

English - Things I might already be able to do:

- 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.
- Develop phase 4 and 5 phonics skills in reading and writing.
- Take turns to talk and listen carefully.

COMMUNITY

Appreciation of the value of belonging to a community where people and animals can live in harmony, and being aware of the online community and the opportunities and challenges this presents.

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)

Belonging, The Great Kapok Tree,
Three Little Pigs

- Plan my writing with ideas and key words, including new vocabulary.
- Use statements, questions, exclamations and commands.
- Check I have used full stops, exclamation mark 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 fictional experience of others.
- Form capital letters in the correct size relative to one another and lower case letters.
- Read and use alternative spellings and some homophones. Develop phase 6 skills in reading and writing.
- 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.
- Read words with contractions.
- Answer simple questions about what has happened in a text that has been read to me.
- 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.
- Infer how a character feels by what they say and do and make direct references to pictures and words in the text.
- Use my knowledge, and the events in a story to make sensible predictions.

Reading:

My love to read book is _____

I will be learning to: (ARE)

- Read accurately words of 2 or more syllables, words containing common suffixes.
- Read aloud quickly and accurately without sounding out and blending familiar words.
- 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.
- Infer how a character feels by what they say and do and begin to pick up 'hidden clues'.
- Use my knowledge, and the events in a story to make and explain sensible predictions.

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Maths - Things I might already be able to do:

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

Count, read and write numbers to 100 in numerals.

Count in multiples of 2, 5 and 10 up to 100.

Identify one more and one less, given a starting number.

Find and show numbers using objects and pictures including number lines.

Understand and use the terms: equal to, more than (greater), less than (fewer), most, least.

Read and write numbers from 1 to 20 in numbers and words.

Maths – I will be learning to: (ARE) PLACE VALUE (If secure move onto 4 operations)

Count forward and backwards in jumps of 2, 3 and 5 from 0 and in 10s from any number.

Find the place value of each digit of a number with tens and units.

Find and show numbers using different equipment such as number lines and number squares.

Compare and order numbers from 0 to 100 using $<$ $>$ and $=$.

Read and write numbers to 100 in numbers and words.

Use place value and number facts to solve problems.

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



Science – Living Things: Plants and Animals

Things I might already be able to do:

Identify and name a variety of *common* animals: fish, amphibians, reptiles, birds and mammals and understand how animals are born e.g. live birth or eggs. Name some animals which are carnivores, herbivores and omnivores. Identify and name a variety of common wild and garden plants. Identify and describe the basic structure of common flowering plants and trees. Identify and describe the seeds in fruits. Make close observations using simple equipment.

I will be learning to: (ARE)

Observe and describe how seeds and grow into mature plants. Describe what plants need to grow (water, light, suitable temperature), and the basic needs of animals for survival. Identify & classify a variety of plants & animals in their habitats & microhabitats. Describe how animals and plants are suited to habitats and how habitats provide their basic needs. Describe simple food chains. Perform simple tests and use careful observations to answers questions.

Relationships & Health Education – Keeping myself safe

Things I might already be able to do:

Identify people who look after me. Know when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'. Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable. Understand that that people's bodies and feelings can be hurt. Know rules for and ways of keeping physically and emotionally safe. Understand what is meant by 'privacy'; my right to keep things 'private'; the importance of respecting others' privacy.

I will be learning to: (ARE)

Identify people who look after me. Know when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'. Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable. Understand that that people's bodies and feelings can be hurt. Know rules for and ways of keeping physically and emotionally safe. Understand what is meant by 'privacy'; my right to keep things 'private'; the importance of respecting others' privacy.

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Art - Rainforests

Things I might already be able to do:

Observe landscapes and begin to experiment with pattern and texture controlling the marks made (hatching, blending, stippling scribbling). Use sketchbook to record simple experimentations. Look at lightening and darkening without black and white. Name primary colours and start to mix and predict secondary colours.

I will be learning to: (ARE)

Control marks made investigating tone (light and dark lines), patterns, textures and shapes – naming and observing lines and marks. Use sketchbook to record, plan and develop simple ideas. Continue to experiment with lightening, darkening, mixing and naming colours. Start to mix shades and tones.

Computing – Control and e-safety

Things I might already be able to do:

-Understand what an algorithm is and that programs work by using precise instructions.
-Create (coding), giving commands including straight forwards/ backwards /turn. Explore sequences of instructions.
-Fix (debug) simple programs by finding and correcting a mistake in a sequence of commands.
-Recognise what personal information is and the importance of keeping it safe online. Make choices about what is suitable to share online.

I will be learning to: (ARE)

Use reasoning to predict the behaviour of simple programs. Create (coding), giving commands for a particular purpose. Improve, change or fix (debug) simple programs to fulfil their purpose. Evaluate and compare different algorithms that have the same end result. Make choices about which personal information is suitable to share online. Identify how to get support if I am unsure about online safety.