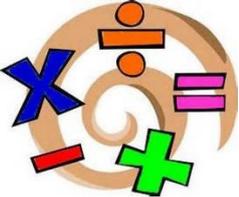
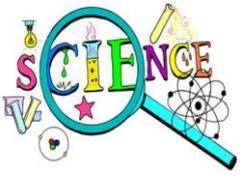




Year Group: 2

<i>Subject</i>	<i>Topics</i>	<i>Key learning focus</i>
<p>English</p> 	<p><b>Our genres for this term are:</b></p> <ul style="list-style-type: none"> <li>• Information texts</li> <li>• Poetry</li> <li>• Stories from familiar settings</li> <li>• Newspaper reports</li> </ul> <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"> <li>• Pupils will be exploring different literacy devices, including the way stories are told, written and the impact this has on the reader.</li> <li>• Pupils will be planning and writing a range of fiction and non-fiction genres so that they can practice and develop key skills.</li> <li>• Spelling, punctuation and grammar will be taught as starters at the beginning of each lesson.</li> </ul>
<p>Mathematics</p> 	<p><b>The units for this term:</b></p> <ul style="list-style-type: none"> <li>• Time</li> <li>• Money</li> <li>• Multiplication and division</li> <li>• Estimation</li> <li>• Fractions</li> <li>• Multiplication and division</li> <li>• Addition and Subtraction</li> </ul> <p>We are using the Rising Stars maths scheme.</p>	<ul style="list-style-type: none"> <li>• To tell and write the time to five minutes, including quarter past to the hour</li> <li>• To know the number of minutes in an hour and the number of hours in a day.</li> <li>• To recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</li> <li>• To find different combinations of coins that equal the same amounts of money.</li> <li>• To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</li> <li>• To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</li> <li>• To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs.</li> <li>• To show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot.</li> <li>• To solve problems involving the four operations, using materials, arrays, repeated addition, mental methods, including problems in contexts.</li> </ul>

		<ul style="list-style-type: none"> <li>• To recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</li> <li>• To write simple fractions, for example <math>\frac{1}{2}</math> of <math>6 = 3</math> and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> <li>• To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>
<p><b>Science</b></p> 	<p><b>Uses of everyday materials</b></p>	<ul style="list-style-type: none"> <li>• To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses</li> <li>• To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> <li>• To perform simple tests.</li> <li>• To use their observations and ideas to suggest answers to questions.</li> <li>• To gather and record data to help in answering questions.</li> </ul>
<p><b>History/Geography</b></p> 	<p><b>Explorers</b></p> <ul style="list-style-type: none"> <li>• <b>Creative curriculum outcome:</b> Explorers' survival kit</li> </ul> <p><b>Where shall we go on safari?</b></p> <ul style="list-style-type: none"> <li>• <b>Creative curriculum outcome:</b> Safari environment</li> </ul>	<p><b>History:</b></p> <ul style="list-style-type: none"> <li>• To learn about the lives of significant individuals in the past who have contributed to national and international achievements (explorers).</li> <li>• To develop an awareness of the past, using common words and phrases relating to the passing of time.</li> </ul> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>• To name and locate the world's seven continents and five oceans</li> <li>• To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>• To use basic geographical vocabulary to refer to key physical features and key human features</li> <li>• 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</li> </ul>

<p><b>Art/DT</b></p> 		<p><b>Art:</b></p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and shape</li> </ul> <p><b>DT:</b></p> <ul style="list-style-type: none"> <li>To design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>To make selecting from and using a wide range of materials and components, including construction materials according to their characteristics</li> <li>To develop technical knowledge to build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>To develop technical knowledge to explore and use mechanisms, such as levers, sliders, wheels and axles, in their products</li> </ul>
<p><b>Religious Education</b></p> 	<p><b>Behaving</b></p> <ul style="list-style-type: none"> <li>Should people follow religious leaders and teachings?</li> </ul> <p><b>Believing</b></p> <ul style="list-style-type: none"> <li>What can I learn from stories from religious traditions?</li> </ul>	<p><b>Judaism</b></p> <ul style="list-style-type: none"> <li>Torah scrolls</li> <li>Rabbanic writings</li> <li>The concept of 'mitzvah' or commandment</li> <li>The role and work of a rabbi</li> <li>Hear stories about leaders and teachers who have influenced and continue to influence Jewish life and consider why they are important, especially Abraham</li> <li>Stories from Jewish texts, e.g. Abraham, Joseph, Moses, Joshua, Jonah, Esther</li> <li>Jews use the words Bible or Tanach to mean what Christians call the 'Old Testament'. The 'Torah' is the first five books of the Bible and is more important to Jews than the other books.</li> </ul>
<p><b>Computing</b></p> 	<p><b>Presentation skills</b></p>	<ul style="list-style-type: none"> <li>To use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>To recognise common uses of information technology beyond school</li> <li>To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies.</li> </ul>

<p><b>Music</b></p> 	<p><b>Elements of music</b></p>	<ul style="list-style-type: none"><li>• To play tuned and untuned instruments musically</li><li>• To listen with concentration and understanding to a range of high-quality live and recorded music</li><li>• To experiment with, create, select and combine sounds using the inter-related dimensions of music</li></ul>
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