

English Autumn 1

Troll Swap

- Can I combine words to make sentences; leave spaces between words; join words and clauses and sequence sentences to form short narratives by writing instructions on how to be a good troll?
- Can I build vocabulary; participate in discussions about books and write expanded noun phrases to describe and specify by writing a description of characters from the book and a description of my own troll?
- Can I make inferences on what is being said and done and use subordination (because) by writing a letter in a role as a character?
- Can I sequence, section and share my ideas to plan and write my own version of Troll Swap?

English Autumn 2

The Owl Who Was Afraid of the Dark

- Can I build vocabulary; use commas to separate items in a list and use co-ordination (but, or) by writing a description of the main character Plop?
- Can I build vocabulary; make inferences and add -ly to turn adjectives into adverbs by writing a poem about fireworks based on an extract from the story?
- Can I use previously learnt skills to write a description of either the night or morning sky?
- Can I sequence, section and share my ideas and write a description of a scene from the book?
- Can I listen and respond; explain and discuss my understanding; use previously taught skills to write a letter in a character (Plop) role?
- Can I write for different purposes; participate in active discussion and begin to proof read by planning and writing my own non-chronological report about owls?

English Autumn 2

Poetry - The Owl and the Pussycat

- Can I write the first 2 verses of a new poem based on 'The Owl and the Pussycat' by Edward Lear?

Maths Autumn 1

- Can I count numbers up to 100 using concrete objects. Counting in ones and tens, forwards and backwards?
- Can I identify the place value of each digit in a 2-digit number?
- Can I compare numbers from 0 to 100 using > and < signs?
- Can I deepen the understanding of the place value of each digit in 2-digit numbers using number bonds?
- Can I count in steps of 2 and 10 from any number, forwards and backwards?
- Can I count in steps of 3 and 5 from any number, forwards and backwards?

Maths

Autumn 2

- Can I add a 2-digit number and ones without renaming?
- Can I add tens by recognising its relationship to adding ones?
- Can I add a 2-digit number and tens without renaming?
- Can I add two 2-digit numbers without renaming?
- Can I add a 1-digit number to a 2-digit number, with renaming of ones?
- Can I add two 2-digit numbers, with renaming of ones?
- Can I subtract ones from a 2-digit number without renaming?
- Can I subtract tens by recognising its relationship to subtracting ones?
- Can I subtract tens from a 2-digit number without renaming?
- Can I subtract a 2-digit number from another 2-digit number without renaming. To be able to subtract a 1-digit number from a 2-digit number with renaming?
- Can I subtract a 1-digit number from a 2-digit number with renaming?
- Can I subtract a 1-digit number from a 2-digit number with renaming?
- Can I understand that multiplication is the same as repeated addition of equal groups?
- Can I understand and learn the 2 times table?
- Can I recall and use the 2 times table.
- To be able to understand and learn the 5 times table?
- Can I understand and learn the 10 times table?
- Can I recall and use the 10 times table?
- Can I use knowledge of the 2, 5 and 10 times tables to explore commutative law?
- Can I solve word problems using multiplication facts from the 2, 5 and 10 times tables?

What should we remember in the UK? Year 2 Autumn

Isaiah 32:18 **My people will abide
in a peaceful habitation, in secure
dwellings, and in quiet resting places.**

Geography

Can I name, locate and identify the four countries of the UK, their capital cities and the surrounding seas?

- Can I use spaghetti to make a map of the UK and name the 4 countries on a map?
- Can I map where the capital cities of the UK are and the surrounding seas?
- Can I use aerial photographs to recognise landmarks and basic human and physical features?
- Can I use the four compass points and locational and directional language to describe the routes on a map?

PE

Attack defend and shoot

Outdoor

- Can I send and receive a ball using my feet?
- Can I control my body and use a range of equipment?
- Can I use a combination of skills?
- Can I evaluate my own and others performance?
- Can I control my body at different speeds and levels?

Gymnastics

Indoor

- Can I develop strength and flexibility?
 - Can I perform a simple sequence?
- Gymnastics
- Can I combine 4 elements into a floor sequence?
 - Can I create power in a variety of jumps?
 - Can I smoothly link actions?
 - Can I show flexibility in shapes?

History

Can I learn about events beyond living memory that are significant nationally? - The Great Fire of London, Guy Fawkes, Remembrance Day

- Can I look carefully at a picture and ask questions to find out information about the past? (Great Fire of London)
- Can I use different sources to show an understanding of why the Great Fire of London started? (Key Stage History Lesson 1)
- Can I compare tools available to fight fires?
- Can I use artefacts, pictures and stories to find out about the past? (Bonfire Night - 2 lessons)
- Can I use artefacts, pictures and stories to find out about the past? (Remembrance Day)
- Can I examine books, pictures, photographs, artefacts, maps to draw conclusions on why the Great Fire of London spread?
- Can I identify how the Great Fire of London has impacted our lives today? (Key Stage History lesson 6)
- Can I write a recount about the Great Fire of London, explaining its importance? (storyboard)

Science

Living things and their habitats -

Scientific methods, processes and skills

- Asking simple questions and recognising that they can be answered in different ways.
- Observing closely, using simple equipment.
- Performing simple tests.
- Identifying and classifying.
- Using their observations and ideas to suggest answers to questions.
- Gathering and recording data to help in answering questions.

Enquiry Questions

- What Examples Can I Find of Living Things, Things That Are No Longer Alive and Things That Have Never Been Alive?
- What Microhabitats Can We Find in Our School?
- Do Plants Need Particular Habitats Too?
- How Do Different Habitats Provide For The Basic Needs Of Different Kinds Of Animals And Plants?
- How Do Animals Obtain Food From Other Animals And Plants?
- Revisit and assess the substantive knowledge from previous sessions

Scientists

Beyond living memory...

Jacques Cousteau (1910 - 1997)

Within living memory

David Attenborough (1926 - present)

Computing

- Can I create a digital version of a Monet painting, by selecting different tools to create lines and texture?
- Can I understand simple algorithms?
- Can I create a simple beebot obstacle course?
- Can I programme and debug a beebot through my obstacle course using simple directional language?

Heartsmart

Get heartsmart

We will complete a range of activities that will allow us to reflect on ourselves and other people's actions.

Religious Education.

- Can I talk about the Bible and understand why it is called Holy?
- Can I understand why the Bible is important to Christians world wide?
- Can I identify Torah Scroll, Yad, Mantle and the Ark in the Synagogue?
- Can I identify a Torah, Qur'an and Guru Granth Sahib from photographs?
- Can I talk about why the Holy books are so important to people of faith?
- Can I make links between the books of the Bible and God's big story?
- Can I understand how Jewish people remember their history?
- Can I recall how Jes show their faith through their practices?

Design and Technology

- Can I explore wheels and axles by investigating, designing, creating and evaluating my own vehicle?

Art - Andy Goldsworthy

- Can I understand how artists explore the world, see things around them in new ways, and bring things back to their studios to help them make art.
- Can I explore my own environment, and learn to see with fresh eyes and curiosity?
- Can I use the things I find to draw from, using close observational looking?
- Can I explore and use art materials, be inventive with how I use them, taking creative risks and enjoying accidents as well as planned successes.
- Can I use the shape of the page, and the way I arrange elements on the page, to create compositions which I like?

Music

Can I listen to and appraise music using Hands, Heart and Feet on the virtual programme Charanga?