



## English

### Spoken Language:

- To ask relevant questions to extend their understanding and knowledge
- Give well-structured descriptions, explanations & narratives for different purposes, including for expressing feeling
- maintain attention and participate actively in collaborative conversations
- use spoken language to develop understanding through imagining and exploring ideas
- participate in discussions, presentations, performances, role-play and debates



### Reading:

- To understand and follow a story.
- Be able to read a story fluently, smoothly and with expression.
- Be able to re-tell a story in sequence and recall/locate important information from the book.
- To be able to answer questions on a piece of text.
- Read your own work aloud with appropriate intonation to make it clear.

### Writing:

- To create ideas and invent new settings.
- To learn the features of a story.
- Consider what you are going to write by saying it aloud to a partner.
- Planning their writing.
- To write complete sentences in the format of a traditional tale.
- Develop stamina for writing for different purposes: recount and story writing.
- Make simple additions, revisions or corrections of their own writing by re-reading their work.

### Grammar, Punctuation and spelling:

- To use expanded noun phrases.
- To know how to write in the past and present tense.
- To use verbs.
- To recognise commands, statements, questions and exclamations.
- To know year 2 common exception words and spelling rules (see weekly spellings).
- To know how to use conjunctions in to extend sentences.

## Mathematics

### Addition and Subtraction

- To add two 2 digit numbers crossing 10
- To subtract two 2 digit numbers crossing 10
- To use their knowledge of addition and subtraction to solve word problems

### Multiplication and division

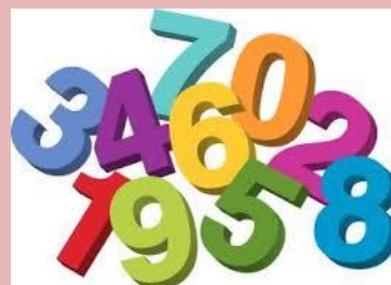
- Pupils will represent equal groups as repeated addition and multiplication
- To represent the 2, 5 and 10 times table in different ways
- To double a 2 digit number
- To halve a 2 digit number
- To use knowledge of the two, five and ten times tables to solve problems
- To identify when objects cannot be grouped equally.
- To calculate the number of equal groups in a division story
- Pupils skip count using the divisor to find the quotient
- Pupils use their knowledge of multiplication and division to solve problems

### Shape

- Identify and describe properties of 2D and 3D shapes: including sides, edges and vertices.
- Compare and sort common 2D/3D shapes and everyday objects.

### Arithmetic

- Recall and use addition/subtraction facts to 20 and 100 fluently
- Learn by heart: 2x, 5x, 10x table facts
- Learn number bonds to 10, 20 and 100.
- To learn doubles and halves





**Science**

**Living Things and their Habitats**

- To identify, sort and classify into different groups.
- To understand the differences between things that are living, dead, and things that have never been alive
- To know what animals need to survive.
- To identify and name a variety of animals in their habitats
- To understand simple food chains, and identify and name different sources of food.
- To notice that animals, including humans, have offspring which grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)



**R.E.**

*To follow the locally agreed Syllabus for RE 'Come and See'*

**Books**

- Pupils will know and understand about the different books used at home and in school
- Pupils will know and understand the books used in Church on Sunday by the parish family.
- Pupils will acquire the skills of assimilation, celebration and application of the above.

**Thanksgiving**

- Pupils will know and understand different ways to say thank you.
- Pupils will know and understand the Eucharist: the parish family thanks God for Jesus.



**Opportunities**

- Pupils will know and understand that each day offers opportunities for doing good.
- To investigate Lent: the opportunity to turn towards what is good in preparation for Easter.

**PSHE**

- To actively participate in activities
- To answer questions about what is and isn't safe online
- To know who they can go to, to talk about anything they feel uncomfortable about online
- The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them
- How to resist pressure when feeling unsafe
- To know they are entitled to body privacy
- Medicines are drugs, but not all drugs are good for us; alcohol and tobacco are harmful substances
- Our bodies are created by God, so we should take care of them and be careful about what we consume.
- They should call 999 in an emergency and ask for an ambulance, police and/or fire brigade
- If they require medical help but it is not an emergency, basic first aid should be used instead of calling 999



**Music**

- To be confident in singing a range of songs in different styles.
- To listen with concentration and understanding to a range of high-quality live and recorded music.
- To learn the technical vocabulary linked to creating a piece of music.
- To learn about a range of musical styles and the instruments used to create particular sounds.



**Computing**

**We are detectives**

- Understand that email can be used to communicate.
- Develop skills in opening, composing and sending emails.
- Gain skills in opening and listening to audio files on the computer.
- Use appropriate language in emails.
- Develop skills in editing and formatting text in word and email.
- Be aware of online safety issues when using the internet





### Art/Design Technology

- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- To create sketches and drawings using colour and shape and develop some care and control.
- To use a range of materials creatively to design and make products.
- Design and form 3D sculptures from clay.
- To know about the work of an artist and use his ideas to create a piece of artwork.
- To understand where food comes from.

### P.E.

#### Gymnastics

- Increasing their range of basic gymnastic skills.
- Create simple sequences of actions on the floor. E.G roll, jump and a shape.



- Incorporate basic skills into rhythmic gymnastics.

#### Dance

- To link with the topic – Buildings
- To think about shape in freezes and action
- To use travel movements to take a journey through a building
- To link with the topic – Look and Listen
- To learn how to count and keep a rhythm in a dance

### Geography

- To use aerial photographs and plan perspectives to recognise landmarks.
- To learn about significant places in their own locality.
- To understand changes within living memory.
- To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
- Use basic geographical vocabulary to refer to human and physical geography.
- To use world maps, atlases and globes to identify the United Kingdom and Africa, as well as the continents and oceans.

