



English

Reading

Key texts: Independent Application and interventions; At the end of the Rainbow and Rockability Island

- Revise Phase 4/5/6 sounds
- Focus during Guided Reading session on: Vocabulary, Inference, Predication, Retrieval and Summarising.

Writing- composition

- explore genres including fantasy and a persuasive text.
- The writing process following Tfw (cold write, planning, imitation, innovation- including a shared write and independent application)
- Letter formation- cursive

Writing- Grammar and Spelling

- Spelling rules (year 2 linked to phonics)
- Capital letters, full stops and finger spaces

Maths

Geometry - Position and Direction:

- Order and arrange combinations of mathematical objects in patterns and sequences.
- 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 anticlockwise).

Measurement - Time

- Compare and sequence intervals of time.
- 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.
- Know the number of minutes in an hour and the number of hours in a day.

Statistics

- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- Ask and answer questions about totalling and comparing categorical data.

Fractions

- 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
- Write simple fractions for example,

Science

Animals, including humans:

- Notice that animals, including humans, have offspring which grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

Living things and their habitats:

- Explore and compare the differences between things that are living, dead, and things that have never been alive.
- Identify and name a variety of plants and animals in their habitats, including microhabitats

PE

Inside-

Fitness & Team Building:

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

Outside -

Striking & Fielding:

• Participate in team games, developing simple tactics for attacking and defending.

Athletics:

• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

	1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2 .		
<p>History <u>Significant people from History -</u></p> <ul style="list-style-type: none"> • Emilia Earhart • David Attenborough • Mary Anning • Neil Armstrong <p>To learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Computing <u>Making Music:</u></p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p><u>BeeBots:</u></p> <ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. 	<p>Religious Education <u>Spread the word:</u></p> <ul style="list-style-type: none"> • Resurrection story. • Ascension of Jesus Christ • Pentecost • Spreading good news <p><u>Forgiveness – Rules:</u></p> <ul style="list-style-type: none"> • Following rules • Sacrament of Reconciliation • Following God's rules <p><u>Treasures:</u></p> <ul style="list-style-type: none"> • Recognising how to look after God's world. <p><u>Other Faith – Islam</u></p> <ul style="list-style-type: none"> • How Muslims pray • Being a Muslim 	<p>Design and Technology <u>Puppets – Sewing</u></p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria <p>Art: <u>Japanese painting – Yayoi Kusama:</u></p> <p><u>Matisse:</u></p> <ul style="list-style-type: none"> • Learn 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><u>Shadow Puppets:</u></p> <ul style="list-style-type: none"> • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
<p>Music</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. 	<p>PSHE/RSE <u>Living in the Wider World.</u></p> <ul style="list-style-type: none"> • To respect equality and to be a productive member of a diverse community. • To understand the value of money. <p><u>Day 2 of 3 of RSE content – Spiritual</u> To celebrate ways of meeting God in our communities.</p>	<p>Geography</p> <ul style="list-style-type: none"> • <u>Biomes and vegetation belts – physical geography</u> • Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Learn about marine, desert, rainforests, temperate and arctic biomes, including the vegetation, climate and animals that live in these biomes. 	

• Experiment with, create, select and combine sounds using the inter-related dimensions of music.