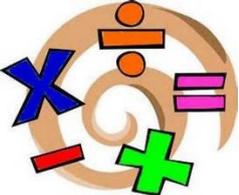




Year Group: 2

<i>Subject</i>	<i>Topics</i>	<i>Key learning focus</i>
<p>English</p> 	<p>Our genres for this term are:</p> <ul style="list-style-type: none"> • Adventure stories • Diaries and letters • Author Recounts • Poetry using various devices <p>We are using the Talk for Writing approach which uses drama and speaking and listening skills to inspire and develop ideas.</p>	<ul style="list-style-type: none"> • Pupils will be exploring different literacy devices, including the way stories are told, written and the impact this has on the reader. • Pupils will be planning and writing a range of fiction and non-fiction genres so that they can practice and develop key skills. • Spelling, punctuation and grammar will be taught as starters at the beginning of each lesson.
<p>Mathematics</p> 	<p>The units for this term:</p> <ul style="list-style-type: none"> • Shapes Scales and fractions • Multiplication and division • Solving problems • Counting in threes fractions and time • Moving around <p>We are using the Rising Stars maths scheme.</p>	<ul style="list-style-type: none"> • To count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward. • To 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. • To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. • To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. • To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs. • To show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot. • To 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. • To write simple fractions, for example $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

		<ul style="list-style-type: none"> • To identify, represent and estimate numbers using different representations, including the number line. • To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. • To identify and describe the properties of 2-D and 3-D shapes, • To order and arrange combinations of mathematical objects in patterns and sequences. • To use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
<p>Science</p> 	<p>Plants</p>	<ul style="list-style-type: none"> • To asking simple questions and recognising that they can be answered in different ways • To observe closely, using simple equipment • To perform simple tests • To identify and classify • To using their observations and ideas to suggest answers to questions • To gather and record data to help in answering questions. • To observe and describe how seeds and bulbs grow into mature plants. • To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
<p>History/Geography</p> 	<p>Heathrow Final outcome: Design a vehicle for flying.</p> <p>Seaside Final outcome: Seaside landscapes</p>	<p>History:</p> <ul style="list-style-type: none"> • To learn about significant historical events and places in their own locality. • To learn about changes in living memory and how these reveal aspects of change in national life. • To learn about events beyond living memory that are significant nationally or globally (first aeroplane flight). • To understand some of the ways in which we find out about the past and identify different ways in which it is represented. <p>Geography:</p>

		<ul style="list-style-type: none"> • To name and locate the world’s seven continents and five oceans. • To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • To use basic geographical vocabulary to refer to: key physical features, key human features. • To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
<p>Art/DT</p> 		<p>Art:</p> <ul style="list-style-type: none"> • To learn about the work of a range of designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. • To use a range of materials creatively to design and make products. <p>DT:</p> <ul style="list-style-type: none"> • To use the basic principles of a healthy and varied diet to prepare dishes. • To understand where food comes from. • To make selecting and using a wide range of materials and components, including ingredients, according to their characteristics.
<p>Religious Education</p> 	<p>Belonging</p> <ul style="list-style-type: none"> • Are symbols better than words at expressing religious beliefs? <p>Behaving</p> <ul style="list-style-type: none"> • Should people take care of the world? 	<p>Christianity</p> <ul style="list-style-type: none"> • Find out about Christian symbols and how and why they are used <p>Judaism</p> <ul style="list-style-type: none"> • Other Jewish symbols, e.g. Magen David (Shield of David), menorah, mezuzah, features of synagogues <p>Christianity</p> <ul style="list-style-type: none"> • The world is God’s creation – e.g. creation story in Genesis 1. Christians believe that humans are stewards of God’s world. <p>Judaism</p> <ul style="list-style-type: none"> • Human beings are responsible for taking care of the world. See especially the story of creation of human beings in Genesis 1-2
<p>Computing</p>	<p>E-safety</p>	<ul style="list-style-type: none"> • To use technology safely and respectfully, keeping personal information private;

		<p>identify where to go for help and support when they have concerns about material on the internet or other online technologies.</p>
<p>Music</p> 	<p>Elements of music</p>	<ul style="list-style-type: none"> • To play tuned and untuned instruments musically • To listen with concentration and understanding to a range of high-quality live and recorded music • To experiment with, create, select and combine sounds using the inter-related dimensions of music