

The World

Science – Plants

- Building on Y1 knowledge, pupils will study plants in relation to Bulbs and temperature on growth.
- Pupils will observe, through a local environment how different plants grow.
- Children will be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants.
- Children will conduct and observe their own experiments focusing on the growth of different plants exposed to different environments

Please see the Science knowledge organisers for essential knowledge and vocabulary to be learned in this unit.

Geography- The world

Children will begin looking at 'The World', expanding their knowledge from YR/ Y1 focusing on locational knowledge, human and physical elements and geographical skills and fieldwork.

Children will;

- Locate land and sea on a map, with Y2 explaining the difference between them.
- Name the 7 continents and locates them on a map, with Y2 describing their location to one another.
- Name and locate the 5 oceans on a map, with Y2 describing the location/ positioning to one ocean to another.
- Know what makes a feature human or physical. With Y2 explaining their differences
- Identify similarities and differences between two differing locations
- Locate the equator, with Y2 naming and locating major hot countries
- Locate the North and South Pole, with Y2 naming and locating major cold countries in the world in relation to the North and South pole.

Please see the Geography knowledge organisers for essential knowledge and vocabulary to be learned in this unit.

P.E

In PE we pupils will begin to develop their skills through 2 units.

Dance

- Describe and explain how performers can transition and link shapes and balances
- Perform basic actions with control and consistency at different speeds and on different levels
 - Challenge themselves to move imaginatively responding to music
- Work as part of a group to create and perform short movement sequences to music

Gymnastics

- Describe and explain how performers can transition and link gymnastic elements
- Perform with control and consistency basic actions at different speed and on different levels
 - Challenge themselves to develop strength and flexibility
- Create and perform a simple sequence that is judged using simple gymnastic scoring

Maths

(based on the Year 1 and 2 programme outlined by the White Rose Maths Hub)

Year 1:

Addition and subtraction

- Year 1 pupils will begin the term continuing to focus on addition and subtraction (within 10) unit.
- This unit will introduce the pupils to the part whole model, addition symbol, fact families and number bonds.

Geometry: Shape

- Y1 will then focus on Shape within their short Geometry unit.
- Naming three dimensional shapes: cuboids (including cubes), cylinders, pyramids, cones and spheres
- Consider the 2-D shapes visible on the faces of 3-D shapes to support further knowledge development of 2-D shapes later in the unit block

Place value: within 20

- Y1 will revisit the place value, focusing this time within 20.
- Building on existing knowledge of counting forwards and backwards by introducing the numbers 11-20
- Explore the meaning of the suffix 'teen'

Year 2:

Addition and subtraction

- Year 2 pupils will begin the term continuing their learning within the addition and subtraction unit where they will continue to look at fact families, comparing number sentences, related facts and bonds to 100 (tens).
- Y2 will continue to expand their knowledge showing links between representations, such as part-whole models and bar models which can support and deepen their mathematical understanding.

Measurement: money

- Children will begin to recognise and know the value of different denominations of coins
- Use their knowledge of place value to match coins with equal equivalents to one 10 pence coin.

Number: Multiplication and division

- Y2 will begin their multiplication and division unit which will then continue on to Spring term 1 where children will expand their number knowledge.
- Begin to use stories which link to pictures and concrete manipulatives to explore making equal groups and write statements to support.

English-

Phonics:

Pupils will continue to learn phonics following Read Write Inc.

Key texts:

Toby and the Great Fire of London by Margaret Nash and Jane Cope
The Great Fire of London by Emma Adams

Reading:

Year 1 and 2 pupils will continue to follow the reading VIPERS model to develop their reading skills (Vocabulary, Inference, Prediction, Explain, Retrieve) on their journey to becoming better readers.

Writing:

- Y1 and Y2 pupils will be developing and extending their writing knowledge to be able to create an instructional text- How to take care of a plant (cross curricular link with science)
- Children will then revisit a poetry unit- with a focus on poetry about nature. Children will be given opportunities to explore 'The World' surrounding our school to help bring their imagination to life when writing their own poetry.
- Our next short unit will focus on a non-narrative, persuasive writing focusing on why we should not litter.
- To finish the term children will look at a narrative unit, focusing on Alternative traditional tales.

Music

Following schemes set out by Charanga, pupils will be working on the unit Rhythm in the way we walk and banana rap. This unit focuses on reggae style and hip hop style songs.

Computing

We will be following the purple mash scheme, focusing on the unit of 'Coding' [(2Code).

PSHE

The topic focus for PSHE is 'Celebrating differences' using the Jigsaw resources.

R.E

Pupils will be exploring a core unit focusing on understanding Christianity 'What do Christians believe God is like?'. Pupils will then continue to learn about and celebrate Christmas

Design and Technology

Pupils will be using Kapow to develop their knowledge surrounding fruit and vegetables. Children will be given the opportunity to explore different types of fruit and vegetables, through their senses; taste, touch and smell, as well as being able to plant and grow their own towards the end of the unit.