



## English

**T4W Narrative** - Where the Wild Things Are (Fantasy Story)

**T4W Instructions** – How to catch a wild thing

### An introduction to Shakespeare (Toolkit Unit 4)

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

#### **BREAK**

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 Caper of the Crown Jewels: England** by Elizabeth Singer Hunt

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.

## 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

### Plants

Pupils learn that plants may grow from seeds or bulbs. They plant seeds and monitor them weekly, observing, measuring and sketching 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

### Materials

Pupils will explore different materials and begin to link properties with the use of the material, carrying out investigations 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.

### 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

### Maud Watson

Children find out about the life of Maud Watson, a famous tennis player who lived in Berkswell. They will learn how she was the first the first ever female Wimbledon champion and will compare her life with famous sportspersons today.

## Geography

### Where do I live? The United Kingdom

Children use atlases to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. They learn about different locations in the United Kingdom, identifying their physical and human features and comparing these to Berkswell.

## Computing

### Coding

Pupils will learn that algorithms are a set of instructions and will plan and use algorithms in programs achieve a result. They will learn what debug means and will the opportunity to debug simple programs. They will create their own simple program and test it.

### Making Music

Pupils will use the sounds within 2Sequence to create a composition. They will learn how to edit and amend their composition, exploring harmony and building up musical scores.

## French

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

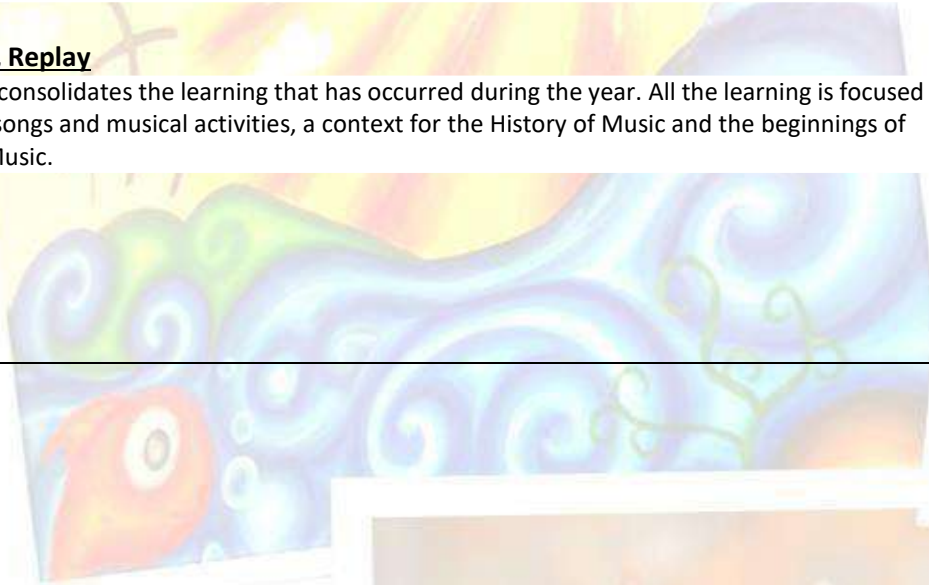
## Music

### Friendship Song

This unit is focused around a song about being friends. In this unit children will find the pulse in pieces of music and clap simple rhythms. They will compose a simple melody using simple rhythms and use these as part of a group performance.

### Reflect, Rewind, Replay

This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.



## Religious Education

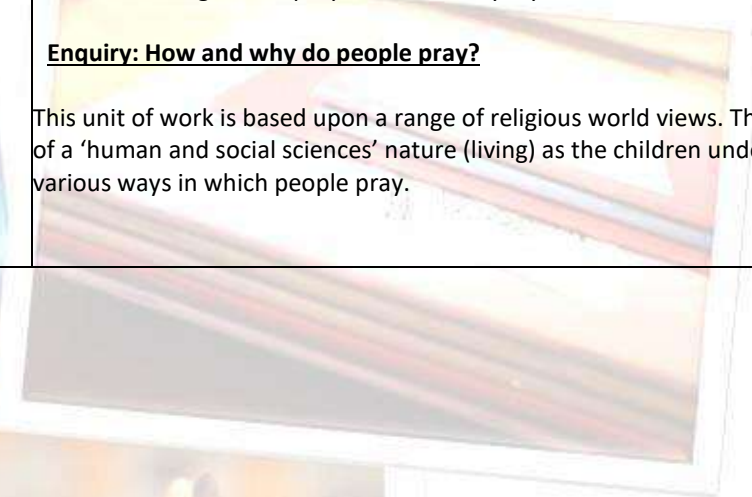
### Islam: Religion and the Individual

***How does a Muslim show their submission and obedience to Allah?***

The children will learn that Muslims believe they should obey and submit to Allah in every way and they should trust him to tell them the right thing to do. They will explore how Muslims demonstrate their obedience and submission to Allah through ritual prayer and in everyday life.

### Enquiry: How and why do people pray?

This unit of work is based upon a range of religious world views. The focus is one of a 'human and social sciences' nature (living) as the children understand the various ways in which people pray.



## Art

### Famous British Illustrators

Children study the work of some famous British illustrators including Martin Handford and Nick Sharrat. They will draw their own characters in the style of these illustrators. They will then use this design to create their own fabric puppet.

## D&T

### Where's Wally Puppet

Children will look at a range of different types and styles of puppets. They will develop and refine their cutting and sewing skills before designing, creating and evaluating their own Where's Wally puppet.

## 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.

## Physical Education

### Real PE - Unit 5

Children will develop the following fundamental movement skills: Cognitive skills with a physical focus on agility and static balance.

### Real PE – Unit 6:

Children will develop the following fundamental movement skills: Cognitive skills with a physical focus on coordination and agility

### Tennis

Children will practise throwing, bouncing and catching a ball. They will learn how to control a ball with a racket, performing a forehand and backhand in floor tennis.

### Athletics

Children will develop their skills at throwing a variety of different objects at targets and will learn how to perform a long jump with balance and control and will compete in a team in various running and obstacle games, working together to improve team performance.