

Maths – Fractions

- Recognise, find, name and write fractions: [Fraction:1/3], [Fraction:1/4], [Fraction:2/4] and [Fraction:3/4] of a length, shape, set of objects or quantity
- Write simple fractions, for example [Fraction:1/2] of 6=3 ---Recognise the equivalence of [Fraction:2/4] Fraction:1/2]

Time

- 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.

English

Core texts

"Katie in London" by James Mayhew

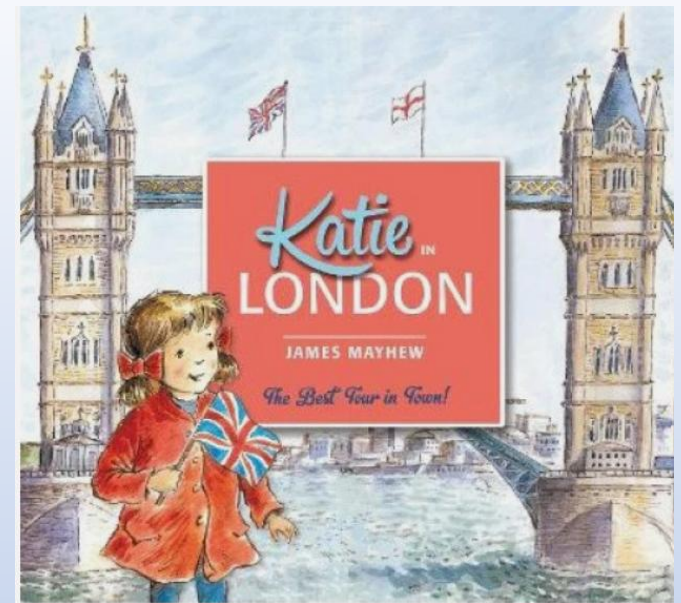
"George and the Dragon" by Chris Wormell

Reading

- Show understanding of vocabulary by discussing favourite words and phrases.
- Re-read phonically decodable books to build up fluency and confidence in word reading.
- Answer questions in discussion with the teacher and make simple inferences.
- Know the key plots of the stories they read.
- Understand the layout and features of a nonfiction book.
- Understand that Non-fiction books do not always need to be read from start to finish.
- Use a contents page and glossary to find information.
- Understand and use alphabetical order (to retrieve information).
- Retrieve information from a nonfiction text.
- Skim and scan for key words in a text.
- Talk about events in what is read or heard read and link them to his/her own experiences.
- Apply phonic knowledge to decode words until automatic decoding is embedded.
- Recognise alternative sounds for graphemes.
- Draw on what they already know including background information and vocabulary.
- Check that the text makes sense, correcting inaccurate reading.

Year 2 Sea Turtles Term 5

What is a Monarch?



Writing

- Compose and write sentences independently to convey ideas.
- Write sentences, sequencing them to form short narratives (real or fictional).
- Write sentences by re-reading what he/she has written to check that it makes sense.
- Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing.
- Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary.
- Make simple additions, revisions and corrections to his/her own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher

Grammar, punctuation and spelling

- Use capital letters and full stops to demarcate sentences in some of his/her writing
- Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses
- Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon
- Begin to punctuate work using question marks and exclamation marks
- Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others.

Handwriting

- Form lower-case letters in the correct direction, starting and finishing in the right place.
- Form capital letters.
- Use the diagonal and horizontal strokes needed to join letters.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

History

What is a Monarch?

- Explore monarchy and coronations.
- Discover how William the Conqueror became king.
- Analyse how effective castles were by exploring their features.
- Evaluate how monarchy has changed.



Computing – Creating Media-Digital Music and E-safety

- Create music digitally.
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

P.E. - Fitness ,Striking and Fielding

P. E. Days Mondays and Tuesdays

- Master basic movements including running, throwing and catching.
- Participate in team games, developing simple tactics for attacking and defending.

PSHE – Relationships

- I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.
- I can identify some of the things that cause conflict with my friends.
- I recognise and appreciate people who can help me in my family, my school and my community.

RSHE – Rights and Responsibilities

- I can judge what kind of physical contact is acceptable, comfortable or uncomfortable and how to respond.
- I know that there are different types of touch.
- I understand that people need personal space.
- I understand that some touches are unsafe and know how to respond.

Year 2 Term 5

What is a Monarch?

Design and Technology

Cooking and Nutrition: Balanced Diet

- Design purposeful, appealing products for themselves and other users based on design criteria.
- Select from and use a range of tools and equipment to perform practical tasks.
- Evaluate their ideas and products against design criteria.

Science – Plants

- Observe and describe how seeds and bulbs grow into mature plants.
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Working scientifically

- Asking simple questions and recognising that they can be answered in different ways.
- Observing closely, using simple equipment.
- Performing simple tests.
- Identifying and classifying.
- Using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.

Music- Structure (Myths and Legends)

- Develop an understanding of structure by exploring and ordering rhythms.
- To perform a group composition.
- Play tuned and untuned instruments musically.

R.E.-Who is a Muslim and how do they live? (Part 2)

- Who was the Prophet Muhammad and why is he important to Muslims?
- What difference does worshipping God make to Muslims?