

<p><u>Mathematics</u></p> <p>Recall and use multiplication and division facts for 2, 5 and 10 multiplication tables. Recognise the place value of each digit in a two-digit number Compare and order numbers. Adding three one-digit numbers. Identify and describe the properties of 2D shapes, including the number of sides and lines of symmetry in a vertical line. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>Recap Core Skills from Year 1</p>	<p><u>English</u></p> <p><u>Traditional Stories</u> To recognise common structural elements and language of traditional stories. To use suitable connectives to sequence main parts of a story. To enjoy and appreciate a range of traditional stories. To recognise the key characters and events that feature in traditional stories.</p> <p><u>Multi-genre – Helping Bob!</u> To experience working with a range of texts for different purposes. To appreciate how setting can influence a character's actions and behaviour. To use time connectives for sequencing talk and writing.</p>	<p><u>Science</u></p> <p><u>Using materials</u> To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><u>Local habitats</u> To know how to respect living things in their environment. Ask simple questions and recognise that they can be answered in different ways. Describe the changes that take place in vegetation and animal life in a habitat and a micro-habitat across the four seasons.</p>	<p><u>PSHE -Jigsaw</u></p> <p><u>Being Me in My World</u> Discuss hopes and fears about the academic year ahead. Discuss their rights and responsibilities as member of the class and school. Discuss the importance of listening and respecting other peoples' views and opinions.</p> <p><u>Celebrating Difference</u> Understand that sometimes people can make assumptions and be stereotypical. Explore and discuss how difference should be accepted or celebrated. Discuss how to look after yourself and what is right and wrong. Explore methods on how to make new friendships and celebrate their own differences.</p>
<p><u>History</u></p> <p><u>The Great Fire of London</u> To begin to understand why London is an important place and where it is. To ask questions relating to the fire and use a range of sources to find out the answers. Retell the events of The Great Fire of London in chronological order. Identify similarities and differences between the past and present. <u>Castles and Knights</u> Develop an awareness of the past, using common words and phrases relating to the passing of time. Explore where castles fit within a chronological framework and identify similarities and differences between ways of life in different periods. Become familiar with a wide vocabulary of everyday historical terms.</p>	<p><u>Geography</u></p> <p>Locating London using maps and globes. Identifying physical and human features of a place. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world.</p>	<p><u>Religious Education</u></p> <p><u>Creation</u> Creation stories- Compare the Christian and Jewish creation stories. Explore the creation stories for various faiths and beliefs, including Hindu, Muslim, Humanist/Scientific theory, Aboriginal myth of creation and African creation stories.</p> <p><u>Light</u> Light- What is it? Where does it come from? What does it do? Explore lights that guide us. Jesus said "I am the light of the world." Light and dark activities. Light in the Christmas story.</p>	<p><u>Art</u></p> <p>Use a range of materials, drawings and paintings. Develop techniques and explore line, shape, colour and texture. Make observations of different objects/landscapes as the basis for textile design. Make collages from their experiences of fabric and learn simple techniques for applique.</p> <p>Portraits – Andy Warhol</p>
<p><u>Design & Technology</u></p> <p><u>Vehicles</u></p> <p>Give examples of how different vehicles are used for different purposes and what features they may contain. Name the main parts of a vehicle. Draw on their investigation of vehicles to inform their own design ideas. Make some simple drawings, with some labels of parts.</p>	<p><u>Music</u></p> <p>Sing songs from memory, developing control of breathing, dynamics, rhythm and pitch. Explore, improvise and organise sounds using the voice and a variety of instruments. Create own rhythm patterns. Rehearse and communicate ideas using symbols. Recognise and respond to character and</p>	<p><u>Physical Education</u></p> <p><u>Games</u> To be confident and safe in the spaces used to play games. Repeat and explore simple actions with control and coordination. To develop increasing control in sending, receiving a ball with hands, feet and a bat. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply</p>	<p><u>Computing</u></p> <p>Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to</p>

Castles

Design, make and evaluate a castle using recyclable equipment.

mood in music. Listen for and identify long and short sounds within music and songs using symbols.

these in a range of activities. participate in team games, developing simple tactics for attacking and defending.

go for help and support when they have concerns about content or contact on the internet or other online technologies.

