

Year 2 – Autumn Term

English

Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

Year Group: 2	Term: Autumn	Unit: Retelling a story with a familiar setting from another characters point of view	Timescale: 2 weeks	Cross-Curricular Links:
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Lesson Objectives:	Key Outcomes:	Texts:
<p><i>Reading – Word Reading</i></p> <ul style="list-style-type: none"> • To apply phonic knowledge to read unfamiliar words. • To read tricky/HFWs and identify the tricky part/s. • To read words containing graphemes with alternative pronunciations. <p><i>Reading – Comprehension</i></p> <ul style="list-style-type: none"> • To establish the view point of the main character and the evidence in the text that supports this. • To infer how other characters might be feeling, based on evidence in the text. • To make comparisons between different characters view points and explain why they might think the same/think differently. <p><i>Spoken Language & Listening</i></p> <ul style="list-style-type: none"> • To ask questions about a characters feelings, motives, reactions, etc. • To respond in role to key events in the story, as another character in the story. • To listen to and note down the view point of another character in the story. <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> • To apply phonic knowledge to spell known and unfamiliar words. • To use a range of strategies to write words with alternative graphemes for a given phoneme. • To write tricky and HFWs matched to their phonic level. <p><i>Writing – Composition</i></p> <ul style="list-style-type: none"> • To briefly plan their story, ensuring a consistent view point which is different to the main character. • To retell the story from another characters point of view. • To use time connectives to sequence your retelling. <p><i>Grammar & Punctuation</i></p> <ul style="list-style-type: none"> • To identify informal speech through the use of apostrophes for contractions. • To use apostrophes for contractions. • To use inverted commas for direct speech. • To consistently write in the past tense, including auxiliary verbs (progressive form), e.g. He <i>was</i> shouting. • To write in the first person. 	<p>Retelling a story with a familiar setting from another characters point of view</p> <p>Text Type: Success Criteria:</p> <ul style="list-style-type: none"> • Consistent view point through • First person • Past tense • Auxiliary verbs • Time connectives • Apostrophes for contractions • Inverted commas for direct speech • To include the same key events and characters as the original story <p>*New learning for this text type in bold.</p>	<p>Stories with a familiar setting – Traction man</p>

Year Group: 2	Term: Autumn	Unit: Instructions	Timescale: 2 weeks	Cross-Curricular Links: DT
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Lesson Objectives:	Key Outcomes:	Texts:
<p><i>Reading – Word Reading</i></p> <ul style="list-style-type: none"> • To apply phonic knowledge to read unfamiliar words. • To read tricky/HFWs and identify the tricky part/s. • To read words containing graphemes with alternative pronunciations. <p><i>Reading – Comprehension</i></p>	<p>Instructions to make a vehicle</p>	<p>Instructional texts (at least 3)</p>

<ul style="list-style-type: none"> To identify how instructions are set out, including additional information, e.g. safety instructions. To identify the order of instructions through the use of temporal connectives. To identify adverbs and explain why they are included. To identify persuasive elements. To identify negative commands, e.g. 'Do not...' To order a set of instructions. <p><i>Spoken language & Listening</i></p> <ul style="list-style-type: none"> To listen to and follow a set of oral instructions. To orally rehearse instructions. <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to spell known and unfamiliar words. To use a range of strategies to write words with alternative graphemes for a given phoneme. To write tricky and HFWs matched to their phonic level. <p><i>Writing – Composition</i></p> <ul style="list-style-type: none"> To compose a title to explain what their instructions are for. To include additional information about safety aspects. To list materials/equipment needed. To compose imperative sentences in chronological order. To compose negative commands. <p><i>Grammar & Punctuation</i></p> <ul style="list-style-type: none"> To use temporal connectives as openers to order written instructions. To identify different types of simple sentences – statements, questions, exclamations and commands, and their related punctuation. To use imperative verbs at the beginning or near the beginning of each instruction. To identify prepositions in instructions. To use prepositions to make instructions more precise. 	<p>Text Type:</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Title to explain purpose List of materials/equipment Additional safety information adverbs Temporal connectives Bossy (imperative) verbs Negative commands Prepositions <p>*New learning for this text type in bold.</p>
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Year Group: 2	Term: Autumn	Unit: Poems, different structures and language patterns Timescale: 2 weeks	Cross-Curricular Links:
Lesson Objectives:		Key Outcomes:	Texts:
<p><i>Reading – Word Reading</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to read unfamiliar words. To read tricky/HFWs and identify the tricky part/s. To read words containing graphemes with alternative pronunciations. <p><i>Reading – Comprehension</i></p> <ul style="list-style-type: none"> To identify alternate line rhymes. To identify rhyming couplets. To identify near rhymes. To know that 2 words rhyme because their final sounds are the same or similar. To identify the theme of a poem and the words which tell you this. <p><i>Spoken Language & Listening</i></p> <ul style="list-style-type: none"> To read poetry aloud and recite some poems by heart. To speak audibly and fluently. To identify/create appropriate sound effects to match to the theme of the poem. To use a speaking frame of a poem structure to orally rehearse, edit and improve their own poems. <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to spell known and unfamiliar words. To use a range of strategies to write words with alternative graphemes for a given phoneme. To write tricky and HFWs matched to their phonic level. <p><i>Writing – Composition</i></p> <ul style="list-style-type: none"> To compose a poem on a theme with an alternative line rhyme structure. To compose a poem on a theme with rhyming couplets. 		<p>2 poems each with a different structure/language pattern</p>	<p>Dig, Dig, Digging – Margaret Mayo / Its behind you monster Poems</p> <p>Poems with different structures and language patterns</p>
		<p>Text Type:</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Capital letters at the beginning of each line Commas at the end of each line and a full stop at the end of the poem Able to state which words rhyme, the sound which is the same/similar and the part of the word it comes from Able to state that a noun is the name of an object , person or place Able to state that an adjective describes the noun Able to state that a verb is an action, happening or state 	

<ul style="list-style-type: none"> To organise a poem in to verses, each linked to the theme. <p><i>Grammar & Punctuation</i></p> <ul style="list-style-type: none"> To use commas at the end of each line and a full stop at the end of the poem. To use a capital letter at the beginning of every line. To identify nouns, verbs and adjectives. 	
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Year Group: 2	Term: Autumn	Unit: Non-Chronological Report (historical)	Timescale: 3 weeks	Cross-Curricular Links: History – Florence Nightingale / Mary Seacole	
Lesson Objectives:				Key Outcomes:	Texts:
<p><i>Reading – Word Reading</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to read unfamiliar words. To read tricky/HFWs and identify the tricky part/s. To read words containing graphemes with alternative pronunciations. To understand how to use adjectives with the suffix –er and –est to make comparisons. <p><i>Reading – Comprehension</i></p> <ul style="list-style-type: none"> To identify the language features of a historical non-chronological report. To use skimming and scanning techniques to locate literal information in the text. To reconstruct a text in chronological order. To identify the theme of each section of the text. To use inference to explain the meaning of ambitious vocabulary. <p><i>Spoken Language & Listening</i></p> <ul style="list-style-type: none"> To orally rehearse and improve sentences To orally describe photos of transport from the past, using ambitious adjectives, expanded noun phrases and similes. <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to spell known and unfamiliar words. To use a range of strategies to write words with alternative graphemes for a given phoneme. To write tricky and HFWs matched to their phonic level. To spell adjectives with the suffix –er and –est, where the root word ends in a –y or an –e, e.g. copy-copier, hike-hiker. <p><i>Writing – Composition</i></p> <ul style="list-style-type: none"> To research information and make notes about a specific area of transport over the years. To use a planning frame to organise notes into sub-sections. To write an introduction about transport over the years. To use sub-headings to organise notes in chronological order. To use time connectives to ensure cohesion between sections. <p><i>Grammar & Punctuation</i></p> <ul style="list-style-type: none"> To use expanded noun phrases. To use commas in a list. To use similes to make comparisons and engage the reader. To identify and use time connectives. To identify and use additional connectives. To choose and write in the correct tense (past and present). 				Information text about how one type of transport has changed over the years	Information Texts
				Text Type:	
				Success Criteria:	
				<ul style="list-style-type: none"> Mostly past tense (current transport – present tense) Introduction to topic Sub-headings in chronological order Commas in a list Expanded noun phrases Similes Ambitious adjectives and verbs Additional connectives – also, then, in addition, which Time connectives – During..., Later on, Presently, After, etc. Diagrams/images 	

Year Group: 2	Term: Autumn	Unit: Explanation	Timescale: 2 weeks	Cross-Curricular Links: Science – properties of materials	
Lesson Objectives:				Key Outcomes:	Texts:
<p><i>Reading – Word Reading</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to read unfamiliar words. To read tricky/HFWs and identify the tricky part/s. To read words containing graphemes with alternative pronunciations. <p><i>Reading – Comprehension</i></p> <ul style="list-style-type: none"> To identify the typical structural features of an information text which explains (including the organisational features such as starting with a general statement and use of temporal connectives). 				'Why/How...' information books about materials and their properties, e.g. 'How and why is metal used to make coins, cans and cars?'	Information books which explain why, including on-line texts.
				Text Type: Explanation	
				Success Criteria:	

<ul style="list-style-type: none"> To review how to use the contents and index pages to answer questions. To use glossaries to find the meaning of new vocabulary. <p><i>Spoken Language & Listening</i></p> <ul style="list-style-type: none"> To give well structures explanations. To speak audibly and fluently with an increasing command of Standard English. To listen to a programme/video clip and take notes on a flow diagram. To orally construct complex sentences using causal connectives for subordination. To use notes and temporal connectives to orally rehearse their explanations. <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to spell known and unfamiliar words. To use a range of strategies to write words with alternative graphemes for a given phoneme. To write tricky and HFWs matched to their phonic level. <p><i>Writing – Composition</i></p> <ul style="list-style-type: none"> To plan an explanation using a flow diagram, using scientific vocabulary. To structure their explanation using; a title that shows what you are explaining; a general statement/introduction; sub-headings for different sections and temporal connectives. To use bullet points for lists. To include photos with captions for interest and further explanations. <p><i>Grammar & Punctuation</i></p> <ul style="list-style-type: none"> To identify causal and temporal connectives and explain their purpose. To identify verbs in their present tense form. To write in the present tense, including auxiliary verbs (progressive form) for captions, e.g. The machine <i>is squashing</i> the metal. To use causal connectives for subordination, e.g. <i>because, when, if.</i> To use a comma before a subordinating connective. 	<ul style="list-style-type: none"> Present tense Auxiliary verbs (progressive form) used in captions Title that shows what you are explaining (Why?/How?) Sub-headings General statement/ Introduction Photos with captions Bullet points Causal and temporal connectives Scientific vocabulary Glossary
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Year Group: 2	Term: Autumn	Unit: Poetry – Free verse	Timescale: 2 weeks	Cross-Curricular Links: Art
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Lesson Objectives:	Key Outcomes:	Texts:
<p><i>Reading – Word Reading</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to read unfamiliar words. To read tricky/HFWs and identify the tricky part/s. To read words containing graphemes with alternative pronunciations. To understand how to use adjectives with the suffix –er and –est to make comparisons. <p><i>Reading – Comprehension</i></p> <ul style="list-style-type: none"> To identify and discuss their favourite words and phrases in a poem. To read a range of poems discussing and expressing views about them. To identify the theme of a poem. To identify ambitious adjectives and verbs. To make straight forward inference based on a single point of reference. To identify lines and verses in a poem. <p><i>Spoken Language & Listening</i></p> <ul style="list-style-type: none"> To read aloud their favourite poems, speaking audibly and fluently. To orally rehearse and improve lines before writing them down. <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to spell known and unfamiliar words. To use a range of strategies to write words with alternative graphemes for a given phoneme. To write tricky and HFWs matched to their phonic level. To spell adjectives with the suffix –er and –est, where there is no change to the root word or where you double the last letter, e.g. cold-colder, hot-hotter. <p><i>Writing – Composition</i></p> <ul style="list-style-type: none"> To plan the ambitious adjectives and verbs to be used in their poem. To organise ideas around a theme (Spring). To write a free verse poem with a repetitive structure. 	<p>Poems based on observations of famous paintings, creating imagery through the use of language.</p> <p>Text Type:</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Verses Full stops at the end of each verse Poem based around the theme of Spring Expanded noun phrases Similes <p>Ambitious adjectives and verbs</p>	<p>Free verse poems with a repetitive structure, e.g. THE MAGIC BOX, by Kit Wright</p>

<ul style="list-style-type: none"> To write in verses. <p><i>Grammar & Punctuation</i></p> <ul style="list-style-type: none"> To use a full stop at the end of each verse. To use expanded noun phrases. To use similes to make comparisons and create imagery. 	
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Maths	
<p>Number: Place Value</p> <ul style="list-style-type: none"> Read and write numbers to at least 100 in numerals and in words Recognise the place value of each digit in a two digit number (tens, ones) Identify, represent and estimate numbers using different representations including the number line Compare and order numbers from 0 up to 100, use <, > and = signs Use place value and number facts to solve problems Count in steps of 2, 3 and 5 from 0 and in tens from any number, forwards and backwards 	<p>Count objects to 100 and read and write numbers in numerals and words</p> <p>Represent numbers to 100</p> <p>Tens and ones with a part-whole model</p> <p>Tens and ones using addition</p> <p>Use a place value chart</p> <p>Compare objects</p> <p>Compare numbers</p> <p>Order objects and numbers</p> <p>Count in 2s, 5s and 10s</p> <p>Count in 3s</p>
<p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts to 100 Add and subtract numbers using concrete objects, pictorial representations and mentally, including a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot Solve problems with addition and subtraction, using concrete objects and pictorial representations, including those involving numbers, quantities and measures, applying their increasing knowledge of mental and written methods Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems 	<p>Fact families - addition and subtraction bonds to 20</p> <p>Check calculations</p> <p>Compare number sentences</p> <p>Related facts</p> <p>Bonds to 100 (tens)</p> <p>Add and subtract 1s</p> <p>10 more and 10 less</p> <p>Add and subtract 10s</p> <p>Add a 2-digit and 1-digit number - crossing ten</p> <p>Subtract a 1-digit number from a 2-digit number - crossing ten</p> <p>Add two 2-digit numbers - not crossing ten - add ones and add tens</p> <p>Add two 2-digit numbers - crossing ten - add ones and add tens</p> <p>Subtract a 2-digit number from a 2-digit number - not crossing ten</p> <p>Subtract a 2-digit number from a 2-digit number - crossing ten - subtract ones and tens</p> <p>Bonds to 100 (tens and ones)</p> <p>Add three 1-digit numbers</p>
<p>Measurement: Money</p> <ul style="list-style-type: none"> Recognise and use symbols for pounds (£) and pence (p) and combine amounts to make a particular value Find different combinations of coins that equal the same amounts of money Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change 	<p>Count money - pence</p> <p>Count money - pounds (notes and coins)</p> <p>Count money - notes and coins</p> <p>Select money</p> <p>Make the same amount</p> <p>Compare money</p> <p>Find the total</p> <p>Find the difference</p> <p>Find change</p> <p>Two-step problems</p>

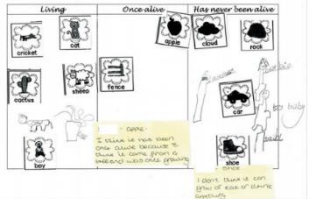
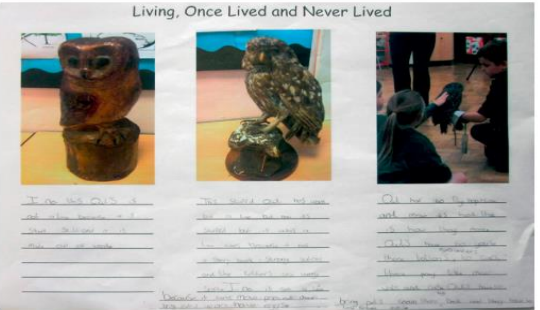
<p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2,5 and 10 times-tables, including recognising odd and even numbers Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot 	<p>Multiplication:</p> <p>Recognise equal groups Make equal groups Add equal groups Multiplication sentences using the x symbol Multiplication sentences from pictures Use arrays 2 times-table 5 times-table 10 times-table</p> <p>Division:</p> <p>Make equal groups - sharing Make equal groups - grouping Divide by 2 Odd and even numbers Divide by 5 Divide by 10</p>
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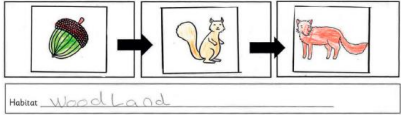
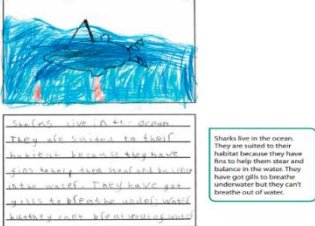
Science – Plants and every day materials

In addition to covering all of the National Curriculum Statements, please ensure that you are working scientifically. This topic lends itself to:

- Perform simple tests
- Observing closely, using simple equipment
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions.

Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.

NC Link	Aims	Activity Suggestions
<p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p>	<p>Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy.</p> <p>They should raise and answer questions that help them to become familiar with the life processes that are common to all living things.</p>	<p>Explore local area outside/inside to identify things that are living, things that are dead and things that have never been alive.</p> <p>Give children objects to sort into 3 categories practically.</p> <p>Sort objects into a table.</p>  <p>Arrange a visit of an animal and sort into 3 categories:</p> 
<p>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.</p>	<p>Pupils should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter).</p>	<p>Go into the playground/forest school and search for living things. Note down where different animals live and whether they live in a habitat or micro habitat.</p> <p>Take pictures on iPads of animals in habitats at different times of the day.</p> <p>Focus on an animal as a class and create a profile by drawing and labelling:</p>

<p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>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.</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><u>Raise and answer questions</u> about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals.</p> <p>Compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest.</p>	<div data-bbox="1003 108 1429 379"> <h3 style="text-align: center;">My Ladybird home</h3>  </div> <p>Observe what the animal depends on – what else is living? Food/grass etc. What else does the animal depend on? Are these things alive/dead/never lived.</p> <p>Children could then choose another animal to create a profile for.</p> <p>Create a simple food chain:</p> <div data-bbox="1464 338 1863 453">  </div> <p>Compare to animals found in less familiar habitats – sharks in the ocean/ rainforest animals. How are they different? Why?</p> <p>Identify and label plants and add them to diagram/profile.</p> <p>Children could make a project book for a certain animal detailing all of the above:</p> <ul style="list-style-type: none"> Animal – label Habitat – describe where it lives and why (label the plants) What the animal depends on (living/dead/non-living) How to protect the animal (effects of rubbish, global warming) Simple food chain. <div data-bbox="1756 517 2069 743">  </div>
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<u>Suggested Trips</u>
Greenwich Peninsular Ecology Park
Forest School
Aquarium

Year 2 - Use of Everyday Materials

Read book as a class – Somebody Swallowed Stanley

In addition to covering all of the National Curriculum Statements, please ensure that you are working scientifically. This topic lends itself to:

- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions.

Pupils might work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.

NC Link	Aims	Activity Suggestions
Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	Children to find materials suited for uses but best for the planet.	Explore properties of materials and mind map properties of a range of materials in groups.

Title	Making a kite
Science content statement(s)	The pupil can distinguish objects from materials, describe their properties, identify and group everyday materials (year 1) and compare their suitability for different uses (year 2).
Working scientifically statement(s) (if applicable)	The pupil can, using appropriate scientific language from the national curriculum, use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions, grouping and classifying things.
Context	The class had previously sorted a range of everyday materials by their observable properties and had been introduced to appropriate scientific language to describe these. To introduce the idea of suitability for purpose, the pupils had flown kites in the playground and talked about what made a good kite. They were then given a range of materials and asked to choose suitable ones to use when making a kite, specifying their reasons.
Comment	The pupil sorted materials according to their suitability for different parts of a kite. Some direct references were made to properties and behaviour of the materials, for example: <ul style="list-style-type: none"> • 'light' • 'spiky affect to chop the wind' • 'to support the materials':

String
So you can fly it without it flying away
Matchsticks To give a spiky affect to chop the wind.
Twirler
To unround the string.

Pipecleaner
I will use it to hold the 3 other materials and also to support the materials at the side.

Foil
The material at the top of the kite. It's a lite metal so it isn't heavy which means it will fly.

Bubble rap
The bottom material of the kite.

You also told me it is light.

Title	Teddy Bear's coat
Science content statement(s)	The pupil can distinguish objects from materials, describe their properties, identify and group everyday materials (year 1) and compare their suitability for different uses (year 2).
Working scientifically statement(s) (if applicable)	The pupil can, using appropriate scientific language from the national curriculum, use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions, carrying out simple comparative tests.
Context	In previous lessons, the pupils were recognising, grouping and naming common materials. They had also compared various materials, identifying their properties. In this activity, the pupils were set a scenario explaining that Teddy Bear wants a new coat, but he is not sure from which material to make his coat. Teddy Bear says that the material needs to be waterproof. The pupils were asked to compare 4 different materials and test them to see which is best suited for use as a waterproof coat.
Comment	The pupil carried out a simple comparative test and used their observations to identify which material would be best for the coat, giving reasons.

Material	Did the water go through the material?	Did the water stay on top?
Paper	X	✓
Card	X	✓
Plastic	X	✓
Fabric	✓	X

★★★★★★★★★★★★★★★★★★★★
 ★ Which material is best for Teddy Bear's coat? ★
 ★ Plastic ★
 ★ Why? ★
 ★ Because when some water came ★
 ★ it stayed on top ★
 ★★★★★★★★★★★★★★★★★★★★★

Plastic:
Because when some water came it stayed on top.

Ridiculous Materials
Ask children to suggest the most ridiculous thing that a material could be used for e.g. glass – football because it is too fragile / secret diary because it is transparent.

Big Bad Wolf Experiment
Challenge to making model houses and shelters out of straw, wood (lolly sticks/twigs) and bricks (blocks) as well as everyday materials. Observe what happens in a range of simple tests including blowing the houses with a hairdryer.

Work in small groups to squash, twist, bend and stretch lumps of play-dough into specified numbers, letters or shapes. Explained how they achieved outcomes using specific vocabulary.

Repeat with different materials.

Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Pupils might work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.

Computing

Software – Numbers/Excel

Awareness:

- That we can organise data into tables and graphs

Skills:

- To understand that we can organise data into tables and graphs
- To enter data into Excel/Numbers to create a simple bar chart
- To create a simple table and enter data into it (Numbers/Excel)
- To present data as a graph with appropriate labels
- To collect data in response to a problem/question

Evaluation: Can I present data clearly in my graph?

Outcome: To collect and present data to find the answer to a given problem/question

Online Safety: Self-image and Identity

Software – Safari

Awareness: That search engines can be used to find information

NOTE: Teachers need to refer to the NOS resources on Managing Online Information – Play the introductory video

Skills:

- To understand how to use a web browser (e.g. navigation buttons, tabs, search/address bar)
- To be able to type a search term into Google to find a website
- To navigate websites using menus and hyperlinks
- To use a child friendly (e.g. Kiddle, KidRex) search engine to find an image to copy and paste into my learning
- To generate a simple search term to find the information that I need

Evaluation: Can I choose the correct search term to find the information safely?

Outcome: To complete a research project about a given topic

Online Safety: Online Relationships

PSHCE – Growing up and taking responsibility

- about the process of growing from young to old and how people's needs change
- about growing and changing and new opportunities and responsibilities that increasing independence may bring
- about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices
- ways in which they are all unique; understand that there has never been and will never be another 'them'
- ways in which we are the same as all other people; what we have in common with everyone else
- about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.
- to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class and to offer constructive support and feedback to others
- that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)

Values

Emotional Intelligence – sharing own opinions confidently on team work

British Values

Democracy – Role of School council

Rule of law – school rules

History – Florence Nightingale and Mary Seacole

- The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods
- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- They should use a wide vocabulary of everyday historical terms.
- They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Art – Paintings – portraits of us as traction man / Mary Seacole / Florence Nightingale?

- to use a range of materials creatively to design and make products
- to use painting to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the

- differences and similarities between different practices and disciplines, and making links to their own work

Music – A theme tune for traction man

- play tuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music
- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

P.E

Basketball, gym, football, Dance

<p>Gymnastics – Movement and Co-ordination</p> <ul style="list-style-type: none"> • To explore gymnastic movements and actions with control and link them together with flow. • To explore travelling on benches (including jumps and landing). • To learn to work with a partner to move in a patterned sequence without walking. • To choose and use simple compositional ideas by creating and performing sequences. 	<p>Basketball</p> <ul style="list-style-type: none"> • To develop dribbling skills in a variety of directions. • To learn to dribble a basketball and change direction. • To dribble through and around obstacles • To develop competency in dribble, pass and receive. • To play adapted competitive games using passing and catching (such as dribbling relays, passing and catching at speed in a line). • To learn how to defend and evade. 	<p>Dance (2 lessons on each)</p> <ul style="list-style-type: none"> • To explore different levels and speeds of movement. • To compose and perform simple dance phrases. • To show contrasts in simple dances with good body shape and position. 	<p>Football</p> <ul style="list-style-type: none"> • To develop dribbling skills a football and change direction through and around obstacles. • To learn how to send and receive a pass with the player’s weaker foot. • To develop tackling techniques. • To learn to use passing to beat a defender. • To learn how to shoot. • To learn to receive a pass, dribble and shoot.
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Design and Technology – A Car for traction man

- design purposeful, functional, appealing products other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, according to their characteristics
- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria
- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their

RE Hindu 1 & 2

Refer to scheme

Year 2 – Spring Term

English

Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

Year Group: 2	Term: Spring	Unit: Traditional stories	Timescale: 3 weeks	Cross curricular links:
Lesson Objectives:			Key Outcomes:	Texts:
<p><i>Reading – Word Reading</i></p> <ul style="list-style-type: none"> • To apply phonic knowledge to read unfamiliar words. • To read tricky/HFWs and identify the tricky part/s. • To read words containing graphemes with alternative pronunciations. <p><i>Reading – Comprehension</i></p> <ul style="list-style-type: none"> • To identify the key events in a story. • To identify how items of information in a story are related. • To make inferences about the personality traits of the main characters based on their speech and actions. • To explain the relationship between characters based on literal and inferred evidence. • To identify time connectives and explain how they are used to sequence events in a story. <p><i>Spoken Language & Listening</i></p> <ul style="list-style-type: none"> • To retell a traditional story that you know (as a starting point for the unit). • To listen to, discuss and express views about Traditional stories. • To ask and answer questions in role to explore a characters personality traits and build their vocabulary. • To create freeze frames for the next chapter (the next encounter with the evil character). <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> • To apply phonic knowledge to spell known and unfamiliar words. • To use a range of strategies to write words with alternative graphemes for a given phoneme. • To write tricky and HFWs matched to their phonic level. <p><i>Writing – Composition</i></p> <ul style="list-style-type: none"> • To use a story board to plan the next chapter (the next encounter with the evil character). • To use time connectives to sequence events in their story. • To select/create sounds and images to enhance their story. <p><i>Grammar & Punctuation</i></p> <ul style="list-style-type: none"> • To understand and recognise direct speech. • To know how to punctuate direct speech. • To use exclamation marks and ellipses for dramatic effect. • To know how a compound sentence is different from a simple sentence. • To write compound sentences using co-ordinating the conjunctions <i>and, but, or.</i> 			<p>Creating a digital text with sounds and images (short story)</p> <p>Traditional stories (make sure they are not the same as year 1) Hans Christian Anderson?</p>	
			Text Type:	
			Success Criteria:	
			<ul style="list-style-type: none"> • Time connectives • Inverted commas for direct speech • Ellipses • Exclamation marks • Expanded noun phrases to describe characters • Compound sentences <p>*New learning for this text type in bold.</p>	

Year Group: 2	Term: Autumn	Unit: Persuasion	Timescale: 3 weeks	Cross curricular links: Geography
Lesson Objectives:			Key Outcomes:	Texts:
<p><i>Reading – Word Reading</i></p> <ul style="list-style-type: none"> • To apply phonic knowledge to read unfamiliar words. • To read tricky/HFWs and identify the tricky part/s. • To read words containing graphemes with alternative pronunciations. <p><i>Reading – Comprehension</i></p> <ul style="list-style-type: none"> • To answer literal questions to identify the facts about a holiday location. 			<p>Emailing children at a school in another country, persuading them to visit London</p>	<p>Travel Brochures/guides & online holiday websites</p>
			Text Type:	
			Success Criteria:	

<ul style="list-style-type: none"> To make inferences about a holiday location from pictures and text. To identify persuasive features and explain why they are effective. To understand and identify the difference between fact and opinion. To compare holiday destinations and express an opinion about which location they would choose and why. <p><i>Spoken Language & Listening</i></p> <ul style="list-style-type: none"> To use emotive photos to orally generate alliterative sentences, expanded noun phrases which exaggerate and rhetorical questions. To orally rehearse talking about a holiday location, moving from a general point to more specific points (use a sequence of photos to support, e.g. photo of whole resort, the hotel, then a bedroom). To articulate and justify an opinion. <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> To apply phonic knowledge to spell known and unfamiliar words. To use a range of strategies to write words with alternative graphemes for a given phoneme. To write tricky and HFWs matched to their phonic level. <p><i>Writing – Composition</i></p> <ul style="list-style-type: none"> To use photos, maps, charts and text (including online), to take notes about London. To organise notes from general to specific points. To compose their persuasive text using a number of key points which move from general to specific. To include persuasive features in their text. <p><i>Grammar & Punctuation</i></p> <ul style="list-style-type: none"> To understand what a pronoun is, and to use personal pronouns to persuade. To recognise and construct expanded noun phrases, through the use of adjectives. To use question marks for rhetorical questions. To use exclamation marks when exaggerating. 	<ul style="list-style-type: none"> Present tense Key points move from general to specific Rhetorical questions Alliteration Emotive photos & captions Exaggeration Expanded noun phrases Personal pronouns Facts & opinions <p>*New learning for this text type in bold.</p>
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Year Group: 2	Term: Spring	Author Focus: Roald Dahl 'The twits'	Unit: Extended Stories	Timescale: 1 weeks	Cross curricular links	
Lesson Objectives:					Key Outcomes:	Texts:
<p><i>Reading – Word Reading</i></p> <ul style="list-style-type: none"> To identify and sort nouns which are plurals and nouns which have an apostrophe to mark singular possession. (Do not include plural possession at this stage) <p><i>Reading – Comprehension</i></p> <ul style="list-style-type: none"> To retrieve literal information from texts (including online), about the author Roald Dahl. To identify the common themes/similarities across a range of Roald Dahl novels. To identify the key features of a biography of an author. <p><i>Spoken Language & Listening</i></p> <ul style="list-style-type: none"> To listen to interview clips of Roald Dahl and take notes. (www.roalddahl.com) <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> From oral dictation, write sentences with nouns that contain apostrophes for singular possession and nouns which are plurals. (Do not include plural possession at this stage) <p><i>Writing – Composition</i></p> <ul style="list-style-type: none"> To organise notes about Roald Dahl around themes and in chronological order. To write a short biography about Roald Dahl. <p><i>Grammar & Punctuation</i></p> <ul style="list-style-type: none"> To write consistently in the past tense. To use apostrophes to mark singular possession in nouns, e.g. Roald Dahl's books... To use capital letters for proper nouns and titles of books (main words, not connecting words). 					<p>Final - A chapter book in the style of Roald Dahl</p> <p>This week – short biography about Roald Dahl</p>	<p>Extracts from Roald Dahl novels and the synopsis on the back of different novels</p> <p>Short biography of another children's author</p>
					Text Type:	
					Success Criteria:	
					<ul style="list-style-type: none"> Past tense Apostrophes to mark singular possession Subordinating connectives Capital letters for proper nouns and in titles of books Chronological Key dates of significant events Interesting facts Key themes/similarities across his books Expanded noun phrases 	

Year Group: 2	Term: Spring	Author Focus: Roald Dahl 'The twits'	Unit: Extended Stories	Timescale: 1 weeks	Cross curricular links	
Lesson Objectives:					Key Outcomes:	Texts:
<i>Reading – Word Reading</i>						'The Twits' – Roald Dahl

<ul style="list-style-type: none"> To identify and read contracted words, knowing their uncontracted form, e.g. couldn't – could not. To find synonyms for adjectives and descriptive verbs, using thesauruses. To blend syllables to read polysyllabic words. <p><i>Reading – Comprehension</i></p> <ul style="list-style-type: none"> To retrieve literal information about the appearance of the main characters. To understand and identify how the writer's choice of adjectives and (sometimes) verbs, makes the reader think that the Twits are disgusting. To summarise paragraphs/chapters to understand how the writer has organised information and to see how much detail the writer goes into about each characteristic, e.g. hairiness. To explain why the author uses questions in the introduction. <p><i>Spoken Language & Listening</i></p> <ul style="list-style-type: none"> To orally rehearse and improve sentences. To give well-structured descriptions. <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> To spell words in their contracted and uncontracted form. To segment words into syllables to spell polysyllabic words. <p><i>Writing – Composition</i></p> <ul style="list-style-type: none"> To write in detail about each specific characteristic, over a number of sentences/paragraphs. To make comparisons with 'normal' people. To write the first chapter of their own short novel, introducing the main character/s. To include questions to engage the reader. <p><i>Grammar & Punctuation</i></p> <ul style="list-style-type: none"> To generate expanded noun phrases and descriptive verbs for effect to describe their own character/s. To include a question mark at the end of every question. To use personal pronouns to address the reader, e.g. 'You and I...', 'We...' To know how a compound sentence is different from a simple sentence. To write compound sentences using co-ordinating the conjunctions <i>and, but, or.</i> 	Chapter 1 of their own novel in the style of Roald Dahl – Introducing the main character/s
	Text Type: Success Criteria:
	<ul style="list-style-type: none"> Expanded noun phrases Adjectives and descriptive verbs chosen for effect Questions to engage the reader Personal pronouns to address the reader Detail about each characteristic over a number of sentences/paragraphs Comparisons with 'normal' people Compound sentences Question marks Capital letters for names (proper nouns)

Year Group: 2	Term: Spring	Author Focus: Roald Dahl 'The Twits'	Unit: Extended Stories	Timescale: 1 weeks	Cross curricular links	
Lesson Objectives:					Key Outcomes:	Texts:
<p><i>Reading – Word Reading</i></p> <ul style="list-style-type: none"> To identify homophones and explain their different uses – there/their/they're and to/too/two. To blend syllables to read polysyllabic words. <p><i>Reading – Comprehension</i></p> <ul style="list-style-type: none"> To retrieve literal information about the events and their sequence. To identify why a new paragraph/line has been started. To identify exclamative sentences and explain why exclamation marks have been used. <p><i>Spoken Language & Listening</i></p> <ul style="list-style-type: none"> To freeze frame the sequence of events involved in the trick. To improvise the trick and respond in role using exclamative sentences. To use kung-fu punctuation to orally rehearse direct speech. <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> From oral dictation, write sentences with the homophones – there/their/they're and to/ too/two. To segment words into syllables to spell polysyllabic words. <p><i>Writing – Composition</i></p> <ul style="list-style-type: none"> To plan and sequence ideas for playing a trick on another character. To start a new paragraph/line when a different character speaks. <p><i>Grammar & Punctuation</i></p> <ul style="list-style-type: none"> To identify direct speech and know where inverted commas are used to demarcate direct speech. To use descriptive verbs instead of 'said' to match the personality and feelings of each character. To use apostrophes for contractions in informal speech. To write exclamative sentences, using exclamation marks. 					Chapter 2 of their own novel in the style of Roald Dahl – playing a trick on another character	'The Twits' – Roald Dahl
					Text Type: Success Criteria:	
					<ul style="list-style-type: none"> Expanded noun phrases Adjectives and descriptive verbs chosen for effect Direct speech Inverted commas Descriptive verbs instead of 'said' Apostrophes for contractions in informal speech Exclamative sentences Exclamation marks Paragraphs 	

Year Group: 2 Term: Spring Author Focus: Roald Dahl 'The twits' Unit: Extended Stories Timescale: 1 weeks Cross curricular links						
Lesson Objectives:					Key Outcomes:	Texts:
<p><i>Reading – Word Reading</i></p> <ul style="list-style-type: none"> To identify homophones and explain their different uses – here/hear and quite/quiet. To blend syllables to read polysyllabic words. <p><i>Reading – Comprehension</i></p> <ul style="list-style-type: none"> To make predictions (inferences) about how the Twits might deal with the effects of growing old (the shrinks!), based on evidence from the previous chapters. To describe the relationship between Mr and Mrs Twit using literal and inferred evidence from the text. <p><i>Spoken Language & Listening</i></p> <ul style="list-style-type: none"> To hot seat one of the Twits, asking questions to establish their relationship. To respond in role as one of the Twits <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> From oral dictation, write sentences with the homophones – here/hear and quite/quiet. To segment words into syllables to spell polysyllabic words <p><i>Writing – Composition</i></p> <ul style="list-style-type: none"> To plan events in chronological sequence. To start a new paragraph/line when a different character speaks. To use connectives as openers to sequence events. <p><i>Grammar & Punctuation</i></p> <ul style="list-style-type: none"> To use inverted commas to demarcate direct speech. To use descriptive verbs instead of 'said' to match the personality and feelings of each character. To use apostrophes for contractions in informal speech. To write exclamative sentences, using exclamation marks. To use ...ly and ...ing words as sentence openers. 					<p>Chapter 3 of their own novel in the style of Roald Dahl – trying to stop the effects of old age</p> <p>'The Twits' – Roald Dahl</p>	
					<p>Text Type:</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Expanded noun phrases Adjectives and descriptive verbs chosen for effect Direct speech Inverted commas Descriptive verbs instead of 'said' Apostrophes for contractions in informal speech Exclamative sentences Exclamation marks Paragraphs Connectives, ..ly and ...ing words as openers 	

Year Group: 2 Term: Spring Author Focus: Roald Dahl 'The twits' Unit: Extended Stories Timescale: 1 weeks Cross curricular links						
Lesson Objectives:					Key Outcomes:	Texts:
<p><i>Reading – Word Reading</i></p> <ul style="list-style-type: none"> To identify homophones and explain their different uses – bare/bear, son/sun and one/won. To blend syllables to read polysyllabic words. <p><i>Reading – Comprehension</i></p> <ul style="list-style-type: none"> To identify words/phrases which tell you how the Twits mistreated the animals. To summarise paragraphs/chapters to understand how the writer has organised information and to see how much detail the writer goes into about each event. To use dictionaries to find the meanings of unknown words. <p><i>Spoken Language & Listening</i></p> <ul style="list-style-type: none"> To orally rehearse the sequence of events in their chapter using connectives, ...ly and ...ing words as openers. To improve their oral composition by adding more detail about each event/piece of action. <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> From oral dictation, write sentences with the homophones – bare/bear, son/sun and one/won. To segment words into syllables to spell polysyllabic words. <p><i>Writing – Composition</i></p> <ul style="list-style-type: none"> To plan events in chronological sequence. To start a new paragraph/line when a different character speaks. To use connectives as openers to sequence events. <p><i>Grammar & Punctuation</i></p> <ul style="list-style-type: none"> To generate precise nouns to match their setting/action. To write exclamative sentences, using exclamation marks. 					<p>Chapter 4 of their own novel in the style of Roald Dahl – mistreating their pets</p> <p>'The Twits' – Roald Dahl</p>	
					<p>Text Type:</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Personal pronouns to address the reader Expanded noun phrases Adjectives and descriptive verbs chosen for effect Direct speech Inverted commas Descriptive verbs instead of 'said' Detail about each event/piece of action over a number of sentences/paragraphs Exclamative sentences Paragraphs Connectives, ..ly and ...ing words as openers Subordinating connectives 	

<ul style="list-style-type: none"> To use ...ly and ...ing words as sentence openers. To use connectives for subordination, e.g. <i>because, when, if, that</i>. To use a comma before a subordinating connective. 	
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Year Group: 2	Term: Spring	Author Focus: Roald Dahl 'The twits'	Unit: Extended Stories	Timescale: 1 weeks	Cross curricular links	
Lesson Objectives:					Key Outcomes:	Texts:
Reading – Word Reading <ul style="list-style-type: none"> To identify homophones and explain their different uses – be/bee, blue/blew and night/knight. To blend syllables to read polysyllabic words. Reading – Comprehension <ul style="list-style-type: none"> To identify the narrative genre of the text and why you think Roald Dahl chooses to write in this style. To identify which parts of the story you found funny and why, e.g. nonsense words, impossible/silly things happening, rude language, etc. Spoken Language & Listening <ul style="list-style-type: none"> To orally rehearse the sequence of events in their chapter using connectives, ...ly and ...ing words as openers. To improve their oral composition by adding more detail about each event/piece of action. Writing – Transcription <ul style="list-style-type: none"> From oral dictation, write sentences with the homophones – be/bee, blue/blew and night/knight. To segment words into syllables to spell polysyllabic words. To write in cursive script for best. Writing – Composition <ul style="list-style-type: none"> To write the final chapter where the pets play a trick on the main characters and then escape. To plan events in chronological sequence, ending with something funny happening to the main characters. To start a new paragraph/line when a different character speaks. To use connectives as openers to sequence events. To proof-read to check for errors in spelling and punctuation. Grammar & Punctuation <ul style="list-style-type: none"> To generate precise nouns to match their setting/action. To write exclamative sentences, using exclamation marks. To use ...ly and ...ing words as sentence openers. 					Chapter 5 of their own novel in the style of Roald Dahl – the pets get their revenge	'The Twits' – Roald Dahl
					Text Type:	
					Success Criteria:	
					<ul style="list-style-type: none"> Personal pronouns to address the reader Funny ending Adjectives and descriptive verbs chosen for effect Direct speech Inverted commas Descriptive verbs instead of 'said' Detail about each event/piece of action over a number of sentences/paragraphs Exclamative sentences Paragraphs Connectives, ..ly and ...ing words as openers 	

Maths	
Statistics <ul style="list-style-type: none"> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity Ask and answer questions about totalling and comparing categorical data 	Make tally charts Draw pictograms (1-1) Interpret pictograms (1-1) Draw pictograms (2,5 and 10) Interpret pictograms (2, 5 and 10) Block diagrams
Geometry: Properties of shape <ul style="list-style-type: none"> Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces Identify 2D shapes on the surface of 3D shapes (for example, a circle on a cylinder and a triangle on a pyramid) Compare and sort common 2D and 3D shapes and everyday objects) 	Recognise 2D and 3D shapes Count sides on a 2D shapes Count vertices on 2D shapes Draw 2D shapes Lines of symmetry Sort 2D shapes Make patterns with 2D shapes Count faces on 3D shapes Count edges on 3D shapes Count vertices on 3D shapes Sort 3D shapes Make patterns with 3D shapes

<p>Number: Fractions</p> <ul style="list-style-type: none"> Recognise, find, name and write fractions 1/2, 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2 	<p>Make equal parts Recognise a half Find a half Recognise a quarter Find a quarter Recognise a third Find a third Unit fractions Non-unit fractions Equivalence of 1/2 and 2/4 Find three quarters Count in fractions</p>
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<p>Measurement: Length and Height</p> <ul style="list-style-type: none"> Choose and use 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 Compare and order lengths, mass, volume / capacity and record the results using <, > and = 	<p>Measure length (cm) Measure length (m) Compare lengths Order lengths Four operations with lengths</p>
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Science – living things and habitats
 ????????

PSHCE link - Deforestation - Leave Some Forest for the Rest of Us: The Code Green Team (3 tweens) go and help to save an orangutans home from deforestation

In addition to covering all of the National Curriculum Statements, please ensure that you are working scientifically. This topic lends itself to:

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions

Pupils might work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions for example: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. They could construct a simple food chain that includes humans (e.g. grass, cow, human). They could describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there.

Computing
 Software – Stop Motion

Awareness: That pictures can be combined to make moving images

Skills:

- To storyboard a simple animated story
- To create props and backgrounds
- To use cameras and software to take sequence of still photos to animate a simple object
- To add title and credits
- To add audio
- To save and export my project

Evaluation: Does my final animation reflect my storyboard?

Outcome: Create a simple story using animation

Online Safety: Online Reputation, Online Bullying

PSHCE – exposure

- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. (Mindfulness activities as alternative ways to spend time)

Values

Innovation how can we make musical instruments using recycled materials?

Determination – as a team member give praise and encouragement

British Values

Individual liberty – Wonderful me- we are all unique

Geography – London to Lagos

- 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
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Music – Easter singing with instruments

- use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music

P.E

<p>Dance (2 lessons on each)</p> <ul style="list-style-type: none"> • To develop a range of dance movements and improve timing. • To work to music, creating movements that show rhythm and control. • To work to music, creating movements that show rhythm and control. 	<p>Dance (2 lessons on each)</p> <ul style="list-style-type: none"> • To develop dance sequences in small groups. • To use a variety of shapes, heights and movements in a sequence to music. • To explore movement to show a mood or feeling. • 	<p>Gymnastics – Balance</p> <ul style="list-style-type: none"> • To balance on isolated parts of the body using the floor and hold balance. • To change from a balance to another balance (such as from one foot to the other). • To develop balances in small groups. • To create small routines of balances within a group. • To perform routines to an audience. 	<p>Gymnastics – Agility</p> <ul style="list-style-type: none"> • To move at different speeds. • To change direction when moving at speed with greater control. • To learn to stop safely with greater control. • To move certain body parts with greater speed and control (such as running on the spot or through speed ladders) • To explore moving in other ways than running through an obstacle course. • To learn to run backwards and side to side.
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French – the Fruits

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; respond to those of others;
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material,
- describe people, places, things and actions orally
- understand basic grammar appropriate to the language being studied, including high-frequency verbs; key features and patterns of the language; to build sentences; and how these differ from or are similar to English.

Refer to scheme

RE – Christianity 3 Easter & symbols & 4 A Local church

Refer to scheme

Year 2 – Summer Term

English

Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

Year Group: 2	Term: Summer	Unit: Narrative – different stories by the same author (Jacqueline Wilson)	Timescale: 3 weeks	Cross-Curricular Links: PSHCE – step families, emotions
Lesson Objectives:		Key Outcomes:	Texts:	
<p><i>Reading – Word Reading</i></p> <ul style="list-style-type: none"> • To blend syllables to read polysyllabic words. • To read words where ‘-es’ is added to nouns and verbs ending in ‘y’ and identify the rule: <i>y is changed to i before -es is added</i> • To read Year 2 common exception words and use a dictionary to investigate their meaning. <p><i>Reading – Comprehension</i></p> <ul style="list-style-type: none"> • To make predictions on what might happen next based on what has been read so far. • To read information from a range of sources to carry out research on the author Jacqueline Wilson. • To use skimming and scanning skills to find relevant information about Jacqueline Wilson. • To compare themes, characters and events of stories by the same author. • To use evidence from the text to explain how a character is feeling at different points in the story. • To use inference skills to answer comprehension questions about the main characters. • To identify why a new paragraph/line has been started. <p><i>Spoken Language & Listening</i></p> <ul style="list-style-type: none"> • To participate in discussions about the text being read, taking turns and listening to what others say. • To retell the story of the monster story teller using drama techniques. • To use drama to explore different settings and act out alternative events for own story. • To act in role, using what we know about the main character from the text. <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> • To segment words into syllables to spell polysyllabic words. • To spell words correctly where ‘-es’ is added to nouns and verbs ending in ‘y’ and apply the rule <i>y is changed to i before -es is added</i> • To correctly spell Year 2 common exception words. <p><i>Writing – Composition</i></p> <ul style="list-style-type: none"> • To write notes based on research about Jacqueline Wilson. • To plan a story, adding expanded noun phrases to annotate setting and character descriptions • To write the beginning of a story describing characters and settings using expanded noun phrases. • To continue writing a story using dialogue with speech marks. • To write an ending to a story. • To start a new paragraph/line when a different character speaks. • To use paragraphs to structure writing. <p><i>Grammar & Punctuation</i></p> <ul style="list-style-type: none"> • To use expanded noun phrases with well-chosen adjectives to describe the setting and characters. • To use verbs and adverbs to describe how a character speaks. (‘Hide in here,’ Tom <u>whispered quietly</u>) • To use the connectives ‘when, if because’ for subordination. • To use adverbial openers (...ly and ...ing openers). 		<p>Create a new story about a character from one of the books studied</p>	<p>Jaqueline Wilson ‘The Monster Story Teller’ ‘Lizzie Zipmouth’</p>	
		Text Type: Instructions		
		Success Criteria:		
		<ul style="list-style-type: none"> • Third person • Past tense • Expanded noun phrases/adjectives to describe the character and the setting • Direct speech • Inverted commas (speech marks) for direct speech • Alternative verbs to ‘said’ and additional adverbs ‘shouted aggressively’ • Capital letters for names (proper nouns) • Paragraphs • Subordination using the connectives ‘when, if, because’ • Exclamative sentences • Exclamation marks • Verb and adverb openers (...ly and ...ing words) • Actions that reveal the character’s emotions (Natalie slammed the door and stormed downstairs!) 		

Year Group: 2	Term: Summer	Unit: Historical Recount – The Great Explorers	Timescale: 2 weeks	Cross-Curricular Links: History
Lesson Objectives:		Key Outcomes:	Texts:	
<i>Reading – Word Reading</i>				

<ul style="list-style-type: none"> To blend syllables to read polysyllabic words. To read words with the suffixes –ment, -ness, -ful, -less and –ly and investigate the rule ‘y changes to i when the root words ends in –y with consonant before it but only if the root word has more than one syllable (merriment, happiness)’. To read Year 2 common exception words and use a dictionary to investigate their meaning. <p><i>Reading – Comprehension</i></p> <ul style="list-style-type: none"> To identify the language features of a historical recount. To use skimming and scanning techniques to locate literal information key historical figures. To reconstruct a text in chronological order. To identify and comment on the author’s use of powerful language used to retell the events and the effect it has on the reader. <p><i>Spoken Language & Listening</i></p> <ul style="list-style-type: none"> To orally retell the main historical events using time connectives. To orally rehearse and improve sentences. <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> To segment words into syllables to spell polysyllabic words. To spell words correctly with the suffixes –ment, -ness, -ful, -less and –ly, applying the rule for root words ending in –y. To correctly spell Year 2 common exception words. <p><i>Writing – Composition</i></p> <ul style="list-style-type: none"> To make notes based on research into the historical events / figures. To use a planning frame to organise notes in chronological order. To write an introduction, including what, where, when and why it was a significant event. To use sub-headings to organise notes in chronological order. To use time connectives to ensure cohesion between sections. <p><i>Grammar & Punctuation</i></p> <ul style="list-style-type: none"> To use expanded noun phrases using adjectives and prepositions e.g. the <u>ferocious</u> waves lashed <u>against</u> the ship’s hull To use ambitious verbs and adverbs to retell the events e.g. the ship’s flag <u>proudly billowed</u> in the wind To use commas in a list e.g. the small, narrow streets. To identify and use time connectives to sequence events. To identify and use additional connectives. 	Historical recount about a Great Explorer, e.g. Christopher Columbus	Historical recounts Historical Information texts
	Text Type: Recount Success Criteria:	
	<ul style="list-style-type: none"> Past tense Opening paragraph to establish context – state main reason it was a significant event, include what, where, when (who and why it happened explained in recount) Sub-headings in chronological order Time connectives – During..., Later on..., In 1666..., After, etc. Additional connectives – also, then, in addition, which Concluding paragraph – summary and comment on the event Commas in a list Expanded noun phrases Ambitious verbs and adverbs Diagrams/images with captions 	

Year Group: 2	Term: Summer	Unit: The Iron Man – Ted Hughes - Descriptive narrative	Timescale: 1 weeks	Cross-Curricular Links:
Lesson Objectives:				
<p><i>Reading – Word Reading</i></p> <ul style="list-style-type: none"> To blend syllables to read polysyllabic words. To read words ending in ‘-tion’ (e.g. station, fiction, motion). <p><i>Reading – Comprehension</i></p> <ul style="list-style-type: none"> To make predictions based on inferences from the front cover and blurb. To identify the expanded noun phrases and similes to describe the Iron Man and comment on the image created in the reader’s mind. <p><i>Spoken Language & Listening</i></p> <ul style="list-style-type: none"> To participate in role play to explore characters and settings. <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> To segment words into syllables to spell polysyllabic words. To spell words ending in ‘-tion’. <p><i>Writing – Composition</i></p> <ul style="list-style-type: none"> To generate descriptive phrases using images and drama as a stimulus. To use descriptive language to write a narrative paragraph. <p><i>Grammar & Punctuation</i></p> <ul style="list-style-type: none"> To identify onomatopoeia and use it when writing descriptions. To create complex sentences using subordinating connectives. To use adverbial openers (-ing and –ly openers) 			Key Outcomes: Narrative paragraph to describe the Iron Man in the setting that opens the book	Texts: The Iron Man – Ted Hughes
			Text Type: Narrative (descriptive) Success Criteria:	
			<ul style="list-style-type: none"> PEE structure for HA when making predictions 3rd person Past tense Expanded noun phrases using adjectives and prepositions Similes Onomatopoeia Powerful vocabulary selected for effect Subordination using the connectives ‘when, if, because’ Verb and adverb openers (.ly and ...ing words) 	
Year Group: 2	Term: Summer	Unit: The Iron Man – Ted Hughes - Recount (diary)	Timescale: 1 weeks	Cross-Curricular Links:

<p>Lesson Objectives:</p> <p><i>Reading – Word Reading</i></p> <ul style="list-style-type: none"> To blend syllables to read polysyllabic words. To read words where –ed, -ing, -er and –est is added to a root word ending in –y with a consonant before it (copied/copying, cried/crying). <p><i>Reading – Comprehension</i></p> <ul style="list-style-type: none"> To identify the language features of a diary entry, including word choice and punctuation to show viewpoint/emotion. To make inferences on how Hogarth feels based on his actions and what he says. To use role play to act out the events of the burial in sequence. <p><i>Spoken Language & Listening</i></p> <ul style="list-style-type: none"> To use drama techniques to explore how characters are feeling. <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> To spell words where –ed, -ing, -er and –est is added to a root word ending in –y with a consonant before it. <p><i>Writing – Composition</i></p> <ul style="list-style-type: none"> To organise notes in chronological order to plan a diary entry. To organise paragraphs around a theme. To write a diary entry, focusing on temporal openers to sequence events. <p><i>Grammar & Punctuation</i></p> <ul style="list-style-type: none"> To use exclamation marks for effect, showing characterisation e.g. <i>I couldn't believe it!</i> To create complex sentences using subordinating connectives. 	<p>Key Outcomes:</p> <p>LA - Diary entry from the farmers perspective on burying the Iron man MA & HA – Diary entry from Hogarth's perspective about burying the Iron Man</p>	<p>Texts:</p> <p>The Iron Man – Ted Hughes</p> <p>Examples of diary extracts</p>
<p>Text Type: Recount (diary)</p>		
<p>Success Criteria:</p> <ul style="list-style-type: none"> PEE structure to answer inference questions (HA) 1st person Events in chronological order Paragraphs opening paragraph to set the scene temporal connectives/openers emotive vocabulary/character explains how he is feeling or can be inferred through actions closing paragraph to summarise/hopes for the future exclamative sentences exclamation marks Subordination using the connectives '<i>when, if, because</i>' 		

Year Group: 2 Term: Summer Unit: The Iron Man – Ted Hughes - Non-chronological report Timescale: 1 weeks Cross-Curricular Links:

<p>Lesson Objectives:</p> <p><i>Reading – Word Reading</i></p> <ul style="list-style-type: none"> To blend syllables to read polysyllabic words. To read homophones and near-homophones and use dictionaries to explore the difference in meaning. (e.g. quiet/quite) <p><i>Reading – Comprehension</i></p> <ul style="list-style-type: none"> To identify the structural features of a non-chronological report. To identify the use of factual descriptions/technical language through the use of expanded noun phrases. To use skimming and scanning techniques to locate literal information in the text. <p><i>Spoken Language & Listening</i></p> <ul style="list-style-type: none"> To use time connectives and prepositional openers to structure an oral report on Iron Men. To orally present a report, speaking audibly and fluently, using an appropriate register. <p><i>Writing – Transcription</i></p> <ul style="list-style-type: none"> To segment syllables to spell polysyllabic words. To spell homophones and near-homophones and use dictionaries to explore the difference in meaning. <p><i>Writing – Composition</i></p> <ul style="list-style-type: none"> To use a planning frame to organise notes into sub-sections. To write an introduction/opening paragraph (general classification of Iron men and an interesting fact). To organise paragraphs around a theme, e.g. habitat, appearance, diet, etc. To use sub-headings and paragraphs to organise information into paragraphs. <p><i>Grammar & Punctuation</i></p> <ul style="list-style-type: none"> To identify and create factual descriptions using expanded noun phrases, e.g. strong, steel arms with reinforced elbows To use the coordinating conjunctions and, but, so to create compound sentences. To use the subordinating connectives because and when to create complex sentences, e.g. Iron Men are made of strong materials because... Iron Men become rusty when... To identify and use collective nouns, e.g. Iron <u>Men</u> not 'the Iron <u>Man</u>'. 	<p>Key Outcomes:</p> <p>Non-Chronological Report about the Iron Man</p>	<p>Texts:</p> <p>The Iron Man – Ted Hughes</p> <p>Examples of non-chronological reports</p>
<p>Text Type: Non-chronological report</p>		
<p>Success Criteria:</p> <ul style="list-style-type: none"> Present tense Main heading & sub-headings Opening paragraphs with a general classification (iron men are mechanical creatures from outer space) and an interesting fact. Paragraphs Collective nouns Technical words or phrases Details to interest the reader Expanded noun phrases using factual adjectives and prepositions Diagrams/images Connectives and, but and so to create compound sentences Subordinate connectives for addition detail 		


Year Group: 2 Term: Summer Unit: The Iron Man – Ted Hughes - Recount (newspaper report) Timescale: 1 weeks Cross-Curricular Links:

Lesson Objectives:	Key Outcomes:	Texts:
<p>Reading – Word Reading</p> <ul style="list-style-type: none"> To blend syllables to read polysyllabic words. To read words where ‘-es’ is added to nouns and verbs ending in ‘y’ and identify the rule: <i>y is changed to i before -es is added</i> <p>Reading – Comprehension</p> <ul style="list-style-type: none"> To use skimming and scanning skills to identify the 5Ws in a newspaper article. To identify the use of connectives to structure a newspaper article. To identify the use of quotes in a newspaper article and identify the opinions they reveal. <p>Spoken Language & Listening</p> <ul style="list-style-type: none"> To listen to a news report, picking out use of time connectives for structure. To participate in a news interview, speaking in role as an eye-witness. To use a set of openers and notes to orally rehearse a news report. <p>Writing – Transcription</p> <ul style="list-style-type: none"> To segment words into syllables to spell polysyllabic words. To spell words where ‘-es’ is added to nouns and verbs ending in ‘y’ applying the rule: <i>y is changed to i before -es is added</i> <p>Writing – Composition</p> <ul style="list-style-type: none"> To organise notes on to a recount planning frame (Sue Palmer). To use time connectives to sequence the recount of events. To organise paragraphs around a theme/particular event. <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> To use inverted commas when including direct quotes from eye witnesses. To use the subordinating connectives because and when to create complex sentences. 	<p>Newspaper Article about the creature landing from space</p> <p>Text Type: Recount (newspaper report) Success Criteria:</p> <ul style="list-style-type: none"> Past tense Headline 5Ws – what, when, where, who, why Chronological order Time connectives Facts Quotes – direct speech Speech marks (inverted commas) for quotes Relative clauses to give extra information about eye witnesses e.g. Tom Hardy, who lives locally, witnessed the creature appearing from the sky. (HA) Columns 	<p>The Iron Man – Ted Hughes</p> <p>Examples of newspaper articles</p>

Year Group: 2	Term: Summer	Unit: The Iron Man – Ted Hughes - Narrative	Timescale: 2 weeks	Cross-Curricular Links:
Lesson Objectives:				
<p>Reading – Word Reading</p> <ul style="list-style-type: none"> To blend syllables to read polysyllabic words. To read words where suffixes such as –ful and –less are added to a root words to create an adjective (e.g. beauty-beautiful, power-powerless). To read Year 2 common exception words and use a dictionary to investigate their meaning. <p>Reading – Comprehension</p> <ul style="list-style-type: none"> To identify the author’s technique for building tension. To make inferences on how characters feel based on his actions and what he says. To use freeze frames to explore and make inferences on how people and the Iron Man will react to the arrival of a new creature. <p>Spoken Language & Listening</p> <ul style="list-style-type: none"> To speak in role to explore character’s reactions to creature’s arrival on Earth through hot-seating. <p>Writing – Transcription</p> <ul style="list-style-type: none"> To segment words into syllables to spell polysyllabic words. To spell words where suffixes such as –ful and –less are added to a root words to create an adjective. To correctly spell words from the Year 2 common exception words list. <p>Writing – Composition</p> <ul style="list-style-type: none"> To illustrate their own creature/thing that lands on Earth and generate descriptive vocabulary/phrases. To organise notes onto a story mountain planner, grouping events into paragraphs. To write the opening to the alternative ending, focusing on building tension through different sentence lengths. To build up a description of the creature/thing through the use of expanded noun phrases. To use adverbial phrases to detail the action scenes. To write the ending to the chapter, focusing on dialogue between the main characters. <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> To identify and use progressive forms of verbs in the past tense. (e.g. <i>he was shouting</i> instead of <i>he shouted</i>) To use adverbial phrases to add detail in action scenes. To use shorter sentence lengths to build up tension. 				
Key Outcomes:				
<p>Short Story – alternative ending of another creature coming to earth for the Iron man to defeat</p> <p>Text Type: Narrative Success Criteria:</p> <ul style="list-style-type: none"> Third person Past tense Expanded noun phrases/adjectives to describe the character and the setting Inverted commas (speech marks) for direct speech Alternative verbs to ‘said’ and additional adverbs ‘shouted aggressively’ Paragraphs Subordinating connectives Exclamation marks Verb and adverb openers (...ly and ...ing words) Actions that reveal the character’s emotions using adverbial phrases Style of Ted Hughes – build tension through short sentence lengths, descriptive language Alternative ending – something comes to earth, reaction of people on earth, challenge between iron man and thing (test of strength), what happens to the loser Progressive forms of verbs in the past tense 				
Texts:				
The Iron Man – Ted Hughes				

Maths	
Geometry: Position and Direction <ul style="list-style-type: none"> Use 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) Order and arrange combinations of mathematical objects in patterns and sequences 	Describing movement Describing turns Describing movement and turns Making patterns with shapes
Measurement: Time <ul style="list-style-type: none"> Tell and write the time to five minutes, including quarter past / to the hour and draw the hands on a clock face to show these times Know the number of minutes in an hour and the number of hours in a day Compare and sequence intervals of time 	O'clock and half past Quarter past and quarter to Telling time to 5 minutes Hours and days Find durations of time Compare durations of time
Measurement: Mass, Capacity and Temperature <ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure length / height in any direction (m / cm), mass (kg / g), temperature ($^{\circ}$C), capacity (litres / ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume / capacity and record the results using $>$, $<$ and $=$ 	Compare mass Measure mass in grams Measure mass in kilograms Compare volume Millilitres Litres Temperature
Problem solving and efficient methods Investigations Consolidation	

Science - Animals and Humans		
In addition to covering all of the National Curriculum Statements, please ensure that you are working scientifically. This topic lends itself to: <ul style="list-style-type: none"> Asking simple questions and recognizing that they can be answered in different ways Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions. Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.		
NC Statement	Aim	Activity Suggestion
Notice that animals, including humans, have offspring which grow into adults.	Pupils should be introduced to the basic needs of animals for survival.	Discuss what animals including humans need and how they grow. Describe different stages of an animal e.g. butterfly (egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep). Watch videos showing how a butterfly hatches from a cocoon. Learn about what a caterpillar/butterfly needs to survive. Have a butterfly garden at back of the classroom to watch the different stages. Observe over time – children to draw and label each stage and describe what has happened. Understand how the butterfly lays the egg which forms the caterpillar and how this is a life cycle.

		 <p>Create a life cycle of a butterfly. Research where the butterflies should be released and release as a class.</p>
Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	Know the basic needs of animals for survival.	<p>Children can bring in pictures of them as a baby, toddler and child. Teachers show pictures of them at different stages of their life.</p> <p>Children can create a personal timeline describing each stage e.g. this is when I was a baby. I only needed milk to grow. I also needed air and my grown-ups.</p> <p>This is when I was a toddler. I could walk, I started to talk and I needed water, food and air. Discuss what might happen if vital things were taken away from humans e.g. shelter, food, and drink. Link to the importance of these things.</p>
Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Understand the importance of exercise and nutrition for humans.	<p>Relate back to previous learning about what humans need to survive. Now discuss amounts of each thing needed.</p> <p>Ask questions such as what if I had too much food?</p> <p>Discuss what humans need to stay healthy – exercise, balanced diet, hygiene.</p> <p>Create a healthy meal – plan and cook a meal based on previous research and learning.</p> <p>Create a healthy week of a person – right amount of exercise etc – link to literacy – write a week long diary entry of a healthy lifestyle.</p>

Computing

Software – A.L.E.X. (iOS)

Awareness: That a series of instructions can be given to a programmable toy

Skills:

- To follow multi-step spoken instruction
- To program A.L.E.X with multi-step instructions
- To enter multi-step code using additional commands.
- To check my instructions for errors and debug before running
- To use 'if-then' commands
- To screenshot my program
- To print my screenshot

Evaluation: Can I use a model to help me create my own A.L.E.X level?

Outcome: To create own level in A.L.E.X. and then write instructions for completing it

Online Safety: Privacy and Security

Software – J2e.com JIT in J2 Code

<https://www.j2e.com/jit5#turtle>

Awareness: That the onscreen turtle will only follow your instructions

Skills:

- To give and follow verbal directional commands

- To understand simple LOGO commands (i.e. FD, BK, LT, RT etc.)
- To enter simple LOGO commands accurately
- To follow LOGO commands to draw simple geometric shapes
- To devise LOGO commands draw simple geometric shapes
- To save to my work folder

Evaluation: Can I use the commands to draw multiple shapes?

Outcome: Create a list of LOGO commands and the resulting shape drawn on the onscreen turtle

Online Safety: Copyright and Ownership

PSHCE – Protection and Privacy

Relationship Education

- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. –
- that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

Drugs

Risk

Why People Smoke

Physical Effects Of Smoking

Values

Collaboration – work collaboratively to build X – set and determine roles

Integrity – what it means to be trustworthy

British Values

Mutual respect – disagreements, arguments and tolerance

History – How did Henry viii shape Greenwich?

- significant historical events, people and places in their own locality
- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses

Geography – Every day is a school day

- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

P.E

Target Games (Boccia)

- To learn to throw using the over arm technique.
- To learn throw to a target with obstacles.
- To throw to block an opponent.

To be able to select an appropriate technique to throw in reaction to an opponent's throw.

Racket Multi-sports

- To learn how to strike a tennis ball to in an underarm technique.
- To learn strike a tennis ball to return it to the sender.
- To demonstrate how to travel using a hockey stick and ball, changing directions.
- To learn how to send and receive a pass using a hockey stick.

Team Games

- To use communication to direct a partner through a simple obstacle course.
- To use agility to complete a basic obstacle course in a team relay.
- To use problem solving skills in a team.
- To navigate around the playground as a team.

Netball

- To demonstrate competent catching.
- To learn how to pass a ball using chest and over arm passing.
- To use balance and co-ordination to pivot.
- To use pivoting to catch and pass in a different direction.
- To use passing to beat a defender.

	<ul style="list-style-type: none"> To develop striking technique using a cricket bat to aim in different directions (two lessons). 		<ul style="list-style-type: none"> To play an adapted competitive passing game with a defender. 	
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French – Goldilocks

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; respond to those of others;
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material,
- describe people, places, things and actions orally
- understand basic grammar appropriate to the language being studied, including high-frequency verbs; key features and patterns of the language; to build sentences; and how these differ from or are similar to English.

Refer to scheme

RE – Christianity 2 –Celebrations

Refer to scheme