



English

T4W Narrative- The Papaya Who Spoke (Journey Story)

T4W Recount- Diary from the perspective of a dog (The Great Fire of London)

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. Reading a variety of stories on their own and with others provides opportunities for pupils to develop their reading fluency skills.

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 5 – Author Study

This author study provides opportunities for pupils to explore in more depth the work of a chosen author.

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 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

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

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.

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 $1/3$, $1/4$, $2/4$ and $3/4$ 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

Animals and their needs

In this unit pupils learn about the stages of human growth. They learn that animals grow until they are adult and that that different animals start life in different forms, some as eggs and some as live births. They learn the basic needs of all animals, including humans, and learn about the importance of having the right amounts and types of food and exercise in order to remain healthy.

Key concepts

1. Animals grow from juveniles into mature adults.
2. Mammals give birth to live young but other animals lay eggs.
3. Many immature animals including humans need care in order to mature but others grow up independent of their parents.
4. A good diet, hygiene and exercise are important for maintaining good health.

Local habitats

This unit is 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.

History

Food- Changes in Living Memory

Pupils will look at how our experience of food has changed over the last 100 years. They will look at changes in our taste, in the availability of food and how different factors have affected these.

The Great Fire of London

Pupils will find out when, where, how and why the Great Fire of London happened, and explore how we know about it through the diary of Samuel Pepys and other sources.

Art

Fruit Frenzy

Children will study the work of the artist Giuseppe Arcimboldo. They will explore colour, texture and shape of fruit and use different types of prints to creating their own fruit collage.

D&T

From Field to Fork

In this unit children will explore where food comes from and will learn how food is farmed grown or caught.

They will have the opportunity to prepare simple dishes safely and hygienically using techniques such as cutting, peeling and grating.

Religious Education

Islam: Believing.

How do Muslims show Allah is compassionate and merciful?

The focus of this unit is on the key concept of Compassion, looked at, through the celebration of Ramadan and Eid-ul-Fitr, an introduction to stories of the Prophet Muhammad's compassion on animals and for the poor and needy, and as an attribute of Allah as expressed in prayers Muslim children learn as they grow up.

Christianity: Agape Love

What did Jesus teach about being kind?

In this unit children will explore the ideas of Christian love. (Agape). They will recall the story of Zacchaeus from the bible and consider what Jesus taught about being kind.

Physical Education

Real PE - Unit 3

The children will develop the following fundamental movement skills:
Cognitive skills with a physical focus on Dynamic and static balance.

Real PE – Unit 4:

The children will develop the following fundamental movement skills:
Creative skills with a physical focus on co-ordination and ball skills.

Pirate Fitness

Children will work on beating their personal best and engaging in physical activity for increasing periods of time. They will be given the opportunity to extend their agility, balance and coordination skills.

Ball Games

Children will develop skills at stopping, passing and dribbling a ball with their feet. They will learn to throw and catch a ball and will begin to use these skills in games situations.

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:

Dreams and Goals:

This theme (puzzle) aims to help children think about their hopes and dreams, their goals for success, what personal strengths are, and how to overcome challenges, via team work skills and tasks. There is also a focus on enterprise and fundraising.

Healthy Me: This theme (puzzles) covers two main areas of health: Emotional health (relaxation, being safe, friendships, mental health skills, body image, and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, medicines and being safe) in order for children to learn that health is a very broad topic.

Computing

Online Safety

Pupils will learn about how what they do online leaves a trail called a digital footprint. They will look at how to improve the efficiency of their online searches, the types of websites that are best for children to access when looking for information, as well as how to identify inappropriate content and the actions they should take if they do. Children will be introduced to the term 'cyberbullying' and look at how they should communicate online and deal with instances of people being unkind via digital means.

Presenting Ideas

Pupils will learn how digital content can be represented in many forms. They will learn how to efficiently store and retrieve their work and will have the opportunity to present ideas in different formats for different audiences.

Spreadsheets

Pupils will learn how to open, save and edit spreadsheets. They will create their own spreadsheet including a graph based on simple data collected, adding colour and appropriate labels to their spreadsheet and graphs