

English - Things I might already be able to do:

Say a sentence out loud before writing it.
 Sequence sentences to form a short narrative.
 Re-read what I have written to check it makes sense.
 Leave spaces between words.
 Join words and clauses using 'and'.
 Begin to punctuate sentences using a capital letter and full stop, question mark or exclamation mark.
 Use a capital letter for names of people, places, days of the week, and 'I'.
 Begin to form lower case letters correctly, and form capital letters.
 Spell words using the 44 graphemes, and some common exception words.
 Make phonetically plausible attempts at spelling.
 Take turns and listen carefully.
 Practice reading and spelling high frequency and polysyllabic words.

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.

JOURNEYS

Journey; a passage through life, changing and developing over time.

Life is a journey filled with lessons, hardships, heartaches, joys, celebrations and special moments. Enjoy the ride, not just the destination. Cherish each time and don't wish it away.

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)

Lost and Found, The Snail and the Whale

Shackleton's Journey

Write simple, coherent narratives about personal experiences or those of others (real or fictional).
 Plan writing by noting down key words including new vocab.
 Check my work for spellings and appropriate punctuation.
 Develop use of capital letters, full stops, exclamation marks, question marks, commas for lists, and apostrophes for contracted forms and singular possession.
 Understand purpose of and use sentences in different forms: statement, question, exclamation, command.
 Use present and past tense mostly correctly and consistently.
 Use expanded noun phrases (e.g. the blue butterfly).
 Use co-ordination (and, or, but) and some subordination (when, if, that, because) to join clauses.
 Form capitals, lower case letters and digits of the correct size, orientation and relationship to one another.
 Use spacing between words that reflects the size of the letters.
 Segment spoken words into phonemes and represent these by graphemes, spelling many correctly and use phonically-plausible attempts at others.
 Ask questions that link clearly to the topic being discussed and make contributions to discussion.
 Write effectively and coherently for different purposes, drawing on my reading to inform the vocabulary and grammar of my writing (Greater depth).

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.

JOURNEYS

Maths – 4 operations, context of measure

Things I might already be able to do:

Read, write and understand number statements using +, - and =
 Use number bonds and matching subtraction facts up to 20.
 Add and subtract one-digit and two-digit numbers to 20, including zero.
 Answer one-step problems that use addition and subtraction, including missing number problems, using objects and pictures.
 Answer multiplication and division questions using objects, pictures and other equipment.
 Use arrays to help with multiplication.
 Solve division problems by grouping and sharing.

Using the four operations within the context of measure:

Measure and begin to record length/height/weight/mass/capacity.
 Solve problems for length and height by telling which objects are longer or shorter/taller or shorter.
 Solve problems for mass and weights by telling which objects are heavier or lighter.
 Solve problems for capacity and volume by telling if a container is empty, half full or full and if there is more in one container than another.
 Say how much different coins or notes are worth.



Maths – 4 operations, context of measure

I will be learning to: (ARE)

Solve problems with addition and subtraction including those involving numbers, quantities and measures (see below) by using objects or pictures.
 Answer simple addition and subtraction questions in my head and by writing them down.
 Use addition and subtraction facts to 20 fluently and workout similar facts to 100.
 Add and subtract mentally and when using objects, number lines and pictures:
 -two-digit number and a one-digit number (e.g. 43+8, 72-6)
 - two-digit number and multiples of ten (e.g. 26+40, 85-30)
 -2 two-digit numbers (34+25, 83+28 (the total can be above 100), 91-27)
 -3 one-digit numbers (e.g. 6+8+3, 9-3-2)

Show that adding 2 numbers can be done in any order but subtraction cannot.
 Show that subtraction is the opposite of addition and use this to check my work.
 Remember and use multiplication and division facts for the 2, 5 and 10 times tables.
 Recognise odd and even numbers.
 Answer multiplication and division problems within the 2,5,10 tables using x, ÷ and =
 Show that multiplying 2 numbers can be done in any order but division cannot.
 Answer questions involving multiplication and division mentally and with objects (arrays, sharing, repeated addition, repeated subtraction).

Using the four operations within the context of measure:

Choose the right units to measure length, height, mass, temperature or capacity. I can read to the nearest unit and do this on rulers or scales.
 Compare amounts using these signs: >, < or =
 Use the £ sign and p sign. I can use notes and coins to make a particular amount.
 Find different ways for coins to add up to an amount.
 Add and subtract money and give change.



Science – Living Things: Humans

Things I might already be able to do:

Name, draw and label the basic parts of human body.

Name, draw and label the sensory organs (ears, eyes, mouth, skin, nose).

Use senses to compare different textures, sounds and smells.

Explain what would happen if one of our senses didn't work.

Begin to use simple scientific language.

I will be learning to: (ARE)

Notice that animals, including humans, have offspring which grow into adults (baby, toddler, child, teenager, adult).

Describe human and animal lifecycles – chicken, butterfly, frog lifecycles.

Find out about and describe the basic needs of animals, focussing on humans.

Describe the importance of diet (eating the right amount of different foods), exercise and hygiene for humans.

Relationships & Health Education – Mental Wellbeing

Things I might already be able to do: (ARE) Year 1&2

Identify good and not so good feelings. Explain how feelings can affect my body and behaviour.

Recognise that people feel differently about things and situations.

Describe how other people might be feeling.

Suggest things that can help me and others to feel better.

Identify who can help me with feelings.

Use words or phrases to ask for help with feelings.

I will be learning to: (ARE) Year 1&2

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JOURNEYS

Art-Pop Art

Things I might already be able to do:

Demonstrate experience at impressed printing: drawing into ink, printing from objects.

Use equipment and media correctly and be able to produce a clean printed image.

Explore printing in relief: Sting and card.

Begin to identify forms of printing: Books, posters pictures, fabrics.

Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.

Explore the work of artists, craft makers and designers, and make links to their own work.

I will be learning to: (ARE)

Print with a growing range of objects Demonstrate experience at impressed and relief printing: drawing into ink, printing from objects.

Use equipment and media correctly and be able to produce a clean printed image

Make simple marks on rollers and

printing palettes to take simple prints

Explore the work of artists, craft makers and designers, and make links to their

own work.

History - Titanic

Things I might already be able to do:

Begin to understand that chronology is putting the past into an order e.g. events in own life and sequencing events relating to the journey of the Titanic (words or pictures).

Know about and recount events of the Titanic.

Distinguish between fact and fiction.

Ask questions to find out information.

Find answers to simple questions about the past from sources of information.

I will be learning to: (ARE)

Demonstrate understanding of chronological timelines, sequencing significant events of the Titanic.

Recognise why people did things, why events happened and what happened as a result.

Identify differences between ways of life now and at the time of the Titanic.

Compare two versions of a past event.

Compare pictures or photographs of people or events in the past.

Discuss reliability of photos/accounts/stories.

Use a source to answer questions about historical event on the basis of simple observations.