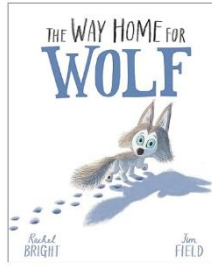




We are reading...

English – The Way Home for Wilf

Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. Orally retell a wider range of stories, fairy tales and traditional tales. Identify, discuss and collect favourite words and phrases. Introduce and discuss words within the context of the text, linking meanings to known vocabulary. Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned? Develop understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions. Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling? Make predictions on what has been read so far. Make contributions to whole class and group discussions. Listen and respond to contributions from others. Orally rehearse each sentence prior to writing. Develop a positive attitude to writing. Secure the use of full stops, capital letters, exclamation marks and question marks. Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination). Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas. Use past tense for narrative. Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade. Edit and improve own writing in relation to audience and purpose. Proofread to check for errors in spelling, grammar and punctuation.



History – Seaside

To know that a holiday to the seaside is leisure time spent away from home by the sea. To know that there are many ways to travel to the seaside today, e.g. by car, by train, by plane, etc. To know some of the similarities and differences between the seaside in the past and the seaside today, e.g. food, activities and clothing. To know that the steam train was invented in 1804 and in the 1840s railways were built all over Britain. To know that before the steam train, the seaside was a holiday enjoyed by rich people. To know that the invention of the steam train and the building of railways meant that seaside holidays could be enjoyed by everyone, not just the rich. To use sources and evidence to explain why the steam train was important in making the seaside more popular.

Maths

Place Value - numbers to 20. Count objects to 100 by making 10s. Recognise tens and ones. Use a place value chart. Partition numbers to 100. Write numbers to 100 in words. Flexibly partition numbers to 100. Write numbers to 100 in expanded form. 10s on the number line to 100. 10s and 1s on the numberline to 100. Estimate numbers on a numberline. Compare objects. Compare numbers. Order objects and numbers. Count in 2s, 5s and 10s. count in 3s.

Addition and Subtraction – bonds to 10. Facts families – addition and subtraction facts within 20. Related facts. Bonds to 100 (tens) add and subtract 1s. add by making 10. Add three 1 digit numbers. Add to the next 10. Add across a 10. Subtract across a 10.

RE – Creation and Covenant

Retell in any form the Noah story (Genesis 6:9-9:17), focusing on Noah and God's promise to all living creatures in the sign of the rainbow (Gen 9:8-17). Know that psalms are prayed/sung to praise God and recognise that they are a different literary form in scripture. Understand the term 'stewardship' and what it means for caring for God's world. Correctly use religious words and phrases to talk about the Sacrament of Baptism, as a sign of Jesus' love for all people and a welcome into the Christian family. Know that the Christian Bible is split into two parts, the Old Testament, and the New Testament. Responding to the way God's gift of Creation is expressed in a variety of creative and artistic ways, e.g., art, music, or poetry and talk about the reason for their response. Expressing a point of view, with a relevant reason, about why we care for God's world, making simple connections with God's promise to all living creatures in the story of Noah. Exploring the meaning of symbols used in an infant's baptism in the Catholic Church Considering what they could do to care for God's world in their own lives and in the life of their local community. Reflecting on the gift of Creation (awe and wonder). Reflecting on how actions can help or harm themselves and others and what this could mean for their friendship with God.

PSHE

Families and friendships - Making friends; feeling lonely and getting help.

Safe Relationships - Managing secrets; resisting pressure and getting help; recognising hurtful behaviour.

Year 2
Autumn
Term 1

Computing – Coding

To understand what an algorithm is. To create a computer program using an algorithm. To create a program using a given design. To understand the collision detection event. To understand that algorithms follow a sequence. To design an algorithm that follows a timed sequence. To understand that different objects have different properties. To understand what different events do in code. To understand the function of buttons in a program. To understand and debug simple programs

Events

9.9.25 9:15am Whole School Mass
3.10.25 Harvest Celebration in School
6.10.25 Tempest individual photos
16.10.25 9:15am Whole School Mass
20.10.25 Parents Evening
22.10.25 Parents Evening

Art – 3D Form

Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. Try out different activities and make sensible choices about what to do next. Select techniques to create a chosen product and develop some care and control over materials and their use. Give reasons for his/her preferences when looking at art/craft or design work. Know that different artistic works are made by craftspeople from different cultures and times. Selecting colours, shapes and materials to suit ideas and purposes. Describing similarities and differences between practises in art and design, e.g. between painting and sculpture, and linking these to their own work. To know that a clay surface can be decorated by pressing into it or by joining pieces (pressing/pinching together at the base of petals) • To know how to manipulate a small piece of clay into desired shape. • To know how to cut away excess clay using blunt tools. • To know how to make an initial sketch/design that will inform 2/3D work.

Music – Sing Up Tony Chestnut

Improvise rhythms along to a backing track using the note C or G. Compose call-and-response music. Play the melody on a tuned percussion instrument. Sing with good diction. Recognise and play echoing phrases by ear.

PE

Kicking – to explore different ways of kicking objects with increasing accuracy and control. Being active is good for us and fun. To receive a kick with control. To intercept a ball. To explore kicking with a variety of equipment. To choose skills effectively for a game.

Overarm Throw – to demonstrate an overarm throw with some accuracy. To show a fast running technique. To demonstrate an overarm throw with some accuracy in a game. To demonstrate a simple tactic in a game.

Science- Plants

Plants may grow from either seeds or bulbs. These then germinate and grow into seedlings which then continue to grow into mature plants. These mature plants may have flowers which then develop into seeds, berries, fruits etc. Seeds and bulbs need to be planted outside at particular times of year and they will germinate and grow at different rates. Some plants are better suited to growing in full sun and some grow better in partial or full shade. Plants also need different amounts of water and space to grow well and stay healthy.