

Maths

Place Value

- Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and 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.
- Read and write numbers to at least 100 in numerals and in words.
- Use place value and number facts to solve problems.

Addition and Subtraction

- **Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:**
 - a two-digit number and ones.
 - a two-digit number and tens.
 - two two-digit numbers.
 - adding three one-digit numbers.

English

Core texts

"Supertato" – Sue Hendra

"The Way Back Home" – Oliver Jeffers

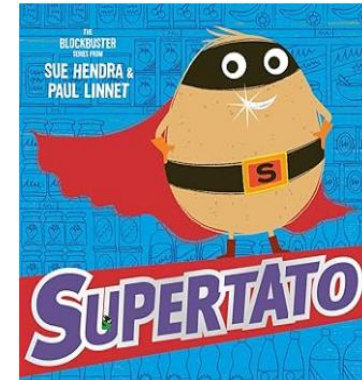
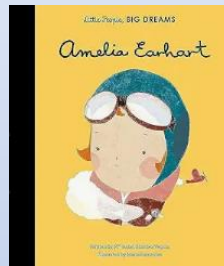
"Amelia Earhart" – Little People Big Dreams

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 1

How did we learn to fly?



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 – How did we learn to fly?

- Who were the Wright brothers.
- Why is Bessie Coleman significant?
- When was the first flight?
- Why is Amelia Earhart significant?
- Why was the Moon landing special?
- To place significant flight events on a timeline.

Computing – Information technology around us.

- Recognise the uses and features of information technology.
- Identify information technology both in school and beyond school.
- Explain how to use information technology safely.

P.E.- Fundamentals and Team Building

P.E. Days Tuesdays and Fridays

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

PSHE – Being me in the world

- Identify when I feel special and safe.
- Identify some of my hopes and fears for this year.
- Recognise the choices I make and understand the consequences.

Design and Technology Structures

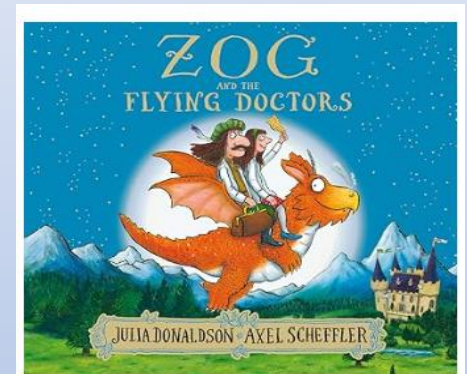
- To explore the concept and features of structures and the stability of different shapes.
- To understand that the shape of the structure affects its strength.
- To make a structure according to design criteria
- To produce a finished structure and evaluate its strength, stiffness and stability.



Year 2 Term 1



How did we learn to fly?



Music

- Using the voice expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.

Science – Uses of Everyday Materials

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

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.

R.E.- What is the good news Christians believe Jesus brings (Part 1)

- What did Jesus' good news mean for Matthew in the Bible story?
- What might a Christian say was the good news that Jesus brought to Matthew?
- What do many Christians believe is the good news that Jesus brings about forgiveness and peace?
- What might Christians do to follow the life of Jesus and bring 'good news' to people?