



English

Unit 5 – Author Study

This author study provides opportunities for pupils to explore in more depth the work of a chosen author. Involve pupils in selecting the author by recalling the author studied in Year 1, books read at home and at school, and by teacher sharing some appetising books with pupils.

Curricular aims of this unit:

- To read and retell a selection of stories written by a particular author. Talk about the different books, themes and preferences
- To make comparisons between stories and their characters, settings and plot lines
- To use pictures, puppets and other props to support retelling the stories in the style of the author
- To make predictions and inferences when reading and explore the vocabulary used for effect
- To watch/listen to different stories. Talk about similarities and differences
- To read a variety of the author's texts in shared, guided and independent reading with increasing independence
- To discuss preferences and let the author know about their opinions
- To use reading as a basis for writing in a wide range of genres both fiction and non-fiction

Unit 6– Journeys

This unit explores the theme of journeys, whether real or imagined. In journey stories it is usual for the main character to meet people, animals, physical landmarks or obstacles along the way. These meetings signal a moment when something happens, often a problem and resolution. Journey stories have particular structures that, when once known, pupils can relate this understanding to make connections in and between texts, and as a support for their own compositions.

Curricular aims of this unit:

- To read and retell a selection of stories based on different 'journey' structures.
- To recall real experiences of journeys made
- To make comparisons between stories and their characters, settings, plot lines and structures
- To use drama conventions to explore and support retelling the stories
- To make predictions, inferences and deductions when reading, and explore the vocabulary used for effect
- To watch/listen to different stories. Talk about similarities and differences in their structures
- To read a variety of journey type texts in shared, guided and independent reading with increasing independence
- To discuss preferences, opinions and viewpoints
- 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 Year2.
- 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 **Matilda by Roald Dahl**.

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- Habitats

Pupils spend time learning about familiar and unfamiliar habitats such as woodland and the seashore. They work in the classroom and outdoors to look at animals and plants and further their knowledge of the variety of life in different places and they go pond dipping. They extend their knowledge of the diets of different animals to understand about food chains.

Key Concepts

1. Different local conditions in nature are called habitats.
2. Different habitats contain different animals and plants that are suited to their habitats in different ways.
3. Plants make their own food. Some animals eat plants and some eat other animals

Unit 4- Plants

Pupils think about the difference between seeds and other objects and work out what a seed is. They plant beans and monitor them weekly, observing, measuring, sketching and photographing them to provide a record of growth. They investigate the basic needs of plants for healthy growth and explore the way that plants change through the seasons.

Key Concepts

1. That plants need water, warmth and light to grow
2. That the roots of a plant grow first followed by a shoot and then leaves
3. That plants change through the seasons with some plants dying and others becoming dormant

Computing

We are detectives

In this unit, the children are challenged to solve a mystery by reading, sending and replying to emails, and by listening to a witness statement. They use a fact file sheet to create a table and identify the culprit

We are zoologists

In this unit, the children go on a bug hunt, recording and identifying the small animals they find. They then organise the data they have collected, record it using a graphing package, and interpret the graph to answer questions about the animals.

Geography

Pole to pole

Children use atlases to identify and name the 7 continents and 5 oceans of the world. They identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, looking at animals found there and how they adapt to their environment. They learn about the life of Inuits, comparing it to their own.

History

Race to the pole- Captain Scott

In this unit children develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of finding out about Robert Falcon Scott's expedition to the Antarctica.

Music

Weather: Children learn rhythmic chants about the weather and compose music to illustrate a story about the wind and sun.

Pattern: Children perform steady beat patterns to accompany songs. They follow a simple score, performing beat patterns with voices and percussion.

Water: Children develop an understanding of pitch, performing pitch shapes on tuned instruments

Travel: Children prepare and improve performance, using movement, voice and percussion.

Art

Inuit Art

Children explore Inuit art and design their own Inukshuk from different materials.

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 5

The children will develop the following fundamental movement skills:

Cognitive skills with a physical focus on agility and static balance.

Real PE – Unit 6:

The children will develop the following fundamental movement skills:

Cognitive skills with a physical focus on coordination and agility

Games- Dribbling, kicking and hitting

This unit develops skills in dribbling, kicking and hitting with simple partner and group invasion games. They learn how to apply basic tactics and strategies for attacking play

Gym – turning, twisting and spinning

Children learn how to turn, spin and twist on different body parts, showing control and coordination. They link together three movements, showing contrasts in speed and level.

Religious Education

Unit 5: Islam

In this strand children begin to explore Islam, learning what Muslims believe about God and what they do to show their beliefs.

Unit 6: Rules for living

In this strand children reflect on the importance of rules. They learn about the 10 commandments and reflect on their own views of right and wrong.

PSHE

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:

Relationships

This theme (puzzle) looks at diverse topics such as families, friendships, pets and animals, and love and loss. A vital part of this puzzle is about safeguarding and keeping children safe, linking to cyber safety, how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families and look at stereotypes

Changing me

Children think about looking ahead and moving into a new year group. During this puzzle the relationship and sex education (RSE) aspect of the curriculum is taught and children name the main body parts, focusing on the difference between male and females, as well as exploring gender stereotypes.

