

	Key Learning	Activities Including Writing Opportunities and Numeracy-Application of skills	Speaking and listening	Assessment
English	<p>Genres covered: Postcard Setting description Alternative story endings Information text</p> <p>Key texts/stories: Handa's Surprise Meerkat Mail Anna Hibiscus</p> <p>Poetry: Expression, rhyme and innovation.</p>	<p>SPaG: Phonics: Revision of all phonics Read Write Inc Punctuation: Capital letters and full stops Question marks Exclamation mark (expression) Grammar: Expanded noun phrases - what is a noun, what is an adjective? Simple past tense Suffixes (-er, -est + recap on -ing and -ed) Synonyms</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>Discuss the sequence of events. Read recounted information and discuss how information is related e.g. sequencing. 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>

		<p>Skim-read title, contents page, illustrations, chapter headings and sub-headings, to predict what a book might be about.</p> <p>Year 2 Poetry Talk about own views, the subject matter and possible meanings in poems. Identify alliteration and describe the effect. Perform individually or together; speaking clearly and audibly using voice and intonation. Identify and discuss simple poetry patterns and structures. Discuss shapes poems building on those explored in Year 1, noting how the shape contributes to meaning and effect.</p>		
Maths	<p>Number & Place Value Read and write numbers to 100 Identify value of digits Compare 2-digit numbers Skip count in 2, 3, 5, 10s</p> <p>Addition & Subtraction Number bonds to and within 10 Fact families Using know facts 10 more and less Complements to 100 Adding and subtracting 2-digit by 2-digit</p> <p>Shape Properties of 2D and 3D shapes</p>	<p>IZAK 9</p> <p>TT Rockstars</p> <p>Hit the Button</p> <p>Data handling in science</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>Science</p>	<p>Living things and their habitats Classify objects that are dead, living and have never lived. Habitats, including local microhabitats. Adaptation and how animals are suited to their habitat. Describe how animals and humans get food from plants and other animals, including simple food chains.</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>Visit to Northumberland Zoo</p> <p>Forest school</p> <p>Draw and label food chains</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>
<p>STEM</p>	<p>Measure, cut, sticking techniques Build a waterproof microhabitat</p>	<p>Fact file about an African animal. Measure accurately</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. Understand that people might have different opinions</p>	
<p>History</p>	<p>Continuity and change Enquiry into the lives of significant individuals. Nelson Mandela African chants & dancing Design and make African style shields and necklaces that</p>	<p>Analyse Nelson Mandela's quotes and share opinions. Measuring - time lines Symmetry - African shields and necklaces.</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>

	Nelson Mandela's tribe may have worn.		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	discussions along with analysis of written work
Geography	<p>Would you rather live in the UK or Africa?</p> <p>Kapow - Would you like to live in a hot or cold place? Map skills - locating continents & countries.</p> <p>Use an atlas to locate Africa on a map and research Kenya - the weather, climate in relation to the equator and compare with Jarrow.</p> <p>Identify similarities and differences - lifestyles & culture, including empathy in relation to life in the UK.</p>	<p>Distance</p> <p>Scale on a map</p> <p>African flags</p> <p>Visit to Northumberland Zoo</p> <p>Draw simple map with a key</p> <p>Use a compass</p> <p>Fieldwork - local weather</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>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</p> <p>Use of assessment spreadsheet for year group.</p>
Art	<p>Study African artist - Stephen Njenga- Share opinions, likes and dislikes of his style.</p> <p>Kapow: Map it out</p> <p>Sort map images into groups, explaining their choices.</p>	<p>Make felt</p> <p>Make a stained glass window</p>	<p>Understand that people might have different opinions</p> <p>Discuss artists' work and explain what they might do and use in their own work.</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>Compare and contrast similarities and difference between form, colour and with individual responses in the subject, give open-ended feedback and</p>

	<p>Draw a map of a journey including key landmarks and different types of mark-making.</p> <p>Explore how to use texture and 3D forms to replicate a map in a new way.</p> <p>Make choices about which details from their map to include in a stained glass.</p> <p>Cut cellophane shapes with care and arrange them into a pleasing composition.</p> <p>Design a print with simple lines and shapes, making improvements as they work.</p> <p>Choose a favourite artwork, justifying their choice.</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: Call & Response (Animals)</p> <p>Use dynamics when creating sound.</p> <p>Play in time with a group.</p> <p>Experiment with different sounds on the same instrument.</p> <p>Clap the animal sound patterns mostly accurately.</p> <p>Clap the sound patterns in time with the pulse of the backing track.</p> <p>Demonstrate both a call and response.</p>	<p>Repeated patterns</p> <p>Scales</p> <p>Vocabulary of musical terms - use the appropriate terminology</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>Copy a sound pattern using an instrument.</p> <p>Playing either a call and/or response role in time with another pupil.</p> <p>Perform a composition.</p>			
D/T	<p>Kapow-Structures: A chair for a meerkat.</p> <p>Describe chairs as stable, freestanding structures.</p> <p>Describe how chairs are made for different users and purposes.</p> <p>Explain how design briefs and design criteria help when making a new product.</p> <p>Describe how making a material thicker makes it more stiff.</p> <p>Understand and use the vocabulary of strong, weak, stiff and flexible.</p> <p>Make a stable chair structure for a particular user.</p> <p>Select suitable materials and join them securely.</p> <p>Evaluate a product against the design criteria.</p> <p>Improve parts of a product based on the design criteria.</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.</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>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>

<p>PE</p>	<p>Cricket (coach) Striking skills Throwing skills Fielding skills Aiming</p> <p>Get Set: Dance</p> <p>Remember, repeat and create dance sequences. Show a character and idea through the actions and dynamics of dance. Count and stay in time with music. Work with a partner using mirroring and unison in our actions. Show confidence to perform.</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>RE</p>	<p>Who is Muslim and how do they live?</p> <p>Recognise the words of the Shahadah and understand that it is very important to Muslims. Identify some of the key Muslim beliefs about God, including the 99 names of Allah. Know who Mohammed is and why he is important. Give examples of how stories about the Prophet show what Muslims believe about Mohammed.</p>	<p>Visit South Shields mosque</p> <p>Consider what is special to them and how this is the same/different for Muslims.</p> <p>Recognise similarities and differences between being a Christian and being a Muslim.</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>PSHCE Me, You and the World</p>	<p>Operation encompass Friendships and emotions</p> <p>Well-being Self-regulation Feelings</p> <p>Families Differences between families Love</p> <p>Rules and choices Making the right choices Consequences</p>	<p>Engage in national awareness days and career events.</p> <p>British Values</p> <p>Links with geography and history - Africa and Nelson Mandella</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>Computing</p>	<p>Computing systems and networks - Explore what IT is and how we use it in school and in our local community. Explore the benefits of IT and how we use it safely.</p> <p>Creating media - Digital photography. Explore how to take photographs using IT. Using portrait and landscape to improve images.</p>		<p>Use relevant strategies to build vocabulary:-Draw pictures -Sometimes use words already known to help understand new words .-Start to use specific vocabulary for the topic</p>	
<p>Global Eco links</p>	<p>Awareness raising- compose and ask thought provoking questions at the zoo surrounding enrichment activities and animal quality of life. Significant individual who has contributed globally: Nelson Mandela & Rosa Parks - fought for change. continuity & change</p>			

	<p>Respecting similarities and differences</p> <p>Significant event beyond living memory.</p> <p>Respecting similarities and difference</p> <p>Social change - apartheid</p> <p>Countries, continents and oceans that the Equator pass through</p> <p>African musical instruments.</p>			
Career Links	<p>Working with animals - discuss job with staff at Kirkley Hall Zoo</p> <p>Awareness raising of endangered animals - compose and ask thought provoking questions at the zoo surrounding enrichment activities and animal quality of life.</p>			