

Term	English		Maths	Science	PSHCE	History and Geography	Computing	PE
	<u>Writing</u>	<u>Reading</u>						
1	<p>Stories in familiar settings x 2 Instructions x 2 Poetry x 2</p> <div data-bbox="311 590 555 690" style="border: 1px solid black; padding: 2px; width: fit-content;"> <p>D3 Pupils should select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> </div>	<p>Cinderella</p>	<p>Ensure that children develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations including with practical resources. They should count on and back in 1s, 2s, 5s and 10s. By the end of Year 2, children should know number bonds to 20 and the 2, 5 and 10 times tables by heart and begin to know related division facts. Children should develop their ability to recognise, draw, describe, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity / volume, time and money.</p>	<p>Feeding and Exercise</p> <ul style="list-style-type: none"> -Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) -Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. -Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. -Identifying and classifying -Performing simple tests -Gathering and recording data to help in answering questions <p style="color: red;">Visit- Spitalfields City Farm</p>	<p>Being Me in My World</p>	<p>What are the seven wonders of the world? (G)</p> <div data-bbox="1855 527 2125 573" style="background-color: #9e738c; color: white; padding: 2px; font-size: 0.8em;"> <p>F7 Why are some places special?</p> </div> <ul style="list-style-type: none"> -Local wonders - Mountains - Rivers and Deserts - Ancient World Wonders - New Places - Our wonderful world finale 	<p>We are astronauts</p>	<p>Dance</p>

<p>2</p>	<p>Traditional Tales x 2 Postcards & Letters x 2 Traditional Poems x 2</p> <div data-bbox="311 352 560 485" style="border: 1px solid black; padding: 2px;"> <p>B2 Pupils should listen with concentration and understanding to a range of high-quality live and recorded music</p> </div>	<p>Katie Morag's Island Stories</p>		<p>Living Things</p> <ul style="list-style-type: none"> -Explore and compare the differences between things that are living, dead, and things that have never been alive -Notice that animals, including humans, have offspring which grow into adults -Identifying and classifying -Using their observations and ideas to suggest answers to questions -Gathering and recording data to help in answering questions. -Observing closely, using simple equipment 	<p>Celebrating Difference</p>	<p>What was life like when our grandparents were children? (H)</p> <ul style="list-style-type: none"> - Childhood - Granddad's bedroom - Granny's school - X-box - Pocket Money - Digital scrapbooks 	<p>We are game testers</p>	<p>Games</p>
<p>3</p>	<p>Information Text x 2 Poetry x 2 Traditional tales from other cultures x 2</p>	<p>Great Fire of London</p> <p style="color: red;">Visit- St Paul's Cathedral</p>		<p>Use of Materials</p> <ul style="list-style-type: none"> - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses -Identifying and classifying -Asking simple questions and recognising that they can be answered in different ways -Observing closely, using simple equipment -Performing simple tests 	<p>Dreams and Goals</p>	<p>Who are our local heroes? (H)</p> <ul style="list-style-type: none"> - Who? - Pictures - Artefacts - Documents - Special visit - Meeting our local heroes 	<p>We are photographers</p>	<p>Gymnastics</p>

				<ul style="list-style-type: none"> -Using their observations and ideas to suggest answers to questions -Gathering and recording data to help in answering questions 				
4	<p>Recounts X 2 Fantasy stories x 2 SATS Preparation</p>	<p>Fantastic First Poems</p> <p>B4 Pupils should play tuned and untuned instruments musically</p> <p>instruments musically</p>	<p>Changing Shape</p> <ul style="list-style-type: none"> -Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. -Identifying and classifying -Asking simple questions and recognising that they can be answered in different ways -Observing closely, using simple equipment -Performing simple tests -Gathering and recording data to help in answering questions. 	<p>Healthy Me</p>	<p>How has food changed over time? (H)</p> <ul style="list-style-type: none"> - Appliances and utensils - Food in Guy Fawkes day - Grandparents - Favourite food - The Big Feast 	<p>We are researchers</p> <p>D1 Pupils should design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>D5 Pupils should explore and evaluate a range of existing products</p> <p>D6 Pupils should evaluate their ideas and products against design criteria</p>	<p>Games</p>	
5	<p>SATS Preparation Information Text X 2 Stories by the same author X 2</p>	<p>Plants</p>	<p>Habitats</p> <ul style="list-style-type: none"> -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 -Identify and name a variety of plants and 	<p>Relationships</p>	<p>What will we see on our journey around the world? (G)</p> <ul style="list-style-type: none"> - Local Area - By the Sea -Rainforest -Dry Places -Large Cities -Prepare for Take Off! <p>Visit- Transport Museum</p> <p>F8 Why is our world special?</p>	<p>We are detectives</p>	<p>Dance/Gymnastics</p>	

			<p>animals in their habitats, including micro-habitats</p> <ul style="list-style-type: none"> -Identifying and classifying -Gathering and recording data to help in answering questions. -Observing closely, using simple equipment -Asking simple questions and recognising that they can be answered in different ways 					
6	George's Marvellous medicine	George's Marvellous medicine	<p>Growing Plants</p> <ul style="list-style-type: none"> -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. -Observing closely, using simple equipment -Asking simple questions and recognising that they can be answered in different ways -Performing simple tests -Using their observations and ideas to suggest answers to questions 	Changing Me	<p>What are seasons? (G)</p> <ul style="list-style-type: none"> - Weather - Observing Weather - Weather Change - Seasons - Weather in different countries - Weather Wonderland 	<p>We are Zoologists</p> <p>C2 Pupils should use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>C4 Pupils should know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	Athletics	
SPAG	Word Structure		Sentence structure		Text Structure		Punctuation	Vocabulary
	<p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the Year 2 spelling appendix.)</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p>		<p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</p> <p>Sentences with different forms: statement, question, exclamation, command</p>		<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p>		<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark contracted forms in spelling</p>	<p>verb, tense (past, present), adjective, noun, suffix, apostrophe, comma</p>



Homework Project Focus