

English	Maths	Science	Computing	RE
<p>I can use spacing between words that reflects the size of the letters.</p> <p>I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>I can use grammatical terminology for Year 2 learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks.</p> <p>I can use commas for lists</p> <p>I can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>I can use expanded noun phrases to describe and specify [for example, the blue butterfly].</p> <p>I can use sentences with different forms: statement, question, exclamation, command.</p> <p>I can spell by learning to spell some words with contracted forms.</p> <p>I can spell by learning to spell common exception words.</p> <p>I can make simple additions, revisions and corrections to my writing</p> <p>I am beginning to write stories about things that have happened to me or other people</p> <p>I can write for different purposes</p>	<p>I can recognise the place value of each digit in a two-digit number (tens, ones).</p> <p>I can compare and order numbers 0-100</p> <p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</p> <p>Identify, represent and estimate numbers using different representations, including the number line</p> <p>I can use greater than, less than and = signs.</p> <p>Read and write numbers to at least 100 in numerals and in words.</p> <p>I can use place value and number facts to solve problems.</p> <p>I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones, and two two-digit numbers.</p> <p>I can solve problems with addition and subtraction</p> <p>I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p> <p>I can name and describe properties of 2-D shapes, including the number of sides, vertices, edges, faces and lines of symmetry.</p>	<p><u>Living things and their habitats (Autumn 1)</u></p> <p>I can explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>I can identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>I can observe closely, using simple equipment</p> <p>I can identify that most living things live in a habitat to which they are suited</p> <p>I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p><u>Materials and their properties (Autumn 2)</u></p> <p>I can identify and classify.</p> <p>I can observe to suggest answers to questions.</p> <p>I can name and identify everyday materials such as wood, plastic, glass, metal, water and rock.</p> <p>I can describe the properties of everyday materials.</p> <p>I can compare and group together materials.</p> <p>I can find out how the shapes of solid objects can be changed by bending, twisting and stretching.</p> <p>I can compare the suitability of everyday materials for particular uses</p>	<p><b>Computing systems and networks – IT around us</b></p> <p>To recognise the uses and features of information technology</p> <p>To identify the uses of information technology in the school</p> <p>To identify information technology beyond school</p> <p>To explain how information technology helps us</p> <p>To explain how to use information technology safely</p> <p>To recognise that choices are made when using information technology</p> <p><b>Creating media – Digital photography</b></p> <p>To use a digital device to take a photograph</p> <p>To make choices when taking a photograph</p> <p>To describe what makes a good photograph</p> <p>To decide how photographs can be improved</p> <p>To use tools to change an image To recognise that photos can be changed</p>	<p><u>Creation (Harvest)</u></p> <p>Retell the story of creation from Genesis 1:1–2.3 simply.</p> <p>Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible.</p> <p>Say what the story tells Christians about God, Creation and the world.</p> <p>Give at least one example of what Christians do to say thank you to God for the Creation.</p> <p>Think, talk and ask questions about living in an amazing world.</p> <p><u>Incarnation (Christmas unit)</u></p> <p>Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians.</p> <p>Recognise that stories of Jesus’ life come from the Gospels.</p> <p>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p> <p>Decide what they personally have to be thankful for at Christmas time.</p>

<p><b>History/Geography</b></p> <p><b>Geography - Antarctica</b>  <b>Locational knowledge</b>  I can name and locate the world's seven continents and five oceans  I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  <b>Place knowledge</b>  I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country  <b>Human and physical geography</b>  I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  I can use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b>  I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  I can use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p><b>History</b>  <b>Captain Scott</b>  I can observe or handle evidence to ask questions and find answers to questions</p>	<p><b>Art</b></p> <p><u><b>Inspired by Nature</b></u></p> <p>Use a variety of techniques for adding tone and texture to drawings.</p> <p>Use different techniques such as using the side of a pencil to shade, scribbling, smudging, blending and cross hatching.</p> <p>Replicate a print to create a repeated pattern.</p> <p>Produce patterns by repeating shapes and colours.</p>	<p><b>Design Technology</b></p> <p><u><b>Textiles – Penguin Toys</b></u></p> <p>Cutting fabric neatly with scissors</p> <p>Using joining methods to decorate a puppet</p> <p>Sequencing steps for construction</p> <p>Selecting and cutting fabrics for sewing</p> <p>Decorating a pouch using fabric glue or running stitch</p> <p>Threading a needle</p> <p>Sewing running stitch, with evenly spaced, neat, even stitches to join fabric</p> <p>Completing design ideas with stuffing and sewing the edges</p>	<p><b>Music</b></p> <p><u><b>Pulse, rhythm and pitch</b></u></p> <p><u><b>Playing in an Orchestra</b></u></p> <p><u><b>Christmas Performance</b></u></p> <p>I can take part in singing, following the melody.</p> <p>I can follow instructions of when to play an instrument.</p> <p>I can make and control long and short sounds using my voice and instruments.</p> <p>I can recognise changes in timbre, dynamics and pitch.</p> <p>I can clap rhythms.</p>	<p><b>PE</b></p> <p><u><b>Ball Skills</b></u></p> <p>Catch a ball in an adapted game</p> <p>Bounce pass from a short distance to a partner.</p> <p>Small sided games (super hero ball) Small sided games 3v3 encouraging chest passes in game</p> <p>Play an adapted super hero netball game. One team is to attack and attempt to score, the opposing team is to stop (defending) them from scoring.</p> <p>Scoring in a variety of ways and begin to use in a game situation</p> <p>Stopping a ball with the sole and inside of feet</p> <p>Pass the ball to a partner P,P,P, Plant, Pass Point to help with accuracy</p> <p>Dribble the ball with the inside of feet keeping the ball close to their body</p> <p>Tag game– trying to catch their partner</p> <p>Scoring in a variety of ways and begin to use scoring techniques game situations</p> <p>Play a tag game whilst moving at speed</p> <p>Move with the ball holding it with hands - in 'W' shape at chest height</p> <p>Pass the ball sideways- with smile technique</p> <p>Dodge around a defender in small area</p> <p>Scoring a try in a 2v2 game in the end zone</p> <p><u><b>Orienteering</b></u></p> <p>Understand that a diagram/map is a bird's eye representation of the ground</p> <p>Understand what a legend/key is and its importance</p> <p>Transfer information on a diagram/map into reality, using basic symbols and matching equipment</p> <p>Follow &amp; give verbal &amp; written commands to move</p>	<p><b>PSHE</b></p> <p><u><b>Me and My relationships</b></u></p> <p>I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.</p> <p>I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together.</p> <p>I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.</p> <p>Most of the time I can express my feelings in a safe, controlled way.</p> <p><u><b>Valuing Differences</b></u></p> <p>I can say how I could help myself if I was being left out.</p> <p>I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.</p>
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<p>about the past.</p> <p>I can ask questions such as: What was it like for the people? What happened? How long ago?</p> <p>I can use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>I can describe historical events.</p> <p>I can describe significant people from the past.</p> <p>I can recognise that there are reasons why people in the past acted as they did.</p> <p>I can use words and phrases such as: a long time ago, recently, last century to describe the passing of time.</p>				<p>forwards, backwards, up, down, left and right</p> <p>Understand how the directions forwards, backwards, up, down, left and right can change depending on which way a person is facing</p> <p>Follow &amp; give verbal &amp; written commands to move north, south, east and west</p> <p>Understand that the directions north, south, east and west do not change, regardless of which way a person is facing</p> <p>Recognise &amp; identify the real-life representation of a basic diagram/map through colour combinations</p> <p>Use a basic diagram/map to navigate to a single point in reality</p> <p>Use a basic diagram/map to navigate to up to 4 different points in reality</p> <p>Use a basic diagram/map to navigate to up to 4 different points, avoiding obstacles</p> <p>Use a basic diagram/map to follow a specific route with up to 4 different points</p> <p>Use a basic diagram/map to follow a specific route with up to 4 different points, avoiding obstacles</p> <p>Compete in competitive games following specific instructions and rules</p> <p>Make decisions and solve problems whilst being physically active</p> <p><b><u>Gymnastics</u></b></p> <p>Perform some balances and explain strategies to keep their body still</p> <p>Perform some shapes, jumps and rolls with good body control</p> <p>Travel in a variety of ways with good body control</p> <p>Create a short sequence with a variety of shapes (including a start and finish shape), jumps and rolls and perform with good body control</p>	
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