

Term 2 Curriculum Overview

English – Setting Description

We have started, as a school, implementing the Talk For Writing approach. 'Tuesday' is the name of the book which has formed the stimulus for the children to develop their skills and ability to write a setting description.

The following National Curriculum learning objectives will be covered in English this term:

In spoken language, children will improve their ability to:

- listen and respond appropriately to adults and their peers
- use relevant strategies to build their vocabulary
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- select and use appropriate registers for effective communication.

In reading, when decoding texts, children will improve their ability to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

In reading comprehension children will improve their ability to:

- become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- discuss and clarify the meanings of words, linking new meanings to known vocabulary
- discuss their favourite words and phrases
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

In writing, the children will improve their ability to:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- evaluating their writing with the teacher and other pupils
- learning how to use both familiar and new punctuation correctly
- expanded noun phrases to describe and specify

In Phonics and SPAG, the children will improve their ability to:

- proof-reading to check for errors in spelling, grammar and punctuation
- the present and past tenses correctly and consistently including the progressive form
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning the possessive apostrophe (singular) [for example, the girl's book]

In Handwriting, children will improve their ability to:

- forming lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Maths – Money and Multiplication and Division

The focuses in maths over the next few weeks are money and multiplication and division. The following National Curriculum learning objectives will be covered in Maths this term:

With money, children will improve their ability to:

- recognise and know the value of different denominations of coins and notes
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money

- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

In multiplication and division, children will improve their ability to:

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher
- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- recall doubles and halves for each number to 20
- recall doubles and halves for 10s numbers
- work out doubles and halves for 2 digit numbers using partitioning

Art and Design – People in Art

Our whole school topic, People in Art, has continued this term. Class 2 have again been focussing on the artwork of Pablo Picasso. The following National Curriculum learning objectives will be covered in Art this term:

Children will build upon the following skills:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- to 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.

Science – People, Habitats and Animals

Through the teaching of science children will be taught to use the following practical scientific methods, processes and skills such as:

- 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.

These scientific methods, processes and skills will be facilitated through the topic of People, Habitats and Animals. The following National Curriculum learning objectives will be covered in Science this term and children will improve their ability to:

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including micro-habitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
- 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)

Geography – Four Nations

In Geography, we will be boarding a flying bus to learn about the 4 nations that make up the United Kingdom of Great Britain and Northern Ireland. We will take a tour of London and then visit the four nations learning about their key physical and key human features.

The following National Curriculum learning objectives will be covered:

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- identify seasonal and daily weather patterns in the United Kingdom
- 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
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical

PSHE – Good to be me

In Personal, Social, Health and Emotional sessions, the focus this term is 'Good to be Me'. These weekly sessions are also supported through assemblies and Pastoral interventions during lunchtimes. In Class 2 the following learning intentions are as follows:

- I can tell you the things I am good at and those things I find more difficult.
- I can show or tell you what relaxed means.
- I know some things that make me feel relaxed and some that make me feel stressed.
- I can tell you when a feeling is weak and when it is strong.
- I know what it feels like to be relaxed.
- I can show or tell you what relaxed means.
- I know what it feels like to be relaxed.
- I can be still and quiet and relax my body.
- I can tell when it is right to stand up for myself.
- I know how to stand up for myself.
- I can tell when I am being impulsive and when I am thinking things through.
- I can change my behaviour if I stop and think about what I am doing.

RE – People in Christianity: What can we learn from Jesus and St Francis

In Religious Education, we follow the agreed syllabus for RE in Northamptonshire called 'Growing Together'. The following learning outcomes are outlined as follows:

Key Fields of Enquiry addressed in this unit:

AT 1: Learning about Religion and Belief

- Beliefs, Values and Teaching
- Religious practices and ways of life

AT 2: Learning from Religion and Belief

- Questions of Values and Commitments

The core RE concepts that the unit develops are:

- Belief (Christians believe that Jesus is the Son of God);
- Commitment (People may do things because they are committed to a faith);
- Inspiration (People may do things because they are encouraged to follow an example).

Attitudes Focus This unit will help pupils to explore attitudes of:

- Self awareness by becoming increasingly more aware of the ways in which other people make a difference to our lives;
- Respect for all by developing a willingness to learn from examples from a religion;
- Appreciation and wonder by developing their capacity to respond to the ways other people's lives can be inspiring.

The unit will provide these opportunities for pupils:

- To talk and think about being inspired;
- To listen to the views and ideas of others;
- To enjoy religious stories and retell them in different ways;
- To experience a range of activities and to respond in a variety of creative ways.

Music

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and detuned 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.

