

Maths

Properties of Shape

I can name 2D and 3D shapes.

I can describe the properties of 2D and 3D shapes.

Fractions

I can divide shapes into equal parts.

I know that $\frac{1}{2}$ and $\frac{1}{2}$ = a whole.

I can identify fractions of a shape and of a length. ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$)

Division

I can recognise odd and even numbers.

I can recognise multiples of 2, 5 and 10

I can use concrete resources for sharing.

Multiplication

I can understand multiplication as repeated addition.

I can use an array to show repeated addition and multiplication facts.

I know that multiplication can be done in any order.

Statistics

I can interpret and answer questions about pictograms, tally charts and block diagrams.

I can construct a tally chart and either a pictogram or a block graph.

Money

I can recognise and use the value of UK coins and notes.

I can compare amounts of money.

I can use different combinations of coins to make the same amount.

I can begin to give change up to £1.

Science

I can group and classify things

I can carry out simple comparative tests

I can communicate my ideas, what I have done and what I have found out in a variety of ways.

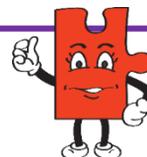
What happens to materials when we bend, stretch, squash?

Investigating a variety of materials.

Introduce vocabulary -

opaque/transparent/absorbent/elasticity/plasticity.

Making simple conclusions.



English

I can entertain the reader through stories.

I can inform the reader about a true event.

Focus Text - The Princess and the White Bear King

To understand the structure of a story thinking about problems and resolutions.

To further develop the description through interesting adjectives and phrases.

To understand the structure of exclamation sentences and use these in our writing.

To understand writing in the 1st person when retelling a real event.

To understand the language features of a recount.

To use feelings words and adjectives to interest the reader.

Developing

- Punctuation
- Sentence structure
- Conjunctions
- Past and present tense

Year 2 Autumn Term 2 Turrets and Tiaras

Key Vocabulary: castle, drawbridge, moat, turret, keep, portcullis, medieval, building, royal, crown, monarch.

PE - Gymnastics

I can plan and perform a sequence of movements.

I can improve my sequence based on feedback.

I can think of more than one way to create a sequence which follows some rules.

I can work on my own and with a partner.

DT - Drawbridges

I can explore ideas based on existing drawbridges.

I can communicate my design based on the design criteria.

I can choose appropriate materials based on their properties.

I can use a mechanism to make the drawbridge move.

I can make and evaluate my design.

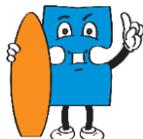
Looking at pictures and short clips of drawbridges. Discussing what they were and how they were used.

Create design criteria and a design that is based on these.

Create the drawbridge using selected materials.

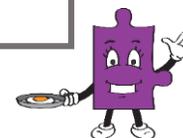
Use a mechanism to make the drawbridge fit for purpose.

Evaluate the design and make based on the design criteria.



Learning Culture

LORIC



PSHE/Citizenship
SUMO program of study

Computing - Algorithms and Programming

We are Games Testers

I understand that algorithms are used on digital devices.

I can predict what a program might do.

I can test my predictions about a program.

I can describe what happens in a computer game.

Look briefly at games that have been designed using Scratch.

Make predictions from the initial look using the questions given to them.

Play the game to find out what happens and to test their predictions.

Record the actual program and whether their predictions were correct.

RE

I can retell some Bible stories.

I can discuss the meanings of religious and moral stories.

I can begin to use key words and vocabulary related to Christianity

Hands on Christmas journey (sensory)

What does Christmas mean to Christians?

I wonder what Christmas advent calendars symbolise?

Music

I can sing at pitch notes

I can show rhythm with a tuned instrument

Pitch

- What is a singing/speaking voice?

- What is pulse?

- What is rhythm?

- Which notes are so, mi and la?

History

I can identify and name the different parts of a castle.

I can explain why different parts of the castle were built.

I know what life was like inside the castle.

I can think about what life would be like as the monarch.

I know how the British royal family has changed in my lifetime.

Labelling the parts of a castle building.

Researching why the parts of the castle were built and what their purpose was.

Looking at the different roles inside a castle and applying for a job.

Thinking about how life as the monarch is different.

Creating a basic family tree for the royal family, focusing on the marriage of Harry and the births of Prince Louis and Archie Harrison.