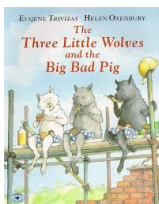
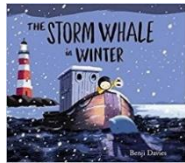
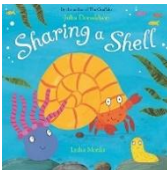


English	Our Key Texts	Maths
Beginning of Year 2: Narrative focus – The three little pigs - Retell a familiar story. - Begin to use adjectives to describe characters and events. - Sequence events using time openers. - Form a simple narrative using basic punctuation. - Use conjunction 'and' to tell the reader more. Using the text 'The Three Little Wolves and the Big Bad Pig', the children will – - Use co-ordinating conjunctions to tell the reader more. - Develop the use of adjectives to describe the pig and write a character description. - Write part of the story coherently. Using the text 'The Storm Whale in Winter,' the children will – - Use emotions to write a diary entry. - Continue to use adjectives to write a missing poster for the boy's dad. Using the text 'Sharing a Shell,' the children will – - Punctuate sentences with capital letters and full stops. - Use descriptive language to write a weather report describing the storm. - Retell the story in their own words. Amaze the reader about the world's largest animal... the blue whale – - Understand the features of non-fiction. - Research information about whales using a range of sources. - Hook the reader in by using a variety of openers to begin their sentences. - Use different punctuation to ask questions.	The Three Little Wolves and the Big Bad Pig – Eugene Trivizas The Storm Whale in Winter – Benji Davis Sharing a Shell – Julia Donaldson The Blue Whale – Jenni Desmond     	Place Value: - Count forwards and backwards through 100. - Recognise the place value of each digit in a 2-digit number (tens, ones). - Partitioning 2-digit numbers in different ways. - Read and write numbers up to 100 in numerals and words. - Identify, represent and estimate numbers using different representations. - Count in steps on 2, 10, 5 and 3 from any 2-digit number. - Use place value and number facts to solve problems. Addition: - Recall and use mental strategies to add numbers within 20. - Use related facts from 100. - Add 2 single digit numbers. - Add a 2-digit number and ones, a 2-digit number and tens, and two 2-digit numbers. Subtraction: - Recall and use mental strategies to subtract numbers within 20. - Subtract a 2-digit number and tens. - Subtract a 2-digit numbers and ones or tens (with and without exchanging). - Show that addition is commutative, but subtraction is not. - Use the inverse relationship to check calculations and solve missing number problems.
Religious Education	Science	Personal, Social and Health Education
The children will know: - That Muslims believe there is only one God (Allah). - That the Holy Qur'an is the sacred book for Muslims. - That the Prophet Muhammad was the founder of Islam. - That there are Five Pillars of Islam for Muslims to follow. - That Jesus was Jewish. - That Christians believe that Jesus is God in the flesh. - That Christians celebrate Jesus' birth: Advent for Christians is a time of getting ready for Jesus' coming. - That Christians believe God came to earth in human form as Jesus. - At Christmas, Christians put their beliefs into practice by worshipping God and showing care for others. The children will be able to: - Recognise the words of the Shahadah and that it is very important. - Identify some key Muslim beliefs, and some of the 99 names of Allah. - Give examples of how Muslims use the shahadah and stories about the Prophet to guide their beliefs.	The children will know: - That different materials have properties such as bending, twisting, stretching and squashing. - The vocabulary to describe materials – linked to specific materials e.g flexible, rigid, waterproof, water resistant, opaque, transparent, translucent, absorbent, non-absorbent. - Which materials are suited to a specific job. The children will be able to: - Identify and compare the suitability of everyday materials. - Explain how the shapes of solid objects can be changed e.g., bending, twisting squashing, stretching. - Give reasons for selecting certain materials based on their specific properties.	The children will know: - The different emotions and how they make their bodies feel. - How to control their emotions. - What democracy is and why rules are important. - That families offer love and support and that different families may be made up of different people. - How friends may be thinking and feeling in different situations. - Some issues that may occur in friendships and which of these may need adult help to resolve. - That remembering people who were important to them but are no longer here can cause a mixture of emotions. - What gender stereotypes are in relation to careers. The children will be able to: - Explain how they feel and why. - Communicate their feelings to others. - Know what to do if they have a certain feeling. - Begin to explain what democracy is and the importance of rules.
	Physical Education	

• Recognise that stories of Jesus' life come from the Gospels. • Give a clear, simple account of the story of Jesus' birth and its importance to Christians. • Explain how Christians use the Nativity to guide their beliefs.	Fitness - • Keep moving during a 20 second window. • Undertake coordination activities. • Work consistently across different activities. • Understand why we need to warm up, rest and cool down,. • Understand that the heart is a muscle. • Develop strength by performing a range of exercises. • Recognise what happens to their body as they get tired. Outdoor Adventurous Activities - • Work as part of a team to complete a task. • Build on coordination skills. • Perform in front of others confidently. • Improve accuracy through repetition. • Use a key on a map accurately.	• Describe how families are different. • Understand how others are feeling and why. • Understand that they belong to different groups and how to behave in these. • Describe what makes a good friend and how to maintain a healthy relationship. • Keep themselves safe and understand appropriate touch.
Computing	History	Geography
The children will know: • The combination of a direction and a distance is known as a command. • Planning a route is important input the correct commands • Routes can be programmed to perform more than one command. • A list of instructions for a route is the algorithm. • Fixing errors is valled debugging. • The internet is a global network of connected computers around the world. • An internet connection allows people to communicate with others over the internet, and can be made using wires or wirelessly. • A browser is used to access webstes and webpages. • The World Wide Web refers to the documents and pages someone sees when using a browser. • Webpages have links that, when clicked, display other webpages. • Websites can be found using a browswer that contains a search engine. The children will be able to: • Input commands. • Input several commands into a sequential algorithm layout and run this code. • Plan a route by writing the algorpithm first and then inputting the commands. • Make logical attempt to debug code for routes. • Explain the difference between the Internet and the World Wide Web. • Recognise a web browser. • Find information on a school's website by viewing different webpages. • Use a link on a webpage of a school's website. • Use keywords to search for information using a search engine.	The children will know: • That the Victorians were names after Queen Victoria. • Who Queen Victoria was and when she regined. • That children's lves were dependent on if they were rich or poor. • What school life was like for a Victorian child. • That lives for Victorian children changed significantly over the era. The children will be able to: • Place the Victorian Era on a timeline, including significant events. • Compare school life (Victorian to present day). • Explain how their lives differ to those of Victorian children. • Explain how lives of children improved.	The children will know: • The geographical characteristics of a town and a city. • What a coastal town is. • What a city is. • What coastal and urban mean. The children will be able to: • Locate Weston-Super-Mare and Birmingham on a map of the UK. • Describe the way of life in a city compared to a coastal town. • Use maps to locate places in the UK. • Use a topography map to identify physical features of an area.

Music	Design and Technology	Art and Design
The children will know: • Some songs off by heart, identifying the chorus. • Songs have different musical style. • Music has a steady pulse, like a heartbeat. • How to add high and low sounds when singing and playing instruments. • That unison means singing together. • The importance of warming up our voices. • We can use our voices in different ways. • Some musical notes on the glockenspiel. • What improvisation is, and that it is not written down. • How to perform with an audience. The children will be able to: • Find the pulse of different songs. • Use their voice to make different pitches. • Sing in unison, making sure they follow a leader. • Start to play tuned instruments that matches their musical ability. • Begin to play in time with a steady pulse. • Use call and response to help them with improvisation. • Assess their own performance.	The children will know: • The names of a variety of tools and materials. • How to choose appropriate tools and materials based on the design criteria. • How to use different tools correctly and safely. • How different mechanisms work within different products. • The parts of different mechanisms. The children will be able to: • Generate, develop and communicate their ideas through talking, drawing, templates, mock-ups and ICT. • Research/explore and use mechanisms (e.g. levers, sliders, wheels and axles) in their designs). • Develop the creative, technical and practical expertise needed to create a product using a mechanism. • Measure, cut and score with some accuracy using scissors and a craft knife. • Assemble, join and combine materials. • Cut, shape and join a range of suitable materials. • Choose an appropriate finishing technique. • Select from and use a wide range of components including; construction materials and textiles according to their properties. • Evaluate and improve the appearance of their product.	The children will know: • How to begin to generate ideas from a wider range of stimuli, exploring different media and techniques. • To create a plan for a desired outcome. • Art can be figurative or abstract. • Illustrators use drawn lines to show how characters feel. • Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'. • Experiment in sketchbooks, using drawing to record ideas. • How to use sketchbooks to help make decisions about what to try out next. • How to explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it. • How to begin to talk about how they could improve their own work. The children will be able to: • Make dots, dashes, scribbles, sweeping lines, wavy lines, straight lines. • Use grades of pencil. • Keep within the lines. • Draw thickness of line. • Use tone (light and dark). • Use smudges and marks. • Use different materials and marks to replicate texture. • Blend with fingers. • Use marks and lines to show expression on faces. • Use drawing to tell a story.