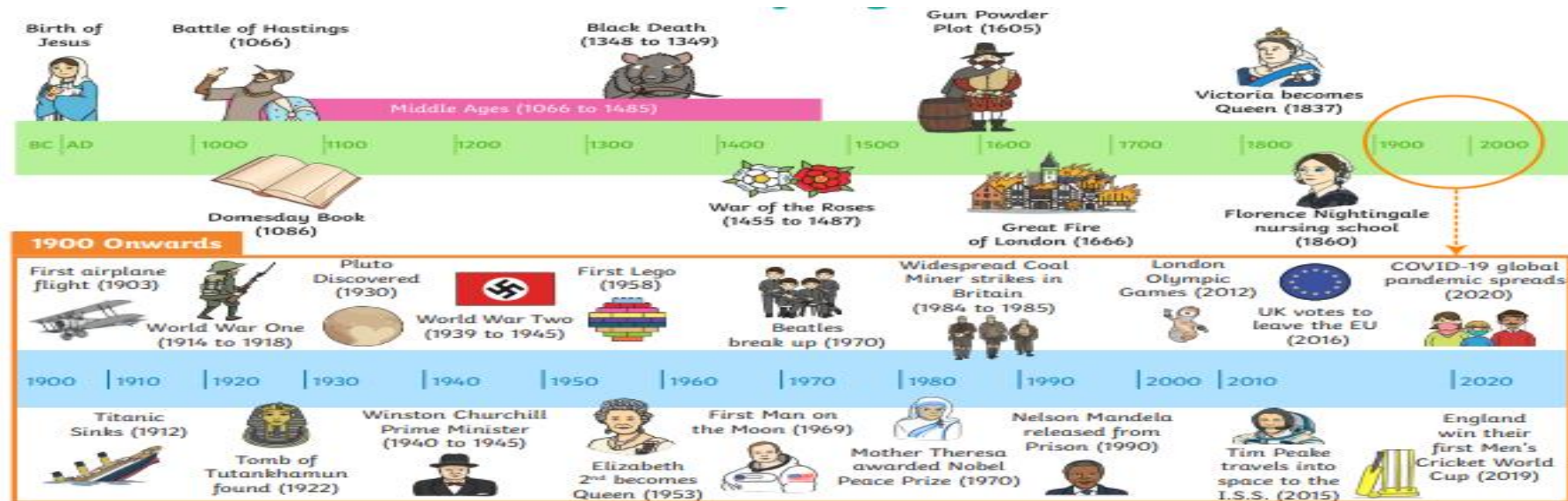


Year 2 Autumn term: Great and Ghastly Events

Summary:

We will be exploring some of the major events from British and world history, some of which were great, some of which were pretty ghastly. We will develop our historical skills by using a range of sources of evidence, such as listening to stories, looking at pictures, reading accounts and information, and searching for images that will help us to find out more about these events. Our historical topics include: The Great Fire of London, the first moon landing, WW1, WW2 and the sinking of the Titanic.

Time Line/key dates:

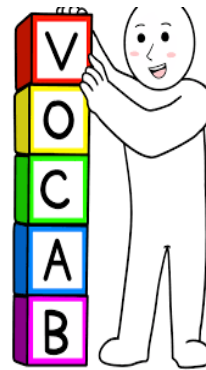


Science Key Vocabulary:

Fish - a kind of animal that lives in water with scales and gills.
Amphibians - can live on land or in water
Reptiles - an **animal** that has scales instead of hair or feathers
Birds - an animal with wings, feathers, and two legs.
Mammals - an **animal** that breathes air, has a backbone, and grows **hair** at some point during its life.
Materials - The substance used to make something is called a material
Flammable - catches fire easily
Absorbent - soaks up water
Waterproof - repels water
Transparent - something you can see through
Translucent - lets light through but cannot see through it clearly
Opaque - can't see through it and doesn't let the light through

Geography Key Vocabulary:

Continent - A *continent* is one of the seven largest land masses found on Earth
Ocean - An ocean is a huge body of salt water
Human features - made by humans
Physical features - made by nature
Landmarks - a prominent or well-known feature



History Key Vocabulary:

War - fighting between countries
Peace - a time when there is no war or fighting
Nation - another name for a country
Trench - dug out ditches used during warfare
Soldier - a member of the military
Propaganda - the spreading of information in the support of a cause
Influence - to persuade someone to do or think something
Evacuee - a person rescued from a dangerous place during war time.
Allies - a group of countries that were friends in the war and fought together
Decade - ten years
Century - 100 years
Mission - an important job

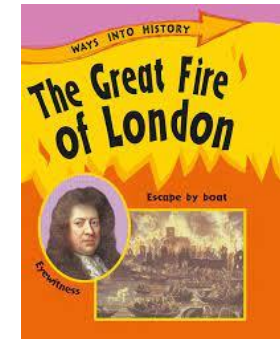
Art Key Vocabulary:

Design - to create, sketch or invent something
Evaluate - consider how successful something has been
Improve - make something better
Tints and tones - adding white, black or grey to change the shade of colour to make it darker or lighter.

Texts we will be reading:

Toby and the Great Fire of London by Margaret Nash and Jane Cope

The children will imagine they are in Toby's shoes and re-live the ghastly 1666 experience.

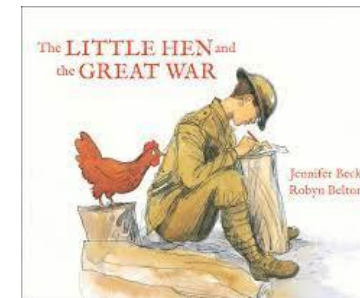


Ways into History: The Great Fire of London by Sally Hewitt

The children will explore this non-fiction text in order to secure their knowledge of the Great Fire of London.

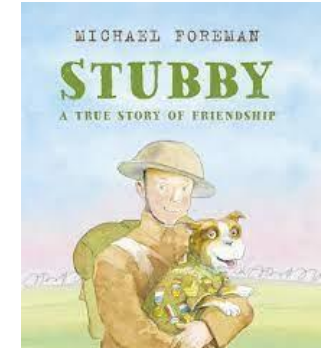
The Little Red Hen and the Great War by Jennifer Beck

The children will read about the character of a soldier called Arthur and his experiences of WW1.



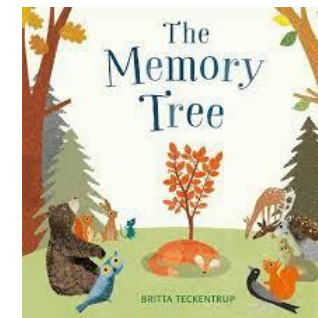
Stubby by Michael Foreman

The children will develop their historical vocabulary and understanding of WW1 by following the character of a soldier and his beloved dog.



The Memory Tree by Britta Teckentrup

The children will develop an understanding of history as being Important events in our lives that we want to remember.



Activities:

In English we will write a range of genres including poetry, a narrative, a diary entry, a postcard and a letter.

In history, we will place the main events of the Great Fire of London on a time line and create a fact file about Neil Armstrong. We will be visited by Time Travel workshop to develop our understanding of WW1. We will use role play to develop our empathy with the children who were evacuated during WW2 and the passengers on board the doomed Titanic. We will plot the events of the Titanic on a timeline.

In geography, we will use maps and atlases to locate the seven continents and the 5 oceans and re-create the route taken by the Titanic.

In art, we will create a silhouette of a scene from the Great Fire of London, produce a piece of artwork in the style of Van Gogh's 'Starry Night' and make a collage of the moon. We will also design and make a model of a WW1 trench and create a poppy to produce a class poppy wreath for Remembrance Day.

In DT we will design, make and evaluate a model of a Tudor house and then set fire to it, re-enacting the GFOL.



In Art we will be learning to:

Add tints and tones with paints and mix primary colours to create a scene from the Great Fire of London. Create a piece of artwork influenced by Van Gogh's Starry Night painting, where we will use thick and thin paint brushes. Use a combination of materials that are cut, torn and glued and then sort and arrange them to recreate a poppy for Remembrance Day. Explore ideas and collect visual information to design a trench model. Use rolled up paper, straws, paper, card and clay as materials to create a trench model.

**We will be learning about the artist:**

Vincent Van Gogh, the Dutch artist who painted The Starry Night.

At the end of the topic I will know:

That if I add white it will make the colour lighter, this is called a tint, and if I add black it will make the colour darker, this is called a shade. By adding white and black we make different tones of the colour (this is how light or dark something is).

That I need to use a thick brush where I need to achieve more coverage, such as a background and a thin brush where I need to add detail.

That I can create smooth and bumpy textures with a range of paper, card, fabric and plastic, this is called a collage. Van Gogh was Dutch, he cut off his ear and painted many pictures including the Starry Night and the Sunflowers. A trench was a long ditch dug into the ground from which soldiers fought. They were very muddy and uncomfortable.

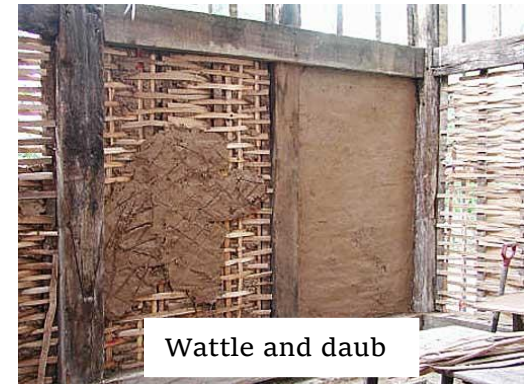
We draw a plan of our model first so that we can decide how it will fix together and what features it needs with key parts labelled.

In DT we will be learning to:

To make a product, refining the design as work progresses. To suggest improvements to existing designs. To cut materials safely using tools provided. To demonstrate a range of joining techniques. To evaluate a product. To weave products in the style of wattle. To make daub.



Tudor house



Wattle and daub

At the end of the topic I will know:

Tudor houses were made from wood, wattle and daub. They often had straw roofs – thatch.

These materials were flammable – they caught fire easily.

Wattle is a framework made by weaving thin sticks together.

Daub is the sticky substance, often made from clay, wet soil, sand or animal dung and straw. It was smeared (or daubed) over the wattle to make walls in houses.

We draw a plan of our model first so that we can decide how it will fix together and what features it needs with key parts labelled.

In Geography we will be learning to:

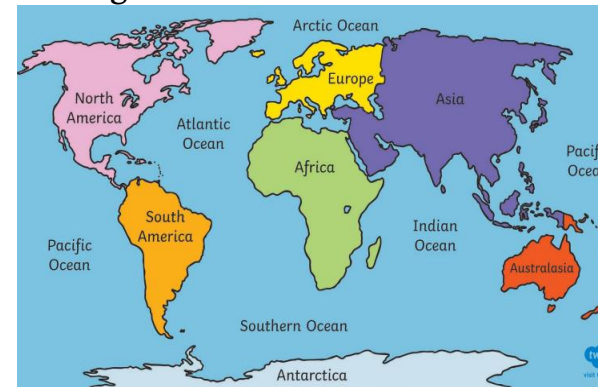
Use aerial images and plan perspectives to recognise landmarks and basic human and physical features. Compare aerial photographs of London past and present and understand how human and physical features have changed. Use maps and atlases to identify and locate the seven continents, the five oceans and the countries within the UK.

At the end of this topic I will know:

That oceans, rivers, cliffs, mountains, and forests are physical features and bridges, roads, buildings and train tracks are human features. That I can identify human and physical features from an aerial image of London and use the image to name and locate Big Ben, Tower Bridge, London Bridge and the

London Eye. I will know that Big Ben is the name of the bell inside The Elizabeth Tower located at The Palace of Westminster. I will know that on maps made before 1850 I will not see The Elizabeth Tower, Tower Bridge or The London Eye as they were not built. That the River Thames runs through London. That one of the oldest parliaments in the world is situated in London and is called the Houses of Parliament. That I can use an atlas to locate the UK and the seven continents of the world which are Asia, Africa, North America, South America, Antarctica, Europe and Australia. How to use the atlas to locate and name the five oceans, which are Pacific, Atlantic, Indian, Southern and

Arctic. That I can locate the countries of the UK on a map of the UK. That the UK is surrounded by the Irish Sea, North Sea and Atlantic Ocean.



In History I will be learning to:

Recount changes that have occurred in our own lives.

Label and place the events of GFOL in order on a timeline.

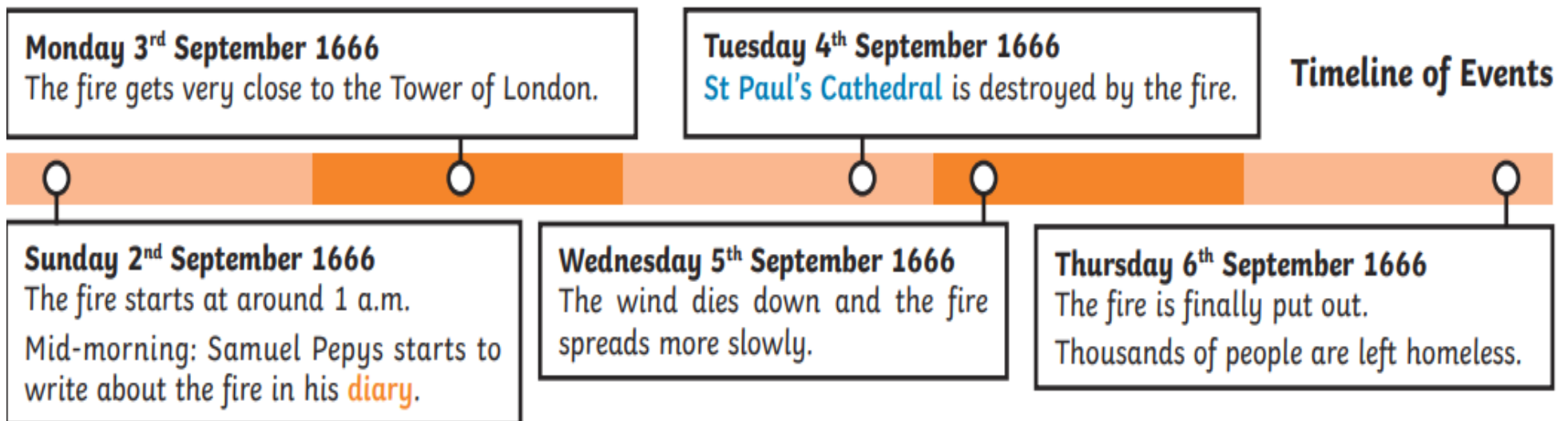
Describe the historical events of the GFOL and the events of the first moon landing.

Describe significant people (Samuel Pepys and Neil Armstrong) from these specific historical timeframes. Recognise that there are reasons that people in the past acted in the way that they did, by looking at the use of propaganda posters from WW1.

Identify some of the different ways that the past has been represented through posters, paintings, newspapers and diaries.

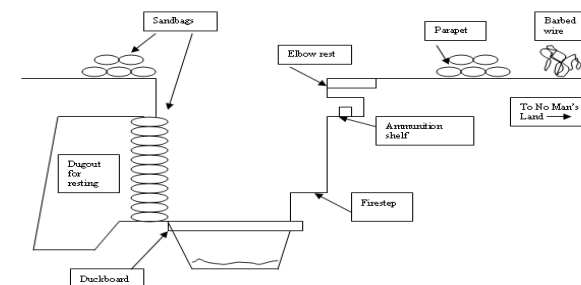
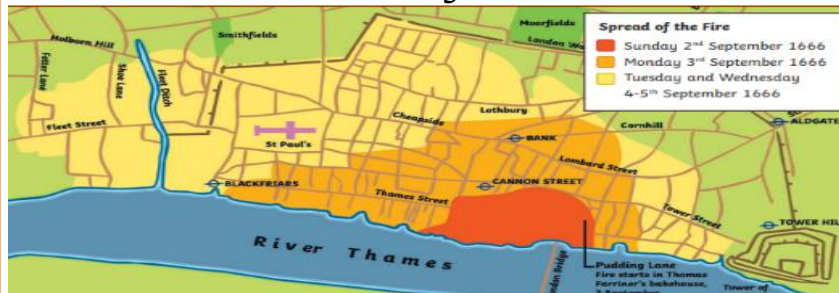
To show an understanding of the concept of war and peace through the study of WW1 and WW2.

To show an understanding of nation and a nation's history through the commemoration of Remembrance Day and the World Wars. To show an understanding of the ways children's lives were effected during wartime. Know what we use today instead of a number of older given artefacts **relating to items in the home**. Know that the homes children live in today are different to those of children a long time ago in the 17th Century. Know what a number of older objects were used for – things within a Tudor house.



At the end of the history topic I will know:

- The Great Fire of London happened in 1666.
- It began in Pudding Lane at a bakery.
- The fire spread so quickly because the houses were made of wood and were close together.
- Samuel Pepys was a witness who wrote a diary about the Great Fire of London.
- Children were evacuated (moved to live somewhere safer) from the cities to the countryside to protect from bombing raids.
- Houses were made of timber frames with wattle and daub and a thatched roof.
- Glass was very expensive and only the rich could afford it.
- Houses were lit using candles.
- The first moon landing was in 1969.
- Neil Armstrong was an astronaut who was the first person to walk on the moon.
- Buzz Aldrin and Michael Collins were also on the Apollo 11 mission with Neil Armstrong.
- WW1 started in 1914 and ended in 1918.
- The Allies in WW1 were Great Britain, France, Belgium, Russia and USA.
- The Allies fought against Germany, Austria, Hungary, Bulgaria and Turkey.
- The Allies won WW1.
- WW2 started in 1939 and ended in 1945.
- A decade is 10 years and a century is 100 years.
- The First class passengers on the Titanic were allowed to board the lifeboats first.
- Third class passengers were made to sleep by the boiler rooms.
- The Titanic sank in 1912.



In Science we will be learning to:

Investigate whether blutac, wood, paper, tissue, wire and elastic will change shape when they are squashed, twisted, bent and stretched. I will know that these are types of forces.

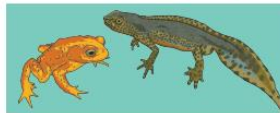
Investigate materials: plastic, paper, wood and metal to identify which are absorbent and which are waterproof and conclude the most suitable material for a bucket.

Identify the six animal groups: mammals, birds, fish, reptiles, amphibians and insects. Name and identify a range of animals and sort and classify into the relevant groups dependent on each groups features. Recognise and identify basic survival needs.

Animal Groups



Mammals: warm-blooded, hair or fur, give birth to live young.



Amphibians: cold-blooded, moist skin, lay eggs.



Reptiles: cold-blooded, have scales, lay eggs.



Birds: warm-blooded, have beaks, feathers and wings, lay eggs.



Insects: cold-blooded, two antennae, six legs.



Fish: cold-blooded, live in water, most lay eggs.

At the end of the Science topic I will know:

That materials are used for specific purposes. That forces can change the shape of an object but not the mass. I know that when a material is squashed, it becomes shorter and wider. When a material is stretched, it becomes longer and narrower. That glass is suitable for a window because it is transparent (you can see through it) and it is waterproof so does not allow the rain through; brick is suitable for walls and plastic is suitable for a bucket. That plastic is lightweight, strong and waterproof so would be most suitable for a bucket. That paper and card are not waterproof and absorb liquid.

That the six animal groups are: mammals, birds, fish, reptiles, amphibians and insects. That mammals give birth to live young. That fish have fins and gills. That birds have wings and beaks. That reptiles have scales and are cold-blooded.

That amphibians live on land and water. That insects have six legs and three body parts.

That living things need the following to survive: water, shelter, air, food and sleep.

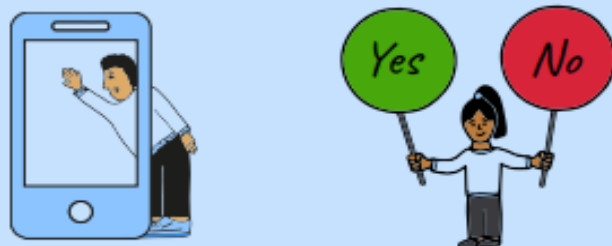
Computing

Year 2 - Online safety

Media content	Photos, videos or messages.
Offline	Not being connected to the internet.
Online	Being connected to the internet via a device such as a computer, laptop or phone.
Passwords	A word or set of numbers we use to access our personal information online. It helps to keep our online information safe - like a key!
Personal information	Information such as our full name, address, birthday, or where we go to school.

Permission:

We must ask someone's permission before sharing photos, videos or information about them.



It is ok to say no when someone asks if they can share something online about us.



Key facts

Kapow
Primary

A strong password is a password that is difficult for someone to guess.

You can make a stronger password by:

1) Adding numbers or special characters

H4s1m? ?H4s1m?

2) Using words that are not in your name

ball bike fire worm

3) Joining words together

ballbike fireworm

Not everything we see online is true.



What is a computer?

Battery	A cell or connected group of cells that store electrical energy to power wireless devices.
Buttons	Switches that you can press to control a device.
Computer	Electronic machine that accepts and processes information to produce an output, and then stores the results.
Desktop	A tower computer that needs a mouse, keyboard and monitor, that stays in one place.
Device	Equipment created for a certain purpose or job.
Electricity	A type of energy, that is usually invisible, that can be made or stored and used to make devices work.
Input	A way of telling the computer what you want it to do.
Invention	A new device or process which solves a problem.
Keyboard	An input device made up of buttons that create letters, numbers, and symbols, as well as perform other functions.
Laptop	A compact computer that is easy to carry and move around.
Monitor	An output device, which shows what is happening on the computer for example videos, images and text.
Mouse	A handheld device that is used to move things around on the computer screen.
Output	Information or data that is sent by the computer to an output device such as a printer or speakers.
Technology	Using scientific knowledge to help us to create new devices or tools.
Wire	A long, thin and flexible piece of metal protected by a plastic coating. Electrical wire is used to carry electricity.

Key facts

Kapow
Primary

Some computers have a keyboard, screen and mouse, others have buttons to make them do things.



All computers need electricity - they can get this through wires into the wall or batteries!

These items all use technology.



Algorithms and debugging

Abstraction	To pick out the important information.
Algorithm	A clear set of instructions to carry out a task.
Artificial intelligence	Computers that can perform the tasks that humans normally do.
Bug	An error or mistake in computer code.
Correct	Free from mistakes.
Data	Information used for a specific purpose or investigation.
Debug	To fix the error in code.
Decompose	To break something down into smaller chunks.
Error	A mistake.
Key features	Important parts of something.
Loop	A repeated sequence of instructions.
Predict	To make a guess.
Unnecessary	Not needed.

Abstraction: Key information

Remember to **take spare clothes**, including t-shirts, trousers, a coat, underwear and a hat. There will be a lot of **wet weather** in the rainforest, so wrap up to stay dry.

You might hear lots of animals, such as monkeys and parrots. **Keep close to the adults** and be careful where you step.

Do not forget to **take a drink and a snack**.

Decomposition: Smaller chunks

List for the rainforest:

- Take spare clothes
- Wet weather
- Keep close to the adults
- Take a drink and a snack



Key facts

Kapow
Primary

Zooming into an Australian rainforest on Planet Earth.



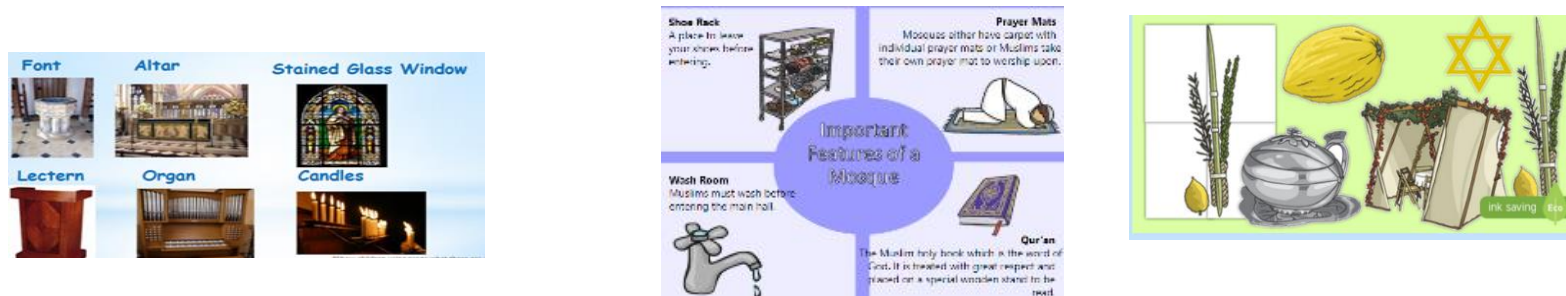
Algorithm for making a hot chocolate:

1. Fill the kettle with water
2. Boil the water
3. Fill a mug with the boiled water
4. Add a teaspoon of cocoa powder
5. Add a drop of milk
6. Stir well



In RE we will be learning to:

Identify why my school is special to me. Identify the key features of a church. Know what happens inside a church. Know that a church is a special place. Know what happens in a church during harvest festival. Recognise that a mosque is a special place for Muslims. Identify some features of a mosque. Know what happens inside a mosque. Know what happens during the Jewish festival of Sukkot. Understand that Advent is a Christian festival.



By the end of the topic I will know:

That school is a special place because I can spend time with my friends and learn new things. That Christians go to church to pray, sing, learn about God. That special events happen inside a church such as weddings and Christenings. The features inside a church are: font, pews, lectern, stained glass windows, altar, organ, candles. That Harvest is a special celebration when Christians give thanks to God for the food that we eat. Christians celebrate Harvest by singing, praying and decorating the church with fruits and vegetables. That a mosque is a place of worship for Muslims. That in a mosque I would find: prayer mats, shoe racks, wash room and the Qu'ran. That a mosque has a minaret and a mihrab. That a synagogue is a place of worship for Jewish people. That Sukkot, is a celebration to give thanks to God for taking the Jews out of slavery in Egypt and through the wilderness for 40 years on the way to the Promised Land. Jews celebrate Sukkot by eating delicious meals and sleeping out in the Sukkah for a week, this is built by the family and has no roof because Jews trust God to keep them protected from the rain and wind. Jews tell stories from scripture, pray, participate in Sukkot dances and songs and invite families and friends to join the celebration. That Advent is the start of the Christian year and starts four weeks before Christmas. It is a time for Christians to prepare for the celebration of the birth of Jesus. Churches display and advent crown or wreath, candles, decorations and a nativity scene.

In PSHE we will be learning to:

Understand that I can add value to my classroom. Respect the needs of ourselves and others. Understand what PSHE is. Understand not to keep secrets that make me feel uncomfortable, anxious or afraid. **Recognise the difference between a good secret and a bad secret. Identify ways of telling an adult when I have a secret that makes me feel uncomfortable. Understand the difference between appropriate and inappropriate touch. Understand what bullying is and what to do if I see it happening.**



By the end of the topic I will know:

That it is important to contribute to the life of my classroom. I can do this by being kind and helpful to others, having a positive attitude, keeping things tidy and well-cared for, working well in a group, welcoming and supporting others. That PSHE stands for personal, social, health and economic education.


Respect means appreciating the rights, beliefs, practices and differences of other people and treating them in a way that makes them feel cared for. I can show respect by being polite, listening to others, helping others, supporting others, being kind. **That good secrets make people happy but are only kept as secrets for a little while because everyone will know about it soon, such as birthday surprises. A bad secret will make me feel unhappy. I must tell a trusted adult if I am told to keep a bad secret. I can tell my trusted adult by saying: I have something important to tell you, I know you are busy now but I need to talk to you when you have more time. That appropriate means suitable and inappropriate means not suitable. An example of an appropriate touch is: shaking hands, a hug (providing the person doesn't mind), holding hands, a high five. That example of an inappropriate touch is: kicking, pushing, punching, pinching, biting, slapping and touching someone when they have asked not to be touched. Bullying is when someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening. When I see bullying happening to me or somebody else I must tell a trusted adult straight away.**





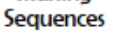




GYMNASTICS KNOWLEDGE ORGANISER


KS1



Overview	
<p>-Gymnastics is a sport in which we do <u>exercises that need strength, balance, flexibility and control.</u></p> <p>-In gymnastics, we may use lots of different skills, for example running, jumping, balancing, stretching, bending and tumbling.</p> <p>-In KS1 gymnastics, we learn the basic skills of <u>travelling</u> in different ways. We also consider how to <u>balance</u>, <u>roll</u> and <u>jump</u> with <u>control</u>. We put our ideas together into <u>sequences</u>.</p> <p>-We should learn how to perform movements <u>safely</u>, build our <u>confidence</u> and respond to <u>feedback</u> given by others.</p>	

Physical		
Skill	Definition	How do I do this?
 Travelling	To move from one place to another place.	-Think of the different ways that you can travel, e.g. running, crawling, hopping and sliding. -Changing direction makes movements interesting. -Copy – think about how different animals travel.
 Balancing	To hold a body position with control.	-Consider each part of your body and the shapes that you create. Hold moves for at least 5 seconds. Keeping arms and legs further apart helps. -Add quality by being still, pointing fingers & toes. -When taking weight on hands, tense stomach.
 Jumping	To launch both legs off the floor at the same time	-Keep your chest upright, don't tilt to one side. -Bend your knees & spring upwards to jump high. -Try to land without much noise. Bend your knees.
 Rolling	Moving by turning on the ground.	Begin with barrell rolls and side rolls to build confidence. With front rolls, tuck head in. Knees together. Move into tuck position. Lift hips high. Shoulder blades should touch the floor first.
 Making Sequences	To put moves together.	-Consider how moves look together. Marks for quality and control. Think about your starting and finishing position carefully.

Social and Emotional		Key Vocabulary
Planning Planning helps us to think about how we are going to achieve tasks before we perform them. We should plan movements and routines in advance.	Selecting and Applying There are a huge range of different movements and holds that we can perform. We should select and apply those that are most effective at different times.	
Keeping Safe Follow the rules and listen to the coach/ referees instructions. Store and handle apparatus properly. 	Building Confidence Some gymnastic moves can be difficult or dangerous. It is important that we believe in ourselves and build confidence before attempting moves.	
Perseverance Perseverance is about keeping going even when something is difficult or tiring. 	Challenging Myself Whenever we learn anything, we have to start somewhere! Improving ourselves is all about putting in hard work and practice, challenging ourselves to be better than we were before!	

Thinking/ Strategic	
Apparatus – The equipment on which gymnastic moves are performed, e.g. mats, beams.	-Success in gymnastics is all about quality and control. Quality is about making sure that your movements look good. Use good posture and point your fingers and toes to show quality. -Control is when you hold positions carefully. Tense your muscles to help control your movements and balances.
Beam – A long, thin surface that gymnasts balance on and move around.	
Mat – Provides a soft surface for gymnasts to perform movements. 	
Table – A surface (often with a soft top) on which gymnasts balance and move around.	

Health and Safety

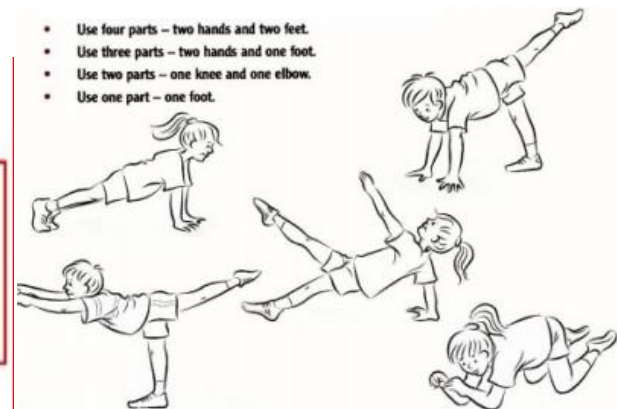
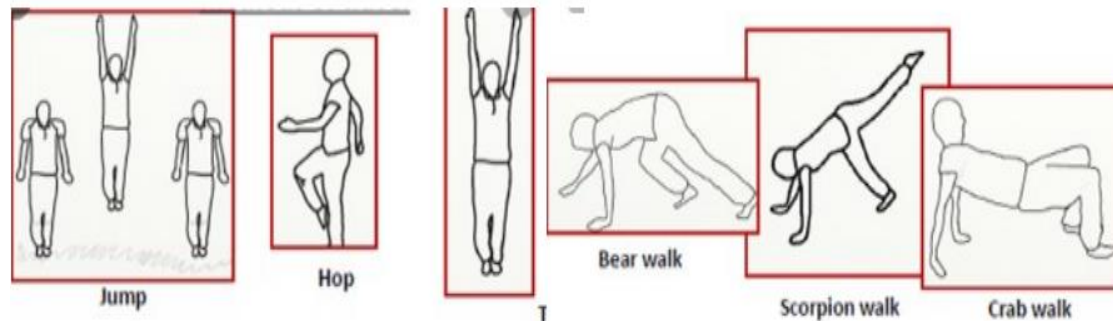
Exercise in safe spaces. Be mindful of others.	Keep your head up and know what is around you.	Warm up properly including stretching your muscles.	Bend your knees when you land.	When forward rolling, head should be tucked in. Shoulder blades touch down first.	Make sure that apparatus is set up properly.	Make sure that apparatus is put away properly.	Warm down after exercising.	Remove jewellery and wear suitable clothing/ equipment.
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In PE we will be learning to:

Performing balances and movements and combine them into a routine. Link balances with other travelling moves. Safely use mats and benches to develop sequences. Explore ways of travelling on large apparatus. Mirror and match a partner to create a sequence.

By the end of the term I will know:

That when I balance I must remain still in a set position for at least 3 seconds. If I tense my core and focus my eyes on a fixed point it helps me to balance. I can balance on different parts of my body. That travel is a way of getting from point A to B using repeated movements. I can travel in different ways such as run, jog, hop, skip, crawl, jump. I can choose different types of travel and balance and link them together to make a sequence. That a sequence is when I link together multiple actions which can be repeated. That to carry a mat safely, 4 children must hold a corner of the mat each with thumbs on top. That to carry a bench safely 4 – 6 children must face the same direction, stand on the same side of the bench, put one hand on each side and lift on a signal. That to mirror and match my partner I must copy their actions at the same time.



- Use four parts – two hands and two feet.
- Use three parts – two hands and one foot.
- Use two parts – one knee and one elbow.
- Use one part – one foot.

In Maths we will be learning to:

Order and compare numbers using the greater than (>), less than(<) and equal to(=) symbols. For example: $12 < 50$, $34 = 3$ tens and 4 ones.

Partition numbers using our knowledge of place value. Eg $34 = 30 + 4 = 3$ tens + 4 ones.

Add and subtract two-digit numbers and two-digit numbers and ones, using written methods.

For example: $32 + 23 = 55$

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Develop our understanding of addition and subtraction facts to 10 and 20. For example $12 + 8 = 20$ so $8 + 12 = 20$ and $20 - 12 = 8$ and $20 - 8 = 12$.

Count in 2s, 5s and 10s forwards and backwards from any number.

Practise the 2, 5 and 10 times tables.

Recognise coins and their values. For example, 1p, 2p, 5p, 10p, 20p, 50, £1, £2.

Add coins and find change.

Use different coins to make the same amount. For example $20p + 20p = 40p$ so $10p + 10p + 10p + 10p = 40p$.

For multiplication recognise and make equal groups and write multiplication sentences using the x symbol. For example: 3 groups of 2 = 6 so $3 \times 2 = 6$

Use repeated addition to multiply. For example: $2 + 2 + 2 = 6$ so $3 \times 2 =$



Use arrays. For example:

In English we will be learning to:

Write a poem, a narrative and a diary using: capital letters and full stops; word classes - adjectives, verbs, nouns, adverbs, a noun phrase, an expanded noun phrase, co-ordinating and subordinating conjunctions and adding the 'ed' suffix to write past tense verbs.

By the end of term I will know:

That a co-ordinating conjunction is and, or, but.

That a subordinating conjunction is: because, that, when, if, so.

An adjective describes a noun. Eg a red car

A noun is a naming word eg a car

A verb is a doing words eg jump, run

An adverb describes a verb eg slowly, quickly

What a noun phrase is, eg The car.

What an expanded noun phrase eg The big car.

That when you add the 'ed' suffix to a verb, it changes the tense to past. For example: I jump high. Yesterday I jumped high.



Within our reading we will be learning to:

Retrieve information from the text by identifying key words from the question and using the skimming and scanning strategy to locate the answer. We will make inferences from the text by using prior knowledge and identifying clues within the text. We will make predictions about what might happen next based on what we have read so far. We will sequence events in the text. We will explore vocabulary. We will continue to develop fluency and expression, using our phonics to help decode and blend.

National Curriculum Objectives to be covered with activities:

History

Children will be taught about:

- Changes within living memory.
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality.
- To understand the concept of nation and a nation's history.

Geography

Children will be taught about:

- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
- Name and locate the world's 7 continents and 5 oceans.

Art

Children will be taught about:

- developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- To use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Design Technology

Children will be taught about:

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- evaluate their ideas and products against design criteria
- build structures, exploring how they can be made stronger, stiffer and more stable

Science

Children will be taught about:

- identifying and comparing the suitability of a variety of everyday materials
- Finding out how some solid objects can be changed by squashing, bending, twisting and stretching.
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

English

- To develop positive attitudes towards writing and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing for different purposes
- consider what they are going to write before beginning by: planning or saying out loud what they are going to write about, writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils, 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
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

Maths

- Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- Recognise the place value of each digit in a two-digit number (tens, ones)
- Identify, represent and estimate numbers using different representations, including the number line
- Compare and order numbers from 0 up to 100; use $=$ and $<$ signs
- Read and write numbers to at least 100 in numerals and in words
- Use place value and number facts to solve problems.
- Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers
- Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- Recognise and use the inverse relationship between addition and subtraction