

English Year 2		
<p>Instructions – How to Wash a Woolly Mammoth Add suffixes to spell longer words, including -ly.</p> <p>Use -ly to turn adjectives into adverbs.</p> <p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>Use coordinating conjunctions (and/or/but/so).</p> <p>Use the present tense consistently.</p> <p>Write command sentences.</p> <p>Use capital letters, full stops, questions marks and exclamation to demarcate sentences.</p> <p>Spelling Week 2 – dge that makes a /j/ sound Week 3 – ge that makes a /j/ sound</p> <p>Reading Retrieve information from a fiction text Sequence key events to retell a familiar text Recognise rhyming words. VIPERS: retrieval, vocabulary, summarise</p>	<p>Character Description – Dread Cat Use capital letters, full stops, questions marks and exclamation to demarcate sentences.</p> <p>Write statements, exclamations and questions.</p> <p>Write expanded noun phrases to describe and specify.</p> <p>Use the past tense correctly and consistently.</p> <p>Appropriately sequence ideas.</p> <p>Spell words using taught sounds.</p> <p>Extend ideas using conjunctions.</p> <p>Spelling Week 4– g that makes a /j/ sound Week 5 – c that makes a /s/ sound before i, e and y (soft c)</p> <p>Reading Identify and discuss key events in a story. Use the grammar and content of a sentence to decipher new or unfamiliar words. Make simple inferences based on what is being said or done. VIPERS: summarise, vocabulary, inference</p>	<p>Information Text – The Perfect Pet Use capital letters, full stops, questions marks and exclamation to demarcate sentences.</p> <p>Write questions (beginning with who/what/when/where/how, etc.)</p> <p>Write expanded noun phrases to describe and specify.</p> <p>Use the present tense correctly and consistently.</p> <p>Use a brief opening and ending.</p> <p>Appropriately sequence ideas.</p> <p>Extend ideas using conjunctions.</p> <p>Spelling Week 6 – kn and gn make a /n/ sound at the beginning of words Week 7 – challenge words (ending -ind, -oor, child, children, because) W8 – wr makes a /r/ sound</p> <p>Reading Retrieve information from a non-fiction text Use the grammar and content of a sentence to decipher new or unfamiliar words. Comment on the organization and structure of a non-fiction text VIPERS: retrieval, vocabulary, explanation</p>

Mathematics Year 2		
<p>Place Value</p> <p>Count in steps of 2 from 0 and in tens from any number, forward or backward.</p> <p>Recognise the place value of each digit in a 2-digit number.</p> <p>Identify, represent and estimate numbers using different representations, including the number line.</p> <p>Compare and order numbers from 0 to 100; use < > and = signs.</p> <p>Read and write numbers to at least 100 in numerals and in words.</p> <p>Use place value and number facts to solve problems.</p> <p>Mental Maths (half term)</p> <p>Count on and back from 0-100, find 1 more/less than any number to 100.</p>	<p>Addition and subtraction</p> <p>Solve problems with addition and subtraction.</p> <p>Using concrete objects and pictorial representations, including those involving numbers.</p> <p>Apply their increasing knowledge of mental and written methods.</p> <p>Recall and use addition and subtraction facts to 20.</p> <p>Add and subtract numbers using concrete objects, pictorial representations and mentally, including:</p> <p>A two-digit number and ones</p> <p>A two-digit number and tens</p>	<p>Multiplication and division</p> <p>Recall and use multiplication and division facts for the 2 and 10 multiplication tables, including recognizing odd and even numbers.</p> <p>Show that multiplication of two numbers can be done in any order (commutative).</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition and mental methods.</p>

Beech Class Wider Subject areas							
<p>Science</p> <p>WALT explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>WALT use observations to suggest answers to questions.</p> <p>WALT identify that most living things live in habitats to which they are suited</p> <p>WALT record data in a tally chart or bar chart.</p> <p>WALT describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>WALT gather and record data to help answer a question.</p>	<p>Computing</p> <p>WALT log in and out of a computer</p> <p>WALT name and save our work</p> <p>WALT find our saved work</p> <p>WALT search to find resources</p> <p>WALT print our work</p>	<p>PE</p> <p>WALT progress towards a more fluent style of moving, with developing control and grace.</p> <p>WALT revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p>	<p>Design and Technology</p> <p>Design and Make: a fruit smoothie</p> <p>WALT: Describe fruits and vegetables and explain how to identify fruits.</p> <p>WALT: Name a range of places that fruits and vegetables grow.</p> <p>WALT: Describe basic characteristics of fruit and vegetables.</p> <p>WALT: Prepare fruits and vegetables to make a smoothie.</p>	<p>Music</p> <p>Duration</p> <p>WALT explore and respond to patterns of long and short sounds.</p> <p>Challenge: recognise a pattern of a steady beat</p> <p>Structure</p> <p>WALT explore, respond and recognise simple structures including openings and endings (AB)</p> <p>Challenge: explore, respond to and recognize ostinato</p>	<p>RE</p> <p>WALT express creatively our ideas about creation</p> <p>WALT recognize what others believe about creation</p> <p>WALT recognize what Christians believe about creation</p> <p>WALT discern the value of creation to Christians</p>	<p>History – Inventions: Toys</p> <p>WALT: read a timeline</p> <p>WALT: explain an example of continuity and change</p> <p>WALT: use examples in answers</p> <p>WALT: identify continuity and change</p> <p>WALT: identify patterns in evidence</p>	<p>P4C</p> <p>We will be exploring the big ideas of: care, pets, love, and family.</p> <p>We will be discussing the big question of: What is a pet?</p>
<p>The Big events this term are: <i>Getting to know our new classes and year groups / Beech Class Fruit Smoothies Parent Event</i></p> <p>The Core values and Learning Keys we will be focusing on are: <i>Care, Team, Explore, Persevere, Independence and Evaluate</i></p>							