Christmas Carol	Christmas Play	Appropriate News Papers and magazines					
Phonics	Daily phonics session 4 part lesson Three groups Phase 1-3 Grammar, spelling group and comprehension group- These pupils are beyond Phonics.											

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SPAG- Y2-Y3 ARE	Spelling – Homophones Prefixes Suffix Using apostrophes – contractions Plural nouns	Punctuation –Questions and Question marks - Exclamation sentences - Direct Speech – inverted comma	Grammar – Conjunctions Time conjunctions Subordinating conjunctions - Adverbs - Prepositions	Vocabulary – Progressive verbs - Past and present tense - Expanded nouns
Individual Reading	Reading books - Individual books that are shared at home that the children can succeed at and have changed on a regular basis. Reading takes place with a variety of staff in the class; however changing the books is the responsibility of the class lead to ensure books are well matched to their level of communication or phonics. Reading schemes include: Personalised books, Oxford Reading Tree & Bug Club			
Reading Opportunities	Reading symbols, matching pictures, reading words, reading sentences, building symbol sentences, building word sentences. Reading text, development of comprehension and inference.			
Writing Opportunities	Writing will follow a range of frames: TALK for WRITING, Arts Tips and Examples, Colourful Semantics. These will be used to develop grammar and sentence structure. Opportunities will include: the use of symbols, articulate and copy write, and independent writing using the above structures. Content will be specific to the key text or learning aspect and working walls will include structures and key vocabulary and texts. Target graphemes, diagraphs and trigraphs.			
Handwriting	Daily practice – pre writing skills: the use of media. Handwriting patterns, writing names. The use of taught sessions: Handwriting to develop ascenders, descenders and caterpillar letters. Range of structures including specific lines and boxes to encourage precision handwriting.			
Spelling	Linked to phonics, given as homework and practised within phonics and the wider English curriculum.			