



<p>RE</p>	<p>Local Church – Community – Books Why do we need books? Prior learning: that on Sunday in church, we meet people who do special jobs as we gather to celebrate the Good News of Jesus. This Topic: learning outcomes: Know and understand: About the different books used at home and in school – Explore The books used in Church on Sunday by the parish family – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond Vocabulary Lectionary, Lectern, Missal, Gospel, Mass responses, Church, parish family</p>	<p>Eucharist – Relating – Thanksgiving Why should we be grateful people? Prior learning: Mass as Jesus’ special meal This Topic: learning outcomes: Know and understand: Different ways to say thank you – Explore The Eucharist: the parish family thanks God for Jesus – Reveal Acquire the skills of assimilation celebration and application of the above – Respond Vocabulary thank you, thanksgiving, thoughtful, Eucharist, Eucharistic Prayer, liturgy</p>	<p>Lent/Easter – Giving – Opportunities How does each day offer opportunities for good? Prior learning: a time to change in preparation for the celebration of Easter This Topic: learning outcomes: Know and understand: Each day offers opportunities for good – Explore Lent, the opportunity to turn towards what is good in preparation for Easter – Reveal Acquire the skills of assimilation celebration and application of the above – Respond Vocabulary opportunities, Ash Wednesday, Lent, prayer, sharing, giving, Cross, crucifix, Easter candle, Easter, New Life, Sabbath</p>
<p>PSHE/RSHE</p>	<p>LIVING IN THE WIDER COMMUNITY- BELONGING TO THE COMMUNITY Children will understand what it means to belong to a group. They will develop and understanding of their roles and responsibilities in the wider community. Children will learn about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups. They will learn about different rights and responsibilities that they have in school and the wider community and how a community can help people from different groups to feel included. They will also recognise that they are all equal, and ways in which they are the same and different to others in their community. Vocabulary Community, purpose, roles, responsibilities</p>	<p>LIVING IN THE WIDER COMMUNITY- MEDIA LITERACY AND DIGITAL RESILIENCE Children will know how we use the internet in everyday life and how to stay safe online. They will learn the ways in which people can access the internet e.g. phones, tablets, computers and recognise the purpose and value of the internet in everyday life. They will develop an understanding that some content on the internet is factual and some is for entertainment e.g. news, games, videos and that information online might not always be true Vocabulary Internet, phones, tablets, computers, safety, factual, fake, inaccurate</p>	<p>LIVING IN THE WIDER COMMUNITY- MONEY AND WORK Children will understand money and how to look after it. Children will learn about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments. They will know how money can be kept and looked after and how to get. keep and spend money. They will know that people are paid money for the job they do and recognise the difference between needs and wants. They will also begin to develop an understanding of how people make choices about spending money, including thinking about needs and wants Vocabulary Save, spend, notes, cards, electronic payments, savings, wants, needs, wages, salary.</p>

ENGLISH	<p style="text-align: center;"><u>The Bog Baby</u> Writing Outcome & Writing Purpose Narrative Finding Narrative Purpose: To narrate Instructions: How to build a habitat Purpose: To instruct Grammar Word Build on previous units & focus on: Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs Grammar: Sentence Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a statement, question and command Grammar: Text Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing Grammar: Punctuation Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences. Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)</p>	<p style="text-align: center;"><u>Grandad’s Island</u> Writing Outcome & Writing Purpose Narrative: Return Narrative Purpose: To narrate Information: Jungle Animals Purpose: To inform Grammar: Word Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs Grammar: Sentence Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) sentence indicates its function as a statement, question, command, and exclamation Expanded Noun Phrases for description and specification Grammar: Text Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing Grammar: Punctuation Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Apostrophes to mark singular possession in nouns</p>	
PHONICS	<p style="text-align: center;"><u>Read Write Inc Phonics</u></p> <p>Each half term children in Year 2 are assessed using the Read Write Inc (RWI) Assessment document. Once assessed, children are placed into homogenous groups based on their current phonetic level.</p> <p>Each day, pupils will have the opportunity to take part in a 10-minute Speed Sounds Lessons which exposes them to a new sound. In each Speed Sounds Lesson, pupils will learn a new sound, using “Special Friends, Fred Talk, Read the Word” to read 6-8 green words containing their new sound as well as 2-3 nonsense words. Within each Speed Sounds Lesson pupils also review previously taught sounds and read green words containing these previously taught sounds. They will also use ‘Fred Fingers’ to spell words containing newly taught sounds.</p> <p>After each Speed Sounds Lessons, pupils will also apply their phonetic knowledge when reading phonetically decodable books. RWI Books range from Red Ditties to Grey Storybooks. All these books have been created to provide children with the opportunity to apply their phonetic knowledge. Throughout the week, pupils will read green words and red words from their current book, read the books with a partner and listen to an adult reading their new book. They will also take part in a variety of comprehension and writing activities which are appropriate to the text they are accessing. Linked Storybooks and Book Bag books are also sent home each week.</p> <p style="text-align: center;">Once children have completed RWI they access RWI Spellings and RWI Comprehension.</p>		
READING SPINE	<p style="text-align: center;">The Magic Faraway Tree Enid Blyton</p>		
MATHS	<p style="text-align: center;">Multiplication and Division Children will use practical methods to</p>	<p style="text-align: center;">Statistics In this unit, children will develop the concept of</p>	<p style="text-align: center;">Properties of Shape Children will learn to identify and describe the</p>

	<p>Recognise, make and add equal groups. They will answer and write multiplication sentences from pictures using the x symbol and arrays. Pupils will make doubles. x2, x5, x10 They will divide by making and sharing equal groups. They will also divide by 2, 5 and 10 as well as identify odd and even numbers.</p> <p>Vocabulary</p> <p>Multiply, groups of, times, multiplication symbol, equal groups, unequal groups, arrays, divide, share, groups, division, odd, even, doubles, halves</p>	<p>statistics in the form of tables, tally charts, pictograms and block diagrams. Children learn to use tally charts as a systematic method of recording data as a running total for an unknown quantity. They learn to use tally charts and tables to produce pictograms and block diagrams from data they have collected as well as data which is given. Children use their knowledge of one-to-one correspondence to help them interpret the data presented and sort categories by quantity. They use their knowledge of the two, five and ten times tables to draw and interpret many-to-one pictograms.</p> <p>Vocabulary</p> <p>Data, key, tally, interpret, tally chart, pictogram, block diagram, table, total, compare, symbol</p>	<p>properties of 2D shapes, including the number of sides and line symmetry in a vertical line. They learn to identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Children compare and sort common 2D and 3D shapes and everyday objects. They also learn to identify 2D shapes on the surface of 3D shapes, for example, a circle on a cylinder and a triangle on a pyramid.</p> <p>Vocabulary</p> <p>2D, 3D, flat, solid, corner, apex, vertex, vertices, side, edge, face, curved, straight, round, line of symmetry, vertical, pattern</p>
SCIENCE	<p>Living Things and Their Habitats</p> <p>Children will find out about, and describe the basic needs of animals, including humans. They will identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. They will identify and name a variety of plants and animals in their habitats, including micro-habitats. Children will also describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name the different sources of food.</p> <p>Vocabulary</p> <p>Carnivore, Chain, Dead, Food, Habitat, Herbivore, Omnivore, Predator, Prey, Producer, Live, Micro-habitat, Never alive,</p>		
COMPUTING	<p>Word Processing</p> <p>Touch typing and staying safe online</p>	<p>Programming Scratch Junior</p> <p>Programming apps</p> <p>Children will explore what ‘blocks do’ using the app ‘Scratch Jr’ by carrying out an information cycle of predict > test > review, programme a familiar story and an animation of an animal, make their own musical instrument by creating buttons and recording sounds and follow an algorithm to record a joke.</p> <p>Vocabulary</p> <p>Algorithm, animation, bug, code, code, debug, Icon, imitate, instructions, loop, repeat, Scratch Jr, sequence</p>	
HISTORY	<p>Taught in Autumn and Summer</p>		
GEOGRAHY	<p>Hot and Cold Places</p> <p>During this unit children will name, locate and identify characteristics of the seven continents and oceans using world maps, atlases and globes. They will identify and sort photographs of hot and cold locations around the world and locate these on a map. They will also use basic vocabulary to refer to the physical and human features of these localities.</p>	<p>Comparison of Non-European Country</p> <p>Children will understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country. They will use world maps, atlases and globes to identify countries, continents and oceans associated with these localities. When comparing these locations pupils will use basic geographical vocabulary to refer to: - key physical features,</p>	

	<p style="text-align: center;">Vocabulary</p> <p>Amazon Rainforest Atacama Desert Canada Norway Russia Sahara Desert, adapt desert habitat iceberg rainforest savanna, Antarctic Circle Arctic Circle The Equator North Pole South Pole, adapt, equator, habitat.</p>	<p>including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shops.</p> <p style="text-align: center;">Vocabulary</p> <p>Country, continent, ocean, cities, villages, towns, maps, atlas, physical, human, features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, including: city, town, village, factory, farm, house, office, port, harbour and shops.</p>
ART	<p style="text-align: center;">Access Art-6 week introduction to drawing</p> <p>Pupils will develop an understanding of different drawing tools and use these to make a continuous line drawing. They will also experiment drawing hands. Pupils will create a “Backwards Forwards” drawing exercise using soft B pencils. They will draw an object, to a larger scale so they are aware of moving their wrist – for example A3.</p> <p>Pupils will explore a piece of artwork by a famous artwork to look at the kinds of marks artists use in their work. The children to discover and explore a variety of marks, to help develop their mark making vocabulary. Children will put their mark making skills into practice by drawing an object from observation. Use a handwriting pen. Children will explore charcoal and ink to create artwork based on using simple shapes. They will consolidate these skills by trying to produce an observational drawing of food packaging.</p> <p style="text-align: center;">Pupils will share their work with others and reflect on what they have produced.</p> <p style="text-align: center;">Vocabulary</p> <p style="text-align: center;">Tools, medium, charcoal, ink, pen, pencil, 2D, 3D, observational drawing, scale, continuous line drawing</p>	
DESIGN & TECHNOLOGY	<p style="text-align: center;">Structures- Baby Bear’s Chair</p> <p>Using the tale of Goldilocks and the Three Bears as inspiration, children help poor Baby Bear by making him a brand new chair. When designing the chair, they consider his needs and what he likes and explore ways of building it so that it is a strong and stable structure and doesn’t break again!</p> <p style="text-align: center;">Vocabulary</p> <p style="text-align: center;">Function, man-made, mould, natural, stable, stiff, strong, structure, test, weak</p>	
MUSIC	<p style="text-align: center;">Musical Me</p> <p>In this topic children learn to sing the song ‘Once a Man Fell in a Well’ and to play it using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody.</p> <p style="text-align: center;">Vocabulary</p> <p style="text-align: center;">Rhythm, Pulse, Timbre, dynamics, tempo, beat, Melody, Innotation</p>	<p style="text-align: center;">African Call and Response Song</p> <p>Children go on a musical safari; using instruments to represent animals, copying rhythms, learning a traditional African call and response song and to recognise simple notation, progressing to creating their own animal-based call and response</p> <p style="text-align: center;">rhythms</p> <p style="text-align: center;">Vocabulary</p> <p style="text-align: center;">Timbre, dynamics, tempo,</p>
PHYSICAL EDUCATION	<p style="text-align: center;">Gymnastics</p> <p>In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing</p>	<p style="text-align: center;">Dance</p> <p>Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use</p>

and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.

Vocabulary

Straight, barrel, tuck, pike, straddle, sequence

them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.

Vocabulary

expression, pathway, direction, perform, dynamics