

Mathematics

Number and Place Value

- Securing fluency to twenty – number facts
- Making tens and some more
- Place value and regrouping two digit numbers
- Counting on and back in ones and tens from any number.
- Recall and chant 2,5,10 X
- Identify place value in 2 and 3 digit numbers H/T/U
- Rounding numbers to the nearest 10
- Estimation and magnitude

Calculations and Problem Solving

Measures

- Estimate and measure using different scales (g/kg, l, ml)
- Money – making combinations and finding change – use symbols for £ and p, and +/- simple sums (<£1)
- Representing and ordering and comparing numbers to 100 and quantities of measure.

Mental Maths

- Numbers to 20 – mental addition and subtraction
- Add and subtract numbers mentally using 1 – and - digit numbers.

Faith and Belief
Christianity and Islam

Symbols and actions

- Recognise how and why symbols and actions express religious meaning
- Appreciate some similarities between communities

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.

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

- Visit from a Christian leader to discuss how their commitment affects their life.
- Visit to the local church

Citizenship, Ethics and Emotional Health (PSHE/SRE)

Health and Wellbeing

- H3.** to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
- H4.** about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings
- H5.** about change and loss and the associated feelings (including moving home, losing toys, pets or friends)

Relationships

- R10.** to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
- R11.** that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- R12.** to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
- R13.** to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
- R14.** strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

Living in the Wider World

- L1.** how they can contribute to the life of the classroom and school
- L2.** to help construct, and agree to follow, group, class and school rules and to understand how these rules help them

Literacy, Language and Oracy

Enrichment opportunity

Visit to explore journeys

Reading

- Develop phonics until decoding secure.
- Read and recognise alternative sounds for graphemes
- Read common 'exception' words.
- Discuss and express views about fiction, non-fiction and poetry
- Become familiar with and retell stories
- Ask and answer questions; make predictions
- Begin to make inferences

Speaking & Listening

- Articulate and justify answers
- To ask and respond to questions
- Use spoken language and develop understanding

Writing

- To retell a fairy tale
- To write a Calligram poem
- To plan ideas for writing
- To change parts of familiar fairy tales
- To edit pieces of work with teacher – capital letters, fullstops, adjectives
- To use simple/compound sentences
- To write a recount (narratives using personal experiences)

Handwriting

- PenPals Yr2 Term 1
- Letter formation is the correct size and orientation – capital letters, digits and lower case
- Clear distinction between upper and lower cases

Grammar/Punctuation

- CL and FS
- To use adjectives to create expanded noun phrases
- To use conjunctions (subordination/coordination)
- Apostrophe: contraction
- Commas in lists/sentences
- Past and present verbs

Phonics

- Segment spoken words into phonemes, representing these with graphemes
- To spell some common exception words
- To spell words with contracted forms
- To begin to use other strategies for spelling; chunking/compounds
- Begin to identify alternative graphemes for some phonemes

Sport Lesson (Physical)

GAMES:

- Pass a ball accurately over a variety of distances.
- Begin to vary skills and show some understanding of simple tactics.

DANCE:

- Talk about different stimuli to explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements
- Talk about different stimuli as the starting point for creating dance phrases and short dances

GYM:

- Use different combinations of floor, mats and apparatus, showing control, accuracy and fluency
- Choose, use and vary simple compositional ideas to create and perform a sequence.
- Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end
- Adapt the sequence to include apparatus or a partner

Art and Creativity

Art

- Rembrandt/ David Hockney. Examine a piece of work from a well-known artist and use it to make a success criterion, critically evaluating their work.
- Use the natural environment to inspire journeys eg, pathways...
- Refine skills in drawing focusing on using lines (movement, contours and feelings) and known shapes (geometrics) to create, develop and share ideas.

D&T

- Generate ideas and simple design criteria
- Develop and communicate ideas through drawings and mock – ups.
- Select a range of tools and equipment.
- Explore wheels and axis and evaluate their ideas and products against original criteria.

- Use a range of textiles, tools and equipment to perform tasks. (Literacy link)

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

- Recognise common uses of information technology beyond school.
- Use technology purposefully (create, organise, store, manipulate and retrieve digital content).

Plants

- observe and describe how seeds and bulbs grow into mature plants (**enquiry**)
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy (**scientific vocab**)

Animals including Humans

- notice that animals, including humans, have offspring which grow into adults (**enquiry**)
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air) (**scientific vocab**)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (**scientific vocab**)

ECO TOPIC: Transport

- safety
- safe routes to school

French

- Use greetings (hello, goodbye, how are you? Merry Christmas)
- Sing hello song for registration
- Count to 30
- Name colours
- 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

- Name and locate the world's seven continents
- Use simple compass directions and locational and directional language to describe the location of features and routes on a map.

Historical skills

- Grace Darling – identify similarities and differences between ways of life in different periods.
- Study changes within living memory.
- Learn about the life of Christopher Columbus and his journey. Study the lives of significant individuals who contributed to the lives of national and international achievements.