

English

Text types:

- Information text
- Stories

Composition

- Say first and then write to tell others about ideas.
- Write for a variety of purposes.
- Plan by talking about ideas and writing notes.
- Use some of the characteristic features of the type of writing used.
- Write, review and improve.
- Use well-chosen adjectives to add detail.
- Use names of people, places and things.
- Use well-chosen adjectives.
- Use nouns and pronouns for variety.
- Use adverbs for extra detail.
- Re-read writing to check it makes sense.
- Use the correct tenses.
- Organise writing in line with its purpose.
- Write about more than one idea.
- Group related information.
- Write so that other people can understand the meaning of sentences.
- Sequence sentences to form clear narratives.
- Convey ideas sentence by sentence.
- Join sentences with conjunctions and connectives.
- Vary the way sentences begin.

Transcription

- Write capital letters and digits of consistent size.
- Use spacing between words that reflects the size of the letters.
- Spell words containing 40+ learned phonemes.
- Spell common exception words (the, said, one, two and the days of the week).
- Name letters of the alphabet in order.
- Use letter names to describe spellings of words.
- Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks).
- Use the prefix un.
- Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest.
- Use spelling rules.
- Write simple sentences dictated by the teacher.
- Spell by segmenting words into phonemes and represent them with the correct graphemes.
- Learn some new ways to represent phonemes.
- Spell common exception words correctly.
- Spell contraction words correctly (can't, don't).
- Add suffixes to spell longer words (-ment, -ness, -ful and -less).
- Use the possessive apostrophe. (singular) (for example, the girl's book)
- Distinguish between homophones and near-homophones.

Summer 1 Curriculum Planning

Punctuate accurately

- Leave spaces between words.
- Use the word 'and' to join words and sentences.
- Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.
- Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.
- Use sentences with different forms: statement, question, exclamation and command.
- Use extended noun phrases to describe and specify (e.g. the blue butterfly).
- Use subordination (when, if, that or because).
- Use coordination (or, and, but).
- Use some features of standard written English.
- Use the present and past tenses correctly, including the progressive form.
- Analysis and presentation
- Discuss writing with the teacher and other pupils.
- Use and understand grammatical terminology in discussing writing:
- Use and understand grammatical terminology in discussing writing:
 - verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.
- Read aloud writing clearly enough to be heard by peers and the teacher.
- Read aloud writing with some intonation.

Reading – Understand text

- Discuss events.
- Predict events.
- Link reading to own experiences and other books.
- Join in with stories or poems.
- Check that reading makes sense and self-correct.
- Infer what characters are like from actions
- Ask and answer questions about texts.
- Discuss favourite words and phrases.
- Listen to and discuss a wide range of texts.
- Recognise and join in with (including role-play) recurring language.
- Explain and discuss understanding of text.
- Discuss the significance of the title and events.
- Make inferences on the basis of what is being said and done.

Year: 2 Topic: Growing

Maths

- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
- Order and arrange combinations of mathematical objects in patterns and sequences.
- 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 anti-clockwise).
- Solve addition and subtraction problems involving missing numbers.
- Solve problems involving multiplication and division using mental methods.
- Use place value and number facts to solve problems.
- Recognise and use language relating to dates, including days of the week, weeks, months and years.
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- Compare and sequence intervals of time.
- 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.
- Know the number of minutes in an hour and the number of hours in a day.

Science

Work scientifically

Understand plants

- Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.
- Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.
- Observe and describe how seeds and bulbs grow into mature plants.
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Understand animals and humans

- Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).
- Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.
- Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

Investigate living things

This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.

- Explore and compare the differences between things that are living, that are dead and that have never been alive.

- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.

- Identify and name a variety of plants and animals in their habitats, including micro-habitats.

- 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.

Understand evolution and inheritance

This concept involves understanding that organisms come into existence, adapt, change and evolve and become extinct.

- Identify how humans resemble their parents in many features.

History- How has farming in Norfolk changed over time?

Investigate and interpret the past

- Observe or handle evidence to ask questions and find answers to questions about the past.
- Ask questions such as: What was it like for people? What happened? How long ago?
- Use artefacts, pictures, stories, online sources and databases to find out about the past.
- Identify some of the different ways the past has been represented.

Understand chronology.

- Place events and artefacts in order on a time line.
- Label time lines with words or phrases such as: past, present, older and newer.
- Recount changes that have occurred in their own lives.
- Use dates where appropriate.

Communicate historically

- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
- Show an understanding of the concept of nation and a nation's history.
- Show an understanding of concepts such as civilisation, monarchy,

RSHE

Being safe

Pupils can judge what kind of physical contact is acceptable, comfortable or uncomfortable and how to respond.

My Body

Pupils can recognise how they grow and will change as they become older.

Healthy Eating

Pupils know that different food and drink contains varying amounts of sugar, fat and salt, explaining why it is important to make healthier choices.

Computing

Code

Motion

- Control motion by specifying the number of steps to travel, direction and turn.

Looks

- Add text strings, show and hide objects and change the features of an object.

Sound

- Select sounds and control when they are heard, their duration and volume.

Draw

- Control when drawings appear and set the pen colour, size and shape.

Events

- Specify user inputs (such as clicks) to control events.

Control

- Specify the nature of events (such as a single event or a loop).

Connect

- Participate in class social media accounts.
- Understand online risks and the age rules for sites.

Sensing

- Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?).

Communicate

- Use a range of applications and devices in order to communicate ideas, work and messages.

Collect

- Use simple databases to record information in areas across the curriculum

Geography- What's growing in our school?

Investigate patterns

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.
- 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.
- Identify land use around the school.

Communicate geographically

- Use basic geographical vocabulary to refer to:

- Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.
- Key human features, including: city, town, village, factory, farm, house, office and shop.
- Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.

- Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

Investigate places

- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
- Identify the key features of a location in order to say whether it is a city, town, and village, coastal or rural area.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Name and locate the world's continents and oceans.

Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.

Outside learning: Gardening

P.E.

Develop practical skills in order to participate, compete and lead a healthy lifestyle

Games

- Use the terms 'opponent' and 'team-mate'.
- Use rolling, hitting, running, jumping, catching and kicking skills in combination.
- Develop tactics.
- Lead others when appropriate.

R.E.

All religions – What questions do religious stories make us ask? Can we find any answers?

Concept: God; The life and teachings of Jesus; The Bible as a sacred text for Christians; Key vocabulary; The importance of worship gatherings; Make links between belief and behaviour

Concept: God, incarnation (God born on earth) and salvation; The life and teachings of Jesus; The Bible as a sacred text and its genres; The importance of celebrations; The local church, symbolism and artefacts as expressions of Christianity

Key philosophical vocabulary; Ways of reasoning; The Bible as a sacred text for Christians and its different genres; The life and teachings of Jesus; Make links between belief and behaviour

Symbolism and the centrality of the home in the Hindu tradition; Make links between belief and behaviour; Importance of gatherings for worship; Concept of Brahman and the Avatars;

The masjid (mosque), five pillars of Islam, symbolism and artefacts; Make links between belief and behaviour; The life and teachings of the Prophet Muhammed

Trips/ Visitors

Houghton Hall

Dobbies Community worker.

Art and design

Take inspiration from the greats

- Describe the work of notable artists, artisans and designers.
- Use some of the ideas of artists studied to create pieces.

Develop ideas

- Respond to ideas and starting points.
- Explore ideas and collect visual information.
- Explore different methods and materials as ideas develop.

Digital media

- Use a wide range of tools to create different textures, lines, tones, colours and shapes.

Drawing

- Draw lines of different sizes and thickness.
- Colour (own work) neatly following the lines.
- Show pattern and texture by adding dots and lines.
- Show different tones by using coloured pencils.

Collage

- Use a combination of materials that are cut, torn and glued.
- Sort and arrange materials.
- Mix materials to create texture.

Sculpture

- Use a combination of shapes.
- Include lines and texture.
- Use rolled up paper, straws, paper, card and clay as materials.
- Use techniques such as rolling, cutting, moulding and carving.

DT

Food

- Cut, peel or grate ingredients safely and hygienically.
- Measure or weigh using measuring cups or electronic scales.
- Assemble or cook ingredients

Design, make, evaluate and improve

- Design products that have a clear purpose and an intended user.
- Make products, refining the design as work progresses.
- Use software to design

Take inspiration from design throughout history

- Explore objects and designs to identify likes and dislikes of the designs.
- Suggest improvements to existing designs.
- Explore how products have been created.

Music

Perform

- Take part in singing, accurately following the melody.
- Follow instructions on how and when to sing or play an instrument.
- Make and control long and short sounds, using voice and instruments.
- Imitate changes in pitch.

Compose

- Clap rhythms.
- Create a mixture of different sounds (long and short, loud and quiet, high and low).
- Choose sounds to create an effect.
- Sequence sounds to create an overall effect.
- Create short, musical patterns.
- Create short, rhythmic phrases.

Transcribe

- Use symbols to represent a composition and use them to help with a performance.

Describe music

- Identify the beat of a tune.
- Recognise changes in timbre, dynamics and pitch.

Vocabulary

Stem Branches

Leaf Evergreen

Roots Nutrients

Petal Deciduous Bud