


English	Our Key Texts		Maths
<p><b>Beginning of Year 2: Narrative focus – The three little pigs</b></p> <ul style="list-style-type: none"> <li>Retell a familiar story.</li> <li>Begin to use adjectives to describe characters and events.</li> <li>To sequence events using openers.</li> <li>Form a simple narrative focusing on using basic punctuation.</li> <li>Use joining word 'and' to tell the reader more.</li> </ul> <p><b>Using the text 'Sharing a Shell,' the children will –</b></p> <ul style="list-style-type: none"> <li>Identify nouns, verbs and adjectives to describe the different characters.</li> <li>Punctuate sentences with capital letters and full stops.</li> <li>Use descriptive language to write a weather report describing the storm.</li> <li>Retell the story in their own words.</li> <li>Amaze the reader about the world's largest animal... the blue whale.</li> <li>Understand the features of non fiction.</li> <li>Research information about whales using a range of sources.</li> <li>Hook the reader in by using a variety of openers to begin their sentences.</li> </ul>	<p><b>Sharing a Shell – Julia Donaldson</b>  <b>The Snail and the Whale – Julia Donaldson</b>  <b>The Storm Whale in Winter – Benji Davis</b>  <b>The Blue Whale – Jenni Desmond</b></p> 		<ul style="list-style-type: none"> <li>Understand the value of 2 digit numbers.</li> <li>Compare and order 2 digit numbers.</li> <li>Count to 100 forwards and backwards.</li> <li>Count in steps of 2, 10, 5 from any number.</li> <li>Add and subtract efficiently using a range of practical resources.</li> <li>To add 2 digit number and ones.</li> <li>To add and subtract 2 digit number and tens.</li> <li>To add and subtract two 2 digit numbers.</li> <li>Begin to solve addition and subtraction number sentences mentally using their number facts.</li> </ul>
Religious Education	Science		Personal, Social and Health Education
<p><b>The children will know:</b></p> <ul style="list-style-type: none"> <li>That Muslims believe there is only one God (Allah).</li> <li>That the Qur'an is the holy book for Muslims.</li> <li>That Jesus was Jewish.</li> <li>That Christians believe that Jesus is God in the flesh.</li> <li>That Christians celebrate Jesus' birth: Advent for Christians is a time of getting ready for Jesus' coming.</li> <li>That Christians believe God came to earth in human form as Jesus.</li> <li>At Christmas, Christians put their beliefs into practice by worshipping God and showing care for others.</li> </ul> <p><b>The children will be able to:</b></p> <ul style="list-style-type: none"> <li>Explain some Muslim beliefs and that they believe in only one God.</li> <li>Explain how the Qur'an should be stored and treated.</li> <li>Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</li> <li>Explain some Christian beliefs.</li> <li>Explain why and how Christians celebrate Christmas.</li> <li>Explain the meaning of the Nativity story.</li> </ul>	<p><b>The children will know:</b></p> <ul style="list-style-type: none"> <li>That different materials have properties such as bending, twisting, stretching and squashing.</li> <li>The vocabulary to describe materials – linked to specific materials e.g flexible, rigid, waterproof, water resistant, opaque, transparent, translucent, absorbent, non-absorbent.</li> <li>Which materials are suited to a specific job.</li> </ul> <p><b>The children will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of everyday materials.</li> <li>Explain how the shapes of solid objects can be changed e.g., bending, twisting squashing, stretching.</li> <li>Give reasons for selecting certain materials based on their specific properties</li> </ul>		<p><b>The children will know:</b></p> <ul style="list-style-type: none"> <li>The different emotions and how they make their bodies feel.</li> <li>How to control their emotions.</li> <li>That families offer love and support and that different families may be made up of different people.</li> <li>How friends may be thinking and feeling in different situations.</li> <li>Some issues that may occur in friendships and which of these may need adult help to resolve.</li> <li>That remembering people who were important to them but are no longer here can cause a mixture of emotions.</li> <li>What gender stereotypes are in relation to careers.</li> </ul> <p><b>The children will be able to:</b></p> <ul style="list-style-type: none"> <li>Explain how they feel and why.</li> <li>Communicate their feelings to others.</li> <li>Know what to do if they have a certain feeling.</li> <li>Describe how families are different.</li> <li>Understand how others are feeling and why.</li> <li>Understand that they belong to different groups and how to behave in these.</li> <li>Describe what makes a good friend and how to maintain a healthy relationship.</li> <li>Keep themselves safe and understand appropriate touch.</li> </ul>
Computing	History		Geography
	<p style="text-align: center;"><b>Physical Education</b></p> <p><b>Ball Skills-</b></p> <ul style="list-style-type: none"> <li>Develop co-ordination in rolling, throwing and catching</li> <li>Learn how to roll accurately in order to participate in a in house game of human skittles</li> <li>Use a range of different resources to self challenge</li> </ul> <p><b>Gymnastics-</b></p> <ul style="list-style-type: none"> <li>Explore how to jump and balance in a variety of ways</li> <li>Work in groups or pairs to peer evaluate their sequences</li> <li>Create a sequence of balances and jumps to recreate an 'under the sea' scene</li> </ul>		

<p><b>The children will know:</b></p> <ul style="list-style-type: none"> <li>• How direction and movement can be controlled: straight, forwards, backwards, turn.</li> <li>• How to re-order steps: repeat, loops, single events and add and delete features.</li> <li>• How to follow a simple set of instructions and predict what will happen.</li> <li>• How to improve or change a sequence of commands by debugging.</li> </ul> <p><b>The children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Move a programmable toy in different directions, by giving and following instructions.</li> <li>• Combine commands to follow a route.</li> <li>• Evaluate and improve a sequence.</li> </ul>	<p><b>The children will know:</b></p> <ul style="list-style-type: none"> <li>• Who was on the throne during the Victorian Era.</li> <li>• The relationship between the current royal family and the Victorian one.</li> <li>• Similarities and differences between Queen Elizabeth II and Queen Victoria.</li> </ul> <p><b>The children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Make comparisons between 2 monarchs.</li> <li>• Make comparisons between 2 eras – London then and now.</li> <li>• Place the Victorian Era on a timeline including significant events.</li> </ul>	<p><b>The children will know:</b></p> <ul style="list-style-type: none"> <li>• Where UK seaside locations are located.</li> <li>• How seaside locations are different now to the Victorian times.</li> </ul> <p><b>The children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Locate seaside locations using maps/atlasses or globes.</li> <li>• Compare Victorian seaside holidays to modern day seaside holidays.</li> <li>• Use the geographical vocabulary; Map, atlas, globe, seaside, coastal, harbour, boats, tourist, pier, promenade.</li> </ul>
<b>Music</b>	<b>Design and Technology</b>	<b>Art and Design</b>
<p><b>The children will know:</b></p> <ul style="list-style-type: none"> <li>• The background of the composers Ravel and Bolero.</li> <li>• The names of a variety of woodwind and brass instruments.</li> <li>• That a beat is played at the same pace and how to create a repeated pattern and layer sounds to create texture.</li> <li>• How to play tuned and untuned percussion instruments.</li> <li>• That a crescendo means to gradually get louder.</li> <li>• The importance of creating a significant ending when composing.</li> <li>• Some graphic symbols, dot and stick notation can represent created sounds.</li> <li>• When performing, how to develop a sense of confidence and ownership, respect other performers, maintain audience engagement, acknowledge applause.</li> </ul> <p><b>The children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Sing simple songs in a variety of pitches and with increasing voice control.</li> <li>• Be exposed to pieces of music from different traditions and cultures.</li> <li>• Keep a steady beat</li> <li>• Use body percussion to create a repeated pattern and layer patterns to create texture in musical pieces.</li> <li>• Play a variety of tuned and untuned instruments with accuracy.</li> <li>• Include a crescendo within their composition.</li> <li>• Perform sensibly as part of a group in front of an audience.</li> <li>• Provide constructive feedback to others and evaluate their own performances</li> </ul>	<p><b>The children will know:</b></p> <ul style="list-style-type: none"> <li>• The names of a variety of tools and materials.</li> <li>• How to choose appropriate tools and materials based on the design criteria.</li> <li>• How to use different tools correctly and safely.</li> <li>• How different mechanisms work within different products.</li> <li>• The parts of different mechanisms.</li> </ul> <p><b>The children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Generate, develop and communicate their ideas through talking, drawing, templates, mock-ups and ICT.</li> <li>• Research/explore and use mechanisms (e.g. levers, sliders, wheels and axels) in their designs).</li> <li>• Develop the creative, technical and practical expertise needed to create a product using a mechanism.</li> <li>• Measure, cut and score with some accuracy using scissors and a craft knife.</li> <li>• Assemble, join and combine materials.</li> <li>• Cut, shape and join a range of suitable materials.</li> <li>• Choose an appropriate finishing technique.</li> <li>• Select from and use a wide range of components including; construction materials and textiles according to their properties.</li> <li>• Evaluate and improve the appearance of their product.</li> </ul>	<p><b>The children will know:</b></p> <ul style="list-style-type: none"> <li>• How to draw with pencils to make different marks including: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines.</li> <li>• How to use different grades of pencil to create texture.</li> <li>• How to draw with coloured pencils and keep within the lines of a drawing when adding colour.</li> <li>• How to mix paint colours and add black and white paint.</li> <li>• How to draw with pencil/pastels/chalk/charcoal to make smudges and marks</li> <li>• How to make a model using techniques of rolling, cutting, moulding and carving when using clay.</li> </ul> <p><b>The children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use different grades of pencils to add detail and texture.</li> <li>• Demonstrate good pencil control to stay inside the lines.</li> <li>• Make tints and tones with paint.</li> <li>• Make smudges and marks with media such as pastels and chalks.</li> <li>• Apply their carving and cutting techniques to make a clay model.</li> <li>• Talk about and explain the techniques they have used.</li> <li>• Talk about an artist, compare and evaluate the artist's work.</li> </ul>