

Learning Objectives from the National Curriculum

Maths

- Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward.
- Identify, represent and estimate numbers using different representations, including the number line.
- Recognise the place value of each digit in a two-digit number (10s, 1s)
- Read and write numbers to at least 100 in numerals and in words
- Compare and order numbers, using < and > signs.

Science

- Notice that animals, including humans, have offspring which grow into adults.
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene
- Have a basic understanding of life cycles, including the life cycle of humans.
- Observe seasonal changes across all four seasons (Autumn)
- Pioneer – Rosalind Franklin

Music

Pupils should be taught to:

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

English

- Plan or say out loud what they are going to write about.
- Writing down ideas and/or key words, including new vocabulary
- Use adjectives to describe.
- Segmenting spoken words into phonemes and representing these by graphemes
- Learn how to use the present and past tenses correctly and consistently
- Form lower-case letters of the correct size relative to one another

Spelling

- Learn to spell common exception words
- Segment spoken words into phonemes and represent these by graphemes
- Apply phonics rules and guidelines

PSHE

- about different feelings that humans can experience
- how to recognise and name different feelings how feelings can affect people's bodies and how they behave
- how to recognise what others might be feeling

DT

- To use a range of materials to design and make products (collaging focus)
- To know about the work of a range of artists.

Year 2 Term 1 - Michaelmas 'Belonging'

Teddy bears

PE

Pupils should be taught to:

- To develop balance, stability and landing safely.
- To explore how the body moves differently when running at different speeds.
- To develop changing direction and dodging.
- To co-operate and communicate in a small group to solve challenges.
- To create a plan with a group to solve the challenges.

Computing

- E – Safety

To understand that we use the internet for different purposes.

To recognise common uses of ICT beyond school.

Geography

- Use directional language to describe a route or give directions.
- Use simple compass directions (North, South, East and West).
- Use photos to locate a familiar place.
- Use locational and directional language to describe the location of features and routes on a map.
- Draw own maps, include a key on a map using my own symbols.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- Name familiar places in the school grounds/ local area.

RE

Christianity

- Key Question

Who made the world?

Learning, Activities, Challenges and Investigations

Maths- White Rose

- Recognise and understand numbers to 10.
- Count in steps of 2, 5 and 10.
- Recognise tens and ones.
- Partition numbers to 100.
- Flexibly partition numbers.
- Order objects and numbers using <, > and =
- Complete missing number questions using greater than, less than and equal to symbols
- Use inverse to work out number bonds to 20

English

The Curious Quests

Talking, Telling, rehearsing, writing, editing

This term we will be introducing the curious quests in year two. We will meet the Faithful friends who have crossed the Bridge of Doom. We will be creating our own faithful friend to join us on our adventures this year.

After this, we will continue to use our faithful friend as we receive letters from Professor Klunk and earn rewards to help our faithful friends throughout their quest. We will be diving into 'bear stories' and creating information texts, description texts and working on recapping our year 1 knowledge.

We will then introduce present and past tense and focus on identifying these and using these within our writing.

PSHE – 'Jigsaw'

- 'Being Me in My World'
- Help others to feel welcome
- Recognise own hopes and fears and ask for help
- Try to make our school community a better place
- Helping myself and others to feel we belong
- Think about everyone's right to learn
- A fair and safe class
- Care about other people's feelings
- Working cooperatively

PE

Team Building

- Pupils develop their communication and problem-solving skills.

Fundamentals

- Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping.

Music

- Pulse and rhythm- Town and countryside songs
- Singing games
- Body percussion- hands, feet rhythms
- Listening- how does the music make you feel?
- Composing music for their town or countryside.

ART

- We will be creating a final piece which is a 'bear' collage on a collaged background. We will be working on using techniques such as cutting, overlapping and tearing to create different effects.
- We will learn how to compose a piece without sticking when creating a plan. Then we will complete our final piece.

Science

- We will be creating the life cycle of a human and the life cycle of a bear.
- We will be finding out offspring including those that don't look like their parents
- We will be measuring children and discussing growth
- We will be considering what needs each human has and how they can be healthy.

RE – Christianity

'Who made the world?'

- Hear and retell the Creation story simply
- Learn how Christians believe it starts the 'big story' of the whole Bible
- Say what the story tells Christians about God, Creation and the world.
- Think, talk and ask questions about living in an amazing world

Computing

Bee-Bot

We will be learning to:

- To explore a new device.
- To plan and follow a precise set of instructions.
- To program a device.
- To create a program that tells a story.

Geography

- We will use maps and directional language to help Teddy find his way around our school.
- We will explore a map of our local area and help Teddy plan a route to his picnic.
- We will become geographers by exploring our local area and identifying human and physical features.
- We will create our own maps using symbols and a key.
- We will compare two places in our local area to decide which would be the best place for Teddy's picnic.
- We will use everything we have learned to suggest ways to improve our local area for Teddy's picnic.