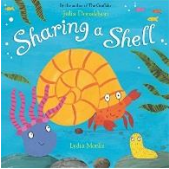
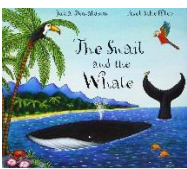
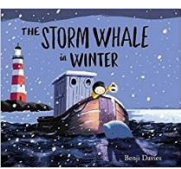



English	Our Key Texts	Maths
<p>Beginning of Year 2: Narrative focus – <i>The three little pigs</i></p> <ol style="list-style-type: none"> Retell a familiar story Begin to use adjectives to describe characters and events To sequence events using openers Form a simple narrative using basic punctuation Use joining word 'and' to tell the reader more <p>Using the text 'Sharing a Shell,' the children will –</p> <ul style="list-style-type: none"> Identify nouns, verbs and adjectives to describe the different characters 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. <p>Amaze the reader about the world's largest animal... the blue whale</p> <ul style="list-style-type: none"> 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 	<p style="text-align: center;">Our Key Texts</p> <p style="text-align: center;">Sharing a Shell – Julia Donaldson The Snail and the Whale – Julia Donaldson The Storm Whale in Winter – Benji Davis The Blue Whale – Jenni Desmond</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <div style="text-align: center; margin-top: 20px;">  </div>	<ul style="list-style-type: none"> Understand the value of 2 digit numbers Compare and order 2 digit numbers Count to 100 forwards and backwards Count in steps of 2, 10, 5 from any number Add and subtract efficiently using a range of practical resources. To add 2 digit number and ones To add and subtract 2 digit number and tens To add and subtract two 2 digit numbers Begin to solve addition and subtraction number sentences mentally using their number facts
Religious Education	Science	Personal, Social and Health Education
<p>The children will know:</p> <ul style="list-style-type: none"> That Muslims believe there is only one God (Allah). That the Qur'an is the holy book for Muslims. 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. <p>The children will be able to:</p> <ul style="list-style-type: none"> Explain some Muslim beliefs and that they believe in only one God. Explain how the Qur'an should be stored and treated. Give examples of how stories about the Prophet show what Muslims believe about Muhammad. Explain some Christian beliefs. Explain why and how Christians celebrate Christmas. Explain the meaning of the Nativity story. 	<p>The children will know:</p> <ul style="list-style-type: none"> 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. <p>The children will be able to:</p> <ul style="list-style-type: none"> 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 <hr/> <p style="text-align: center;">Physical Education</p> <p>Ball Skills -</p> <ul style="list-style-type: none"> Send the ball with feet by kicking. Send the ball variety of distances. Receive and stop the ball with their feet. Pass the ball to another player. Keep possession in a team game. Attack and defend as part of a team. Use a ball using basketball-style dribbling. <p>Outdoor Adventurous Activities -</p> <ul style="list-style-type: none"> 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. 	<p>The children will know:</p> <ul style="list-style-type: none"> The different emotions and how they make their bodies feel. How to control their emotions. 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. <p>The children will be able to:</p> <ul style="list-style-type: none"> Explain how they feel and why. Communicate their feelings to others. Know what to do if they have a certain feeling. 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
<p>The children will know:</p> <ul style="list-style-type: none"> • How direction and movement can be controlled: straight, forwards, backwards, turn. • How to re-order steps: repeat, loops, single events and add and delete features. • How to follow a simple set of instructions and predict what will happen. • How to improve or change a sequence of commands by debugging. <p>The children will be able to:</p> <ul style="list-style-type: none"> • Move a programmable toy in different directions, by giving and following instructions. • Combine commands to follow a route. • Evaluate and improve a sequence. 	<p>The children will know:</p> <ul style="list-style-type: none"> • Who was on the throne during the Victorian Era. • The relationship between the current royal family and the Victorian one. • Similarities and differences between Queen Elizabeth II and Queen Victoria. <p>The children will be able to:</p> <ul style="list-style-type: none"> • Make comparisons between 2 monarchs. • Make comparisons between 2 eras – London then and now. • Place the Victorian Era on a timeline including significant events. 	<p>The children will know:</p> <ul style="list-style-type: none"> • Where UK seaside locations are located. • How seaside locations are different now to the Victorian times. <p>The children will be able to:</p> <ul style="list-style-type: none"> • Locate seaside locations using maps/atlas or globes. • Compare Victorian seaside holidays to modern day seaside holidays. • Use the geographical vocabulary; Map, atlas, globe, seaside, coastal, harbour, boats, tourist, pier, promenade.
Music	Design and Technology	Art and Design
<p>The children will know:</p> <ul style="list-style-type: none"> • The background of the composers Ravel and Bolero. • The names of a variety of woodwind and brass instruments. • That a beat is played at the same pace and how to create a repeated pattern and layer sounds to create texture. • How to play tuned and untuned percussion instruments. • That a crescendo means to gradually get louder. • The importance of creating a significant ending when composing. • Some graphic symbols, dot and stick notation can represent created sounds. • When performing, how to develop a sense of confidence and ownership, respect other performers, maintain audience engagement, acknowledge applause. <p>The children will be able to:</p> <ul style="list-style-type: none"> • Sing simple songs in a variety of pitches and with increasing voice control. • Be exposed to pieces of music from different traditions and cultures. • Keep a steady beat • Use body percussion to create a repeated pattern and layer patterns to create texture in musical pieces. • Play a variety of tuned and untuned instruments with accuracy. • Include a crescendo within their composition. • Perform sensibly as part of a group in front of an audience. • Provide constructive feedback to others and evaluate their own performances 	<p>The children will know:</p> <ul style="list-style-type: none"> • 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. <p>The children will be able to:</p> <ul style="list-style-type: none"> • 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. 	<p>The children will know:</p> <ul style="list-style-type: none"> • How to draw with pencils to make different marks including: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines. • How to use different grades of pencil to create texture. • How to draw with coloured pencils and keep within the lines of a drawing when adding colour. • How to mix paint colours and add black and white paint. • How to draw with pencil/pastels/chalk/charcoal to make smudges and marks • How to make a model using techniques of rolling, cutting, moulding and carving when using clay. <p>The children will be able to:</p> <ul style="list-style-type: none"> • Use different grades of pencils to add detail and texture. • Demonstrate good pencil control to stay inside the lines. • Make tints and tones with paint. • Make smudges and marks with media such as pastels and chalks. • Apply their carving and cutting techniques to make a clay model. • Talk about and explain the techniques they have used. • Talk about an artist, compare and evaluate the artist's work.