

Mathematics**Number and Place Value**

- Double and halve one and two digit numbers and amounts of money.
- Times tables – 2, 5, 10.
- Patterns and strategies counting in 3's.

Calculations and Problem Solving

- Written addition method, commutativity in addition but not in subtraction
- Written subtraction method.
- Problem solving with addition and subtraction in a range of context.
- Multiplication – repeated addition, number of groups, group size and product.
- Multiplication problem solving
- Division – sharing and grouping and problem solving with remainders.

Measures

- Telling the time o'clock, half past, quarter past/to.
- Estimating ordering and comparing time

Data

- Statistics – totalling and comparing amounts in block graphs, pictograms, tables and tally charts.

Faith and Belief**Christianity and Islam****Identity and belonging**

- Listen to and talk with people, including leaders who belong to a faith community, about how their commitment affects their lives

Beliefs and practices

- Recall and name different beliefs and practices including festivals, worship and ways in life in order to find out about the meanings behind them (Eid).

Prayer, worship and reflection

- Pupils begin to understand what prayer, worship and reflection means to a religious community.

Sources of wisdom

- Retell and suggest meanings from some sources of wisdom and stories of faith and belief, exploring and discussing sacred writings and sources of wisdom recognising the traditions from which they come (Easter)

Ultimate questions

- Explore a question about belonging, meaning and truth so that they can express their own ideas and opinions using creative media

Enrichment opportunity

- A visit to the church.

Citizenship, Ethics and Emotional Health (PSHE/SRE)**Health and Wellbeing**

H8. about the process of growing from young to old and how people's needs change

H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring

H10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls

Relationships

R2. to recognise that their behaviour can affect other people

R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong

R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class

R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)

Living in the Wider World

L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)

L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)

Literacy, Language and Oracy**Writing**

- To adapt familiar stories
- To write a report
- To write an explanation text
- To write a riddle
- To edit pieces of work with peers – CL, FS, QM, EM and commas

Handwriting

- PenPals Yr2 Term 2
- Begin to use some diagonal and horizontal joins
- To understand which letters, when adjacent to one another, are best left as standalone letters.

Speaking & Listening

- Articulate and justify answers
- Initiate and respond to comments
- Begin to recognise and discuss recurring language in stories and poetry

Grammar/Punctuation

- Use basic punctuation; CL, ., !, ?
- Paragraphing
- Conjunctions
- Use of -ly to turn adjectives into adverb
- Sentence types

Phonics

- Past tense spelling
- Suffixes, -ed, -ness, -less
- Rules for adding -ing, -ed, -er, -est, -ful, -ly, -y.
- Spelling of longer words
- To spell common homophones
- To spell most common exception words
- To use other strategies for spelling; root words, analogy, mnemonics
- To spell words with the possessive form
- To spell words that use alternative graphemes for sounds

Sport Lesson (Physical)**GAMES:**

- Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control
- Pass a ball accurately over a variety of distances.
- Choose and use tactics to suit different situations, react to situations that helps their partner and makes it difficult for their opponents

DANCE:

- Can link several movements together with control and co-ordination
- Compose and perform dance phrases and short dances that express/communicate moods, ideas and feelings

GYM

- Perform a variety of rolls with increasing control and repeat accurately
- Move smoothly from a position of stillness to a travelling movement – move smoothly and in a controlled way from one position of stillness to another

Art and Creativity**Art**

- Henri Rousseau. Examine a piece of work from a well-known artist and use it to make a success criterion, critically evaluating their work.
- Refine skills in painting focussing on using colour and space for effect to develop ideas.
- Refine skills in sculpture to combine experiences and imagination, create visual texture using different marks.

D&T

- Generating, modelling and communicating ideas.
- Planning, making and selecting tools and using finishing techniques.
- Explore sliders and levers understanding types of movement.

Music

- Sing songs
- Play tuned & untuned instruments musically
- Listen and understand live and recorded music
- Make and combine sounds musically

Link skills to topic

Science and Technology**ICT**

- Understand what algorithm are and how they are implemented.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.
- Use technology purposefully (create, organise, store, manipulate and retrieve digital content).
- Know how to use technology safely and respectfully.

Living things and their habitats

- explore and compare the differences between things that are living, dead, and things that have never been alive (**enquiry**)
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other (**enquiry**)
- identify and name a variety of plants and animals in their habitats, including micro-habitats. (**scientific vocab**)
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (**scientific vocab**)

French

- use greetings (hello, goodbye, how are you? Happy Easter)
- Count to 50
- Is pronouncing French words clearly and accurately
- Is developing and recalling a growing vocabulary
- Is able to understand most common words and phrases
- Is able to recall and use most common words and phrases
- Is confident to speak French in a group

Place and Time**Geographic Skills**

- Use basic vocab to describe similarities and differences of a small area of a contrasting non – European country.
- Use simple field work and observational skills to study their school and its grounds and the key human and physical features of its surrounding environment.

Historical skills

- Ask and answer questions.
- Choose and use parts of stories and other sources to show that they know and understand key features of events.
- Use a wide vocabulary of every day historical terms.