

English	Numeracy	Science	Computing	RE
<p>Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Develop positive attitudes towards and stamina for writing by writing for different purposes.</p> <p>Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary</p> <p>Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].</p> <p>Make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Use grammatical terminology for Year 2 learning how to use both familiar and new punctuation correctly, demarcating most sentences in their writing with capital letters and full stops, and using question marks correctly when required.</p> <p>Learn how to use sentences with different forms: statement, question, exclamation, command.</p> <p>Use grammatical terminology for Year 2 learning how to use apostrophes for contracted forms and the possessive (singular).</p> <p>Use grammatical terminology for Year 2 understanding the formation of nouns using suffixes such as -ness, -er and compounding [e.g. whiteboard, superman]</p> <p>I can use grammatical terminology for Year 2 learning how to use commas for lists.</p>	<p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</p> <p>Identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ of a number or shape, and know that all parts must be equal parts of the whole.</p> <p>Write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p> <p>Compare and sequence intervals of time</p> <p>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p> <p>Know the number of minutes in an hour and the number of hours in a day.</p> <p>Telling the time on the analogue clock and record it.</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences</p> <p>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).</p>	<p><u>Plants</u></p> <p>I can observe and describe how seeds and bulbs grow into mature plants</p> <p>I can observe closely using simple equipment to describe how seeds and bulbs grow into mature plants</p> <p>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><u>Working scientifically</u></p> <p>I can ask simple questions and recognise that they can be answered in different ways.</p> <p>I can perform simple tests</p> <p>I can gather and record data to help answer questions.</p>	<p><u>What is data and how can I use it?</u> (Pictograms)</p> <p>I can record, compare and organise results in a tally chart</p> <p>I can enter data onto a computer</p> <p>I can create and explain what the pictogram shows</p> <p>I can collect data</p> <p>I can use a computer program to present information in different ways and can share this</p> <p><u>How can we use code to program quizzes?</u> (Programming quizzes)</p> <p>I can identify the start of a sequence</p>	<p><u>Islam</u></p> <p>Does going to a mosque give Muslims a sense of belonging?</p> <p>To be able to explain what happens when Muslims pray alone or at the mosque.</p> <p>To be able to talk about how Muslims feel a sense of belonging when they are with other Muslims or on their own.</p> <p>To be able to describe how a Muslim achieves a sense of belonging through prayer.</p> <p>To be able to put myself in Muslims position and say if I would prefer to pray alone or with others and say why.</p> <p><u>Islam</u></p> <p>Does completing Hajj make a person a better Muslim?</p> <p>I can use the right words to tell you about some parts of the Hajj.</p> <p>I can start to imagine how it might feel to be on the Hajj.</p> <p>I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims.</p> <p>I can start to think about the significance of Hajj to a Muslim.</p> <p>I can start to explain how some of the events during Hajj could help Muslims feel a sense of commitment to God.</p>

<p>I can use expanded noun phrases to describe and specify [for example, the blue butterfly].</p> <p>Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>Learn how to use the present and past tenses correctly and consistently including the progressive form.</p> <p>Reading Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by making inferences on the basis of what is being said and done.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related</p>		Recognise patterns of shape in different orientations.		<p>I can show I know how to run my program</p> <p>I can predict and change the outcome of sequences and commands</p> <p>I can work out the actions of a 'sprite' in an algorithm</p> <p>I can choose backgrounds, characters and images for a design</p> <p>I can compare and improve my project and design</p>	I can start to express my opinion as to whether completing the Hajj makes someone a better Muslim, with a reason.
History/Geography	Art	Design Technology	Music	PE	PSHE
<p>Geography</p> <p><u>How does Kampong Ayer compare with where I live?</u></p> <ul style="list-style-type: none"> ● Identify and describe the location of where they live in the UK, within Europe and the world and in relation to the Equator and north and south poles; ● Compare their own location with the location of Kampong Ayer in the country of Brunei within Asia and also both locations in relation to the Equator and the north and south poles; 	<p><u>Making sculptural birds</u></p> <p>Use simple tools and techniques to shape and assemble materials. Create a model or 3D</p>	<p><u>Wheels and Axles</u></p> <p>Designing</p> <p>I can generate initial ideas and simple design criteria through talking and using own experiences.</p> <p>I can develop and communicate ideas through drawings and mock-ups.</p> <p>Making</p>	<p><u>Music that makes you dance (Summer 1)</u></p> <p><u>Exploring improvisation (Summer 2)</u></p> <p>I can demonstrate an understanding and appropriate use of musical</p>	<p><u>Athletics</u></p> <p>Use arms and keep head still when exploring running patterns</p> <p>Throw in correct stance 'Usain Bolt position'</p> <p>Use arms to improve jumping technique -</p>	<p><u>Being my best:</u></p> <p>Looking after my body: I can name different parts of my body that are <i>inside</i> me and help to turn food into energy. I know what I need to get energy.</p> <p>Growth Mindset: I can explain how setting a goal or goals will help me to achieve what I want to be able to do.</p> <p><u>Growing and changing:</u></p> <p>Life cycles: I can tell you who helps us grow (people who look after us)</p>

<ul style="list-style-type: none"> Using maps at various scales and online websites, identify time differences and estimate distances between the UK and Brunei and between the UK, Brunei and other locations in the world; Identify, describe and observe the types of traditional homes found in Kampong Ayer and compare and contrast these with their own homes. Identify and describe the main elements which make up the weather and understand that weather conditions change from one moment to the next; Observe how, generally, temperature decreases towards the north and south poles and increases towards the Equator and suggest reasons for this pattern; Describe the weather conditions experienced on one day in Bandar Seri Begawan using online BBC weather forecast webpages; Identify and describe appropriate forms of transport for particular journeys made and explain why boats and water taxis are used by almost everyone in Kampong Ayer; Understand in very basic terms why boat building by people such as Syarikat at Kampong Ayer is an economic activity; Recognise, describe and suggest reasons for the similarities between a school/ school life in one school in Kampong Ayer and their own school; Describe, offer reasons and explain how living things in tropical rainforests are adapted to cope in extreme heat and rain; Use <i>Google Earth</i> to identify, locate and begin to explain the distribution of the human and physical geographical features of Kampong Ayer and compare these with the local area. 	<p>picture that represents an idea or replicates an object or picture. Show an awareness of the shape and colour of the sculpture when replicating likeness.</p> <p>Y2 drawing Vary techniques for adding tone and texture to drawings by using different techniques (using the side of a pencil to shade; scribbling, smudging, blending, cross hatching).</p>	<p>I can select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing.</p> <p>I can select from and use a range of materials and components such as paper, card, plastic and wood according to my characteristics.</p> <p>Evaluating</p> <p>I can explore and evaluate a range of products with wheels and axles.</p> <p>I can evaluate my ideas throughout and my products against original criteria.</p>	<p>language from both prior and new learning.</p> <p>I can demonstrate a basic understanding of how feelings can connect with/ relate to music.</p> <p>I can demonstrate some basic understanding of musical style.</p> <p>I can demonstrate an understanding and use of basic differences in pitch and note duration.</p> <p>I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.</p> <p>I can demonstrate a basic understanding of the importance of posture and technique when performing.</p>	<p>beating their own score</p> <p>Compete in a team in various running/ obstacle games and working together to improve team performance</p> <p><u>Kwick Cricket</u></p> <p>Can roll a ball with control and some accuracy, and stop the ball using two hands and sometimes one hand</p> <p>Can throw underarm and catch a ball with control</p> <p>Can bowl underarm towards a target with control</p> <p>Can throw a ball overarm with control</p> <p>Can hold the bat correctly and hit the ball off a tee with control</p> <p>Can take part showing a variety of skills</p>	<p>and what things I can now do myself that I couldn't when I was younger.</p> <p>Dealing with loss: I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).</p> <p>Being supportive: I can give examples of how to give feedback to someone.</p>
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<p><u>History</u></p> <p><u>What happened to London during the fire of 1666?</u></p> <p>Pupils know when, where and the probable cause of the Great Fire of London,</p> <p>Pupils to use a range of sources to extract key information.</p> <p>Pupils can describe what living conditions in London were like for most people in 1666 and how these conditions enabled the fire to spread so quickly, identifying at least 4 reasons for devastating fire.</p> <p>Pupils can recall some of the main events that occurred during the fire and can sequence at least 5 main events in chronological order.</p> <p>Pupils know who Samuel Pepys was and why his diary is an important source of primary evidence of the fire.</p> <p>Pupils can explain why the fire took so long to extinguish and the main actions that were taken to control it.</p> <p>Pupils can identify the main events of the Great Fire of Blandford. Pupils can identify some similarities and differences between the Great Fires of London and Blandford.</p>				<p>they have learnt</p> <p><u>Tennis</u></p> <p>Can throw and catch a ball with control</p> <p>Can bounce and catch a ball with control</p> <p>Can balance a ball on their racket with control</p> <p>Can move a ball on the floor on either side of my body</p> <p>Can perform a forehand and backhand hit with control and some accuracy</p> <p>Can hit a ball with control and some accuracy</p>
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