



English

Unit 1 – Traditional Stories

This unit introduces pupils to more complex narrative structures in traditional tales. They experience how authors write the same story from different viewpoints and how the same story can be represented differently in other parts of the world. They use their knowledge to write some entertaining stories for themselves. Reading a variety of stories on their own and with others provides opportunities for pupils to develop their reading fluency skills. Shared and guided reading will need to focus on literal and inferential skills to help pupils read for meaning, rather than simply decoding.

Curricular aims of this unit:

- To enjoy and appreciate a range of traditional stories
- To recognise the key characters and events that feature in traditional stories.
- To justify likes/dislikes of different characters and what they bring to the story.
- To understand how the author uses a character's traits in the story for cause and effect.
- To recognise common structural elements and language of traditional stories.
- To use suitable connectives to sequence main parts of the story.
- To use punctuation correctly when writing a conversation between characters,
- To write own versions of traditional stories.

Unit 4 – An introduction to Shakespeare

The unit introduces pupils to the nature of performance and play script. Shakespeare's work is rooted in our rich cultural heritage and his work can be interpreted at many different levels, but essentially they cover themes of friendship, love, conflict, jealousy and betrayal that are common to many narrative forms that young pupils will be familiar with. The children will read a variety of suitable texts and become familiar with some of the work of one of the world's greatest writers.

Curricular aims of this unit:

- To become familiar with the work of a famous writer.
- To explore the biography genre
- To explore play script
- To develop pupils' understanding of dramatisation as a way of telling a story
- To make comparisons between stories and their characters, settings and plotlines
- To use drama conventions to explore and support retelling stories
- To appreciate how character can be brought to life through performance
- To make predictions and inferences when reading, and explore the vocabulary used
- To watch/listen to Shakespeare stories and discuss what they are about
- To make notes when gathering information
- To use reading and personal experiences as a basis for writing both fiction and non-fiction

The following will be taught and consolidated throughout the year:

- **Phonics and Spelling**
 - Apply phonic skills to decode new words until this has become embedded and reading is fluent.
 - Blend sounds to read words containing known spelling patterns.
 - Read words of 2 or more syllables.
 - Read words with common suffixes e.g. ing, ed, ment.
 - Read common exception words for Year 2.
 - Read aloud familiar books at an appropriate level.
 - Reread books to build fluency.
 - Segment spoken words into phonemes to attempt spelling.
 - Learn different ways of spelling the same phonemes e.g. igh/ie
 - Spell common exception words for Year 2.
 - Write simple dictated sentences that include familiar spelling patterns and common exception words.
- **Grammar and Punctuation**
 - Use capital letters, commas in lists, exclamation marks, and question marks correctly.
 - Write different types of sentences e.g. statements, questions, exclamations and commands.
 - Write expanded noun phrases.
 - Use past and present tense correctly.
 - Use conjunctions such as and, but, because and or.
 - Use grammar terminology for Year 2.
 - Use features of standard written English.
- **Handwriting**
 - Form lower case letters correctly.
 - Start to use joined handwriting.
 - Write letters and numbers the correct size.
 - Use finger spaces consistently and accurately.

Additionally, each class studies a class book during BREAK (Berkswell reads for Enjoyment and Knowledge) sessions. This term, children in Year 2 will be reading **The Hundred Mile an Hour Dog by Jeremy Strong**

Maths

Number and place value

- Use place value and number facts to solve problems.
- Count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward.
- 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 compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$.
- Read and write numbers to at least 100 in numerals and in words.

Addition, subtraction, multiplication and division

- Solve simple problems with addition and subtraction using objects and pictures, including those involving numbers and measures.
- Apply increasing knowledge of mental and written methods.
- Recall and use addition and subtraction facts to 20 fluently, find out and use related subtraction facts up to 100.
- Add and subtract numbers using objects, pictures, and using mental methods, including:
 - A two-digit number and ones
 - A two-digit number and tens
 - Two two-digit numbers
 - Adding three one-digit numbers
- Show that addition of two numbers can be done in any order and subtraction another cannot.
- Recognise and use the inverse relationship between addition and subtraction to check calculations and missing number problems.

Multiplication and division

- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts.
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs
- Recognise and use the inverse relationship between multiplication and division in calculations
- Show that multiplication of two numbers can be done in any order and division of one number by another cannot

Statistics

- Interpret and construct 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 data.

Fractions

- Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.

Measures

- Solve simple practical problems involving addition and subtraction of money.
- Choose and use appropriate standard units to estimate and measure length/height.
- Read relevant scales to the nearest numbered unit.
- Compare and order lengths and record the results using $>$, $<$ and $=$.
- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value and match different combinations of coins to equal the same amounts of money; add and subtract money, including giving change.
- Compare and sequence intervals of time
- 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.

Geometry

- identify and describe the properties of 2-D shape, including the number of sides, corners and symmetry in a vertical line
- Compare and sort common 2-d and 3-d shapes and everyday objects.
- Order and arrange combinations of mathematical objects in patterns
- Use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line.

Science

Unit 1 Local habitats

This unit is intended to be taught across the whole year. Pupils visit the same habitats and microhabitats at different times of year and explore changes.

Key Concepts

1. That the area where living things live and feed is called a habitat
2. That within habitats there are microhabitats that support living things.

Unit 2 Materials

Pupils will explore different materials and begin to link properties with the use of the material, carrying out an investigation to decide on the best material for a particular use.

Key Concepts

1. That material properties are linked to their use
2. That the shape of some materials can be changed by forces.

Music

Ourselves: Children created and respond to vocal sounds and body percussion understanding how vocal sounds can be used to express feeling.

Toys: Children develop a sense of steady beat through chat, actions and instruments learning to change tempo.

Our Land: children explore timbre and texture to understand how sounds can be descriptive.

Our bodies: Children recognise and respond to steady beats at different tempo, performing rhythms patterns on instruments.

Computing

We are robots

In this unit, children will learn to program a sprite to move around a screen on Scratch.

We are games testers

In this unit, the pupils will try to work out how some simple Scratch games work. They also look at freeonline or open source games and share their favourite games with the class.

History

Journey through time

Children will identify similarities and differences between the ways of life in three different periods of history with a particular focus on changes of toys.

Religious Education

Unit 1: Spreading the Word

This strand begins by exploring how the message of the bible is spread and how the bible is made up of two parts. They will learn how faith can change people's lives.

Unit 2: Gifts and Giving

Children will learn about the Christian celebration of Christmas. They will reflect on the way people can give and receive different types from others.

Art

Pop Art

Children explore pop art, describing the similarities and difference between different artists. They will design their own Pop Art using a range of different media, including computer graphics programs.

French

Pupils are introduced to basic French phrases and key vocabulary through the use of songs and games.

Physical Education

The Children will be taught a 'Real PE' session each week which focuses on the development of the fundamental movement skills.

Real PE - Unit 1

The children will develop the following fundamental movement skills:

Cardio - Coordination – floor movement patterns.

Cool Down - Static balance – One leg standing.

During these sessions the additional ability focus will be personal skills.

Real PE - Unit 2

The children will develop the following fundamental movement skills:

Cardio - Dynamic balance to agility.

Cool Down - Static balance – seated.

During these sessions the additional ability focus will be social skills.

Games – Throwing and Catching

This unit of work focuses upon improving basic skills and to play simple games that demand simple choices and decisions in order to keep possession.

Dance – The Three Little Pigs

Children will learn to respond to different stimuli in pairs or groups and to perform a variety of basic dance actions such as turning, jumping, travelling, gesture and shape.

PSHE- The Jigsaw Approach

Jigsaw brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. Jigsaw is designed as a whole school approach with all year groups working on the same theme (Puzzle) at the same time.

The children will cover two themes (puzzles) this term:

Being Me In My World

This covers a wide range of topics including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

Celebrating Difference

This focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference' and explore the concept of 'normal'. There is a big focus on bullying, learning what it is and what it isn't and developing strategies for dealing with it effectively.