

### English - Things I might already be able to do:

- Name the letters of the alphabet in order.
- Spell the days of the week.
- Say a sentence out loud before I write it.
- Use a capital letter at the beginning of a sentence, name of people, places, days of the week and personal pronoun 'I'.
- Use a full stop, question mark, or exclamation mark at the end of a sentence.
- Write a sequence of sentences to create a narrative.
- Check that my writing makes sense.
- Use 'and' to join sentences.
- Leave finger spaces between words.
- Begin to form lower case letters correctly.
- Form capital letters.
- Spell words using the 44 graphemes, and some common exception words. Make phonetically plausible attempts at spelling.
- Take turns to talk and listen carefully.

# A Place in Time

Understanding and accepting that everything exists in time and place, and acknowledging that there are differences between people, places and objects and that things can change over time.

### Phonics – Year 2

Read and use alternative spellings and some homophones.  
Develop **phase 6** skills in reading and writing

Suffixes:

Add -ing, -ed, -s, -er, -est, -y, -en, -es, -ful, -ly, -y, -ment, -ness

Common exception words

### English – I will be learning to: (ARE)

#### Africa texts, Voices in the Park

- Plan my writing with ideas and key words, including new vocabulary.
- Use statements, questions, exclamations and commands.
- Check I have used full stops, exclamation marks or question marks correctly.
- Use coordination to join ideas – and/or/but.
- Use subordination to join clauses – when/if/that/because.
- Use present and past tense consistently.
- Use expanded noun phrases for description.
- Write simple coherent narrative about personal experience and those of others.
- Form capital letters in the correct size relative to one another and lower case letters.
- Use commas to separate items in a list.
- Use apostrophes to mark singular possession in nouns.
- Ask questions that link clearly to the topic being discussed, and make contributions to discussion.

### Reading - Things I might already be able to do:

- Apply phonics knowledge and skills to decode words.
- Respond speedily with correct sound for the 40+ graphemes.
- Listen to and discuss a wide range of stories and non-fiction texts that are read to me.
- Link what I have read (or have had read to me) to my own experiences.
- Discuss new word meanings and link them to words I already know.
- Retell and sequence main events from texts and discuss how the events are related.
- Use question words to ask questions which can be answered using the text.
- Make inferences based on what is being said and done and make direct references to pictures and words in the text.
- Use my knowledge, and the events in a text to make sensible predictions.
- Understand books by drawing on what I already know, or background information and vocabulary that the teacher tells me about.

### Reading: I will be learning to: (ARE)

- My love to read book is \_\_\_\_\_
- Read accurately words of 2 or more syllables, words containing common suffixes.
- Read aloud quickly and accurately without sounding out and blending familiar words.
- Explore non-fiction books that are structured in different ways.
- Answer simple questions about what has happened in a text that I have read myself.
- Discuss new word meanings and link them to words I already know, including root words.
- Retell and sequence main events from texts and discuss how the events are related, and how they shape the story.
- Use question words to ask questions which can be answered using the text. My questions might change as I read through the text.
- Make inferences on the basis of what is being said and done (pick up hidden clues).
- Use my knowledge, and the events in a text to make and explain sensible predictions.

# A Place in Time

## **Maths – Fractions** Things I might already be able to do:

Count to and across 100, forwards and backwards from any given number.

Count in multiples of 2, 5, and 10.

Identify and represent numbers using objects and pictorial representations.

Understand that half means one of two equal parts.

Recognise, find, and name a half of an object, shape or quantity.

Understand that a quarter means one of four equal parts.

Recognise, find, and name a quarter of an object, shape or quantity.

## **Maths – Fractions** I will be learning to: (ARE)

Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.

Recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity.

Write simple fractions, e.g.  $\frac{1}{2}$  of 6 = 3.

Recognise the equivalence of  $\frac{1}{2}$  and  $\frac{2}{4}$ .

**TIMES TABLES:** Recall and use multiplication and division facts for 2, 5, and 10 times tables.

### Science – Materials & States of Matter

*Things I might already be able to do:*  
Distinguish between an object and the material from which it is made.  
Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.  
Describe the simple physical properties of a variety of everyday materials.  
Compare and group together a variety of everyday materials on the basis of their simple physical properties.  
Working scientifically: identify and classify objects.

*I will be learning to: (ARE)*  
Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  
Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.  
Working scientifically: use observations and ideas to suggest answers to questions.

### Relationships and Health Education – Families, Friendships and Relationships

*Things I might already be able to do:*  
Identify my own special people.  
Explain what makes them special to me and why they are important in my life.  
Describe the different ways my special people care for me.  
Recognise how I can care for them in return.

*I will be learning to: (ARE)*  
Explain why having a family network is important.  
Know what makes someone a good friend and demonstrate these qualities.  
Use positive resolution techniques.  
Identify several ways to show others I care and understand the importance of doing this.  
Know what rights are, identify rights that all people share and show respect for the rights of others.

## A Place in Time

### Art- African Masks

*Things I might already be able to do:*  
Use tools/equipment safely & correctly to produce patterns & textures.  
Shape and model materials for a purpose, e.g. pot, tile from observation and imagination.  
Recognise, discuss and use repeating patterns and symmetry.  
Experiment with a variety of malleable media such as clay, papier Mache, Salt dough, Modroc, manipulating them in a variety of ways including rolling, pinching and kneading.  
Apply simple decoration techniques.

*I will be learning to: (ARE)*  
Experiment with and discuss repeating, overlapping, regular, irregular, natural and manmade patterning and symmetry.  
Continue to investigate tone and texture by drawing lines, patterns and shapes.  
Use equipment and media with increasing confidence.  
Explore carving as a form of 3D art. (if using clay)  
Shape, form, construct and model from observation and imagination considering a purpose for this.

### Geography - Africa

*Things I might already be able to do:*  
Use maps and a globe to locate and identify the 7 continents and 5 oceans.  
Use compass directions (NSEW) to describe the location of features on a map.  
Study pictures of a locality and ask geographical questions about that place and what it's like to live there.  
Use basic vocabulary to refer to human (town, city, village, farm) and physical features (river, coast, forest, mountain, sea).

*I will be learning to: (ARE)*  
Use maps and globes to identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.  
Use appropriate vocabulary to refer to human (port) and physical features (valley, vegetation), identifying some of each on a map.  
Study pictures of differing localities and ask geographical questions about those places and what it's like to live there.