

	Key Learning	Activities Including Writing Opportunities and Numeracy-Application of skills	Speaking and listening	Assessment
English	<p>Genres covered: Character description Instructions Diary entry Poetry</p> <p>Key texts/stories: Grandad's Secret Giant The Great Stink</p>	<p>SPaG: Phonics: Revision of all phonics Read Write Inc Punctuation: Use different types of sentences e.g. statement, command, question and exclamation. Use commas to separate items in a list.</p> <p>Grammar: Vary sentences using coordination. Use expanded noun phrases to describe and specify.</p> <p>Reading: Use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read. Identify and discuss characters, e.g. appearance, behaviour, qualities; speculate about how they might behave. Identify and compare basic story elements, e.g. beginnings and endings to different stories. Re-tell stories, to give the main points in sequence and pick out significant incidents. Predict story endings/incidents, while reading.</p> <p>Year 2 Non-Fiction Identify similarities and differences between fiction and non-fiction; understand how they are structured. Explain and locate main features of non-fiction texts and know how they are used.</p>	<p>Can remember some of the main points others have said in class discussions. Begin to ask relevant questions to build knowledge and understanding. Discuss the sequence of events. Use phrases drawn from story language orally. Compose individual sentences orally. Take an interest in and explore opportunities for new vocabulary. Retell a familiar story with events in sequence and including some dialogue. Include relevant details and sustain the listener's interest (orally). After a practical activity or after undertaking research, take part in a discussion. Read texts containing information in a simple report format.</p>	<p>Ongoing work in books to reveal understanding and progress. Use of assessment grids in books. reading plus and Lexia children - see online for assessment.</p>

		Skim-read title, contents page, illustrations, chapter headings and sub-headings, to predict what a book might be about.		
Maths	<p>Addition & Subtraction Adding and subtracting 2-digit by 2-digit, including finding the difference</p> <p>Shape Properties of 2D and 3D shapes</p> <p>Money Count pounds and pence Make the same amount Compare amounts Find change</p> <p>Multiplication & Division Recognise, make and add equal groups The x sign Arrays Grouping and sharing</p> <p>Length & Height Measure in cm and m Compare and order lengths and heights</p> <p>Mass, Capacity & Temperature Compare mass Measure in grams and kilograms Compare volume and capacity Measure in millilitres and litres Read thermometers</p>	<p>IZAK 9</p> <p>TT Rockstars</p> <p>Hit the Button</p> <p>Data handling in science</p> <p>Data handling in geography</p>	<p>Listen and respond appropriately to adults and their peers. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 - 7 minutes.) Can begin to ask relevant questions to build knowledge and understanding. Articulate and justify answers, arguments and opinions using the word 'because' to explain thinking. Sometimes gives more than one reason why something might be true. Can remember some of the main points that others have said in a class discussion. Begin to tell when to speak loudly or quietly most of the time during group work.</p>	<p>Retrieval practice and ongoing work in books to reveal understanding and progress. Use of assessment and end of unit checks.</p>

Science	<p>Animals including humans: The importance of a healthy lifestyle- exercise, hygiene and diet</p> <p>Plants Find out and describe how plants need water, light and a suitable temperature to grow</p> <p>Electricity Identify common appliances that run on electricity</p> <p>Seasonal Change</p> <p>Working Scientifically: Ask simple questions Perform simple tests Identifying and classifying Gather and record data Interpret simple results Observe over time</p>	<p>Investigate the effect of exercise on own bodies</p> <p>Forest school</p> <p>Take photos and observe the school environment over a long period of time to witness change</p>	<p>Listen and respond appropriately to adults and their peers. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 - 7 minutes.) Articulate and justify answers, arguments and opinions using the word 'because' to explain thinking. Sometimes gives more than one reason why something might be true. Understand that people might have different opinions</p>	<p>Retrieval practice and ongoing work in books to reveal understanding and progress Use of assessment sheets in science books</p>
STEM	<p>Long-term study: Weather in the local environment</p>	<p>Monthly measurement and logging of rainfall, temperature and photograph.</p>	<p>Articulate and justify answers, arguments and opinions using the word 'because' to explain thinking. Sometimes gives more than one reason why something might be true.</p>	
History	<p>Continuity and change Enquiry into the lives of significant individuals. Queen Victoria What was it like to be a child in Victorian Britain? Rich/poor lifestyles</p>	<p>The History Bloke</p> <p>Victorian school role-play day</p> <p>Use digi maps to compare local area from 1800s to now.</p>	<p>Listen and respond appropriately to adults and their peers. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 - 7 minutes.)</p>	<p>Ongoing formative assessment throughout the unit by way of targeted questioning and</p>

	<p>School/workhouse Impact of Victorian reign - medicine, transport, architecture The Great Fire of Gateshead The Great Stink</p>		<p>Can begin to ask relevant questions to build knowledge and understanding. Articulate and justify answers, arguments and opinions using the word 'because' to explain thinking. Understand that people might have different opinions</p>	<p>discussions along with analysis of written work</p>
Geography	<p>Kapow: Why is Our World Wonderful? Identify and locate characteristics of the UK on a map. Identify and locate human and physical features on a map.. Explain the difference between oceans and seas. Name and locate the five oceans on a world map. Use an aerial photograph to draw a simple sketch map. Collect data by sketching findings on a map and completing a tally chart. Present their findings in a bar chart.</p>	<p>Distance Scale on a map Draw simple map with a key Use a compass Fieldwork: local weather and habitats Use Digimaps to explore oceans and seas.</p>	<p>Listen and respond appropriately to adults and their peers. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 - 7 minutes.) Can begin to ask relevant questions to build knowledge and understanding. Articulate and justify answers, arguments and opinions using the word 'because' to explain thinking. Understand that people might have different opinions</p>	<p>Ongoing formative assessment - use of progression of skills and knowledge. Use of assessment spreadsheet for year group.</p>
Art	<p>Van Gogh - Share opinions, likes and dislikes of his style. Kapow: Painting and mixed media: Life in colour Primary and secondary colours. Colour mixing. Describe colours and textures. Try different tools to recreate a texture and decide which tool works best.</p>	<p>Colour mixing Collage</p>	<p>Understand that people might have different opinions Discuss artists' work and explain what they might do and use in their own work. Listen and respond appropriately to adults and their peers. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 - 7 minutes.)</p>	<p>Compare and contrast similarities and difference between form, colour and with individual responses in the subject, give open-ended feedback and</p>

	<p>Choose collage materials based on colour and texture.</p> <p>Try different arrangements of materials, including overlapping shapes.</p> <p>Give likes and dislikes about their work and others'.</p> <p>Describe ideas for developing their collages.</p>			<p>use effective questioning techniques which cover</p> <p>Making skills.</p> <p>Formal elements.</p> <p>Generating ideas.</p> <p>Knowledge of artists.</p> <p>Evaluating</p> <p>Use of assessment spreadsheet for year group.</p>
Music	<p>Kapow: Singing; On the Island</p> <p>Breathe after each phrase in a song when singing.</p> <p>Sing a song from memory accurately and perform actions.</p> <p>Use different pitches while singing (high and low notes).</p> <p>Use sounds creatively to represent a chosen environment.</p> <p>Read notation from left to right.</p> <p>Kapow: Contrasting Dynamics; Space</p> <p>Use their voice to create a variety of sounds.</p> <p>Correctly identify changes in dynamics.</p> <p>Show changes in dynamics using bodies and vocals.</p> <p>Compare two pieces of music using musical vocabulary to describe the changes in dynamics.</p>	<p>Repeated patterns</p> <p>Scales</p> <p>Vocabulary of musical terms - use the appropriate terminology</p> <p>Draw a piece of music</p>	<p>Listen and respond to the music.</p> <p>Join in with chants and music for a collective production.</p> <p>Listen and respond appropriately to adults and their peers.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 - 7 minutes.)</p>	<p>Peer assessment (reflect and improve performance)</p> <p>Use of assessment spreadsheet for year group.</p>

	<p>Successfully create and play patterns, notating them. Create and play a simple pitch pattern accurately.</p>			
D/T	<p>Kapow: Textiles: Design and make a pouch</p> <p>Kapow: Design and technology Unit: Food: A balanced diet</p>	<p>Reading instructions</p> <p>Measuring</p> <p>Symmetry</p> <p>Measuring</p> <p>Predict, plan, test</p>	<p>Listen and respond appropriately to adults and their peers. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 - 7 minutes.) Give feedback and opinions and with support, give some reasons using 'because' to add ideas.</p>	<p>Self-assessment (comparison to plan and reflection of how to improve process)Use of assessment spreadsheet for year group.</p>
PE	<p>Gymnastics Remember, repeat and create simple sequences. Show confidence to perform</p> <p>Get Set: Sending and receiving Physical: roll, track, catch, receive with feet, kick, send and receive with a racquet, balance, throw. Thinking: Identifying how to improve.</p>	<p>Opportunities for intra games</p> <p>Scoring - personal best</p> <p>Give and receive feedback using key words</p>	<p>Listen and respond appropriately to adults and their peers. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 - 7 minutes.) Can begin to ask relevant questions to build knowledge and understanding. Articulate and justify answers, arguments and opinions using the word 'because' to explain thinking.</p>	<p>Self-assessment and peer assessment. Use of assessment spreadsheet for year group.</p>
RE	<p>Who do Christians say made the world? Recognise and appreciate the natural world Know the Creation story as the 'Big story' Consider what Christians do to say thankyou to God for creation</p>	<p>Nature walk</p> <p>Art to depict the creation story</p> <p>Learn Easter Jubiltion</p>	<p>Listen and respond appropriately to adults and their peers. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 - 7 minutes.) Can begin to ask relevant questions to build knowledge and understanding.</p>	<p>Ongoing formative assessment throughout the unit by way of targeted questioning and discussions along</p>

	<p>Why does Easter matter to Christians? Salvation The Easter story Crucifixion The ways Christians show belief Holy week and the church</p>		<p>Articulate and justify answers, arguments and opinions using the word 'because' to explain thinking.</p>	<p>with analysis of written work</p>
<p>PSHCE Me, You and the World</p>	<p>Families Similarities/differences Caring for one another</p> <p>Rules including British Values</p> <p>Money</p> <p>Jobs</p>	<p>Engage in national awareness days and career events.</p> <p>British Values</p> <p>Explore stereotyping</p>	<p>Listen and respond appropriately to adults and their peers. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 - 7 minutes.) Can begin to ask relevant questions to build knowledge and understanding. Articulate and justify answers, arguments and opinions using the word 'because' to explain thinking. Participate in discussions, presentations, performances, role play, improvisations and debates:</p>	<p>Ongoing formative assessment throughout the unit by way of targeted questioning and discussions along with analysis of written work</p>
<p>Computing</p>	<p>Kapow: Programming 1: Algorithms and debugging</p> <p>Kapow: Computing systems and networks- Word Processing</p>	<p>Create and fix simple algorithms</p>	<p>Listen and respond appropriately to adults and their peers. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. (Stay focussed for up to 5 - 7 minutes.) Can begin to ask relevant questions to build knowledge and understanding. Articulate and justify answers, arguments and opinions using the word 'because' to explain thinking.</p>	<p>Ongoing formative assessment throughout the unit by way of targeted questioning and discussions along with analysis of written work</p>

Global Eco links	Which countries did some of our common non-native wild plants come from? e.g. willow herb speedwell evening primrose giant hogweed - issues with sap burning skin Rhododendron - issues with taking over areas and being very invasive Japanese knotweed etc. Impact of these on native species			
Career Links	Gardening jobs			