

Engage:

Express:

Literacy

Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Develop pleasure in reading, motivation to read, vocabulary and understanding

Understand both the books that they can already read accurately and fluently and those that they listen to

Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Apply spelling rules and guidance to spell a range of words
Develop neat, even handwriting in line with curriculum objectives

Develop positive attitudes towards and stamina for writing
Consider what they are going to write before beginning

Learn how to use:
sentences with different forms: statement, question, exclamation, command

expanded noun phrases to describe and specify [for example, the blue butterfly]

the present and past tenses correctly and consistently including the progressive form

subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

Physical Development

Gymnastics

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Perform dances using simple movement patterns

Personal, Social and Emotional Development

PSCHE: Going for Goals

Children should learn to:

Take responsibility for their successes and when things go wrong

Wait for what they want; persistence (keeping going)

Showing resilience – bouncing back or maintaining effort through a difficult experience or after a mistake or failure

Set, monitor and achieve goals

Being Different and Equal

To understand that a stereotype is a fixed or generalised view of a group of people

R.E.: Sacred Writings

-the names of some religious books and the religion to which they belong e.g. Qur'an – Islam, The Bible – Christianity

-that stories often contain inner meanings and messages

-that religious books teach people how to live

SPRING TERM 1 Objectives *Off with her head!* Year 2

Knowledge Outcomes

How many wives did Henry VIII have and what were their names?

How did the King punish people in Tudor times that had committed a crime?

Who would always be the heir to the throne in the Tudor times

Who created the Church of England?

Challenge

What does the Tudor Rose represent?

Mathematics

Please refer to the spring term Success and Challenge cards for termly objectives in Mathematics

Understanding of the World

HISTORY: Significant lives

Learn about the lives of significant individuals in the past who have contributed to national and international achievements – Henry VIII

Develop an awareness of the past, using common words and phrases relating to the passing of time. Know where the people and events they study fit within a chronological framework

Identify similarities and differences between ways of life in different periods.

Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Being Different and Equal

To identify and understand the lives of significant individuals in the past who have contributed to National and International achievements

SCIENCE: Everyday materials (2)

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

Work scientifically, including:

asking simple questions and recognising that they can be answered in different ways

observing closely, using simple equipment

performing simple tests

identifying and classifying

using their observations and ideas to suggest answers to questions

gathering and recording data to help in answering questions.

Computing: iProgram

Create and debug simple programs

Use logical reasoning to predict the behaviour of simple

Expressive Art and Design

ART and DESIGN: Materials – pattern, texture, form

Use a range of materials creatively to design and make products.

Use a wide range of patterns.

Music:

Play tuned and untuned instruments musically

Experiment with, create, select and combine sounds using the inter-related dimensions of music.