



Year 2		Autumn Term: <b>Magnificent Monarchs</b>
Subject	Key end points in learning	
<b>Reading</b>	<p>Monster Phonics – Phase 6 (dge, g, c, kn, gn, wr, le, il, el, al, homophones, Vowel Suffixes – Drop e double rule, Vowel Suffix –y to an l, y, al (or), o (u), ey, w-a(o), w—(or (er), w-ar (or), s (zsh), ti (sh) and i.</p> <p>I can blend and segment all phonics sounds (phase 1 – 6).</p> <p>I can show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>I can check that a text makes sense to me as I read and to correct inaccurate reading.</p> <p>I can make inferences on the basis of what is being said and done.</p> <p>I can predict what might happen on the basis of what has been read so far in a text.</p> <p>I can ask and answer questions about a text.</p> <p>I can build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	
<b>English - Writing</b>	<p>I can write a diary entry.</p> <p>I can write a wanted poster.</p> <p>I can write a recount on real events.</p> <p>I can write a poem.</p> <p>I can write a fictional narrative.</p>	
<b>Maths</b>	<p><b><u>Unit 1: Numbers to 100</u></b></p> <p>I can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>I can count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.</p> <p>I can recognise the place value of each digit in a two-digit number. (tens, ones)</p> <p>I can identify, represent and estimate numbers using different representations, including the number line.</p> <p>I can compare and order numbers from 0 up to 100; use and = signs.</p> <p>I can count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</p> <p><b><u>Unit 2: Addition and Subtraction (1)</u></b></p> <p>I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones.</p> <p>I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including: adding three one-digit.</p> <p><b><u>Unit 3: Addition and Subtraction (2)</u></b></p> <p>I can count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</p> <p>I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers.</p>	



	<p><b><u>Unit 4: Properties of Shape</u></b></p> <p>I can solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures.</p> <p>I can compare and sort common 2D and 3D shapes and everyday objects.</p> <p>I can identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.</p> <p>I can compare and sort common 2-D and 3-D shapes and everyday object.</p> <p>I can order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>I can identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.</p> <p>I can compare and sort common 2D and 3D shapes and everyday objects.</p> <p>I can order and arrange combinations of mathematical objects in patterns and sequences.</p>
Science	<p><b><u>Living Things and Habitats</u></b></p> <p>I can identify and name a variety of plants and animals in their habitats, including micro-habitats.</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 microhabitats.</p> <p>I can ask simple questions and recognise that they can be answered in different ways.</p> <p>I can 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.</p> <p>I can sort and classify.</p> <p>I can gather and record data to help answer a question.</p> <p>I can record data in a bar chart.</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>I can understand how humans impact habitats.</p> <p><b><u>Humans</u></b></p> <p>I can notice that animals, including humans, have offspring which grow into adults</p> <p>I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>I can learn about a significant scientist.</p>



<b>Computing</b>	<p><b><u>Computing Systems and Networks - I.T Around Us</u></b></p> <p>I can recognise different types of computers used in school I can identify that a computer is a part of information technology I can describe some uses of computers I can identify information technology in school and beyond school I can talk about uses of information technology I can explain how information technology benefits us I can show how to use information technology safely</p> <p><b><u>Creating Media – Digital Photography</u></b></p> <p>I can recognise that some digital devices can capture images using a camera I can capture a digital image I can recognise that photographs can be saved and viewed later I can take photographs in both landscape and portrait format I can view photographs on a digital device I can identify how a photograph could be improved I can use zoom to change the composition of a photograph I can use simple editing tools to change the appearance of a photograph</p>
<b>Geography</b>	n/a
<b>History</b>	<p><b><u>Magnificent Monarchs</u></b></p> <p>I can talk about changes within living memory and how these have changed national life. I can talk about events beyond living memory (including The Tudors, Windsor's, William the conqueror) I can describe the lives of significant people in the past who have contributed to national and international achievements (The Tudors) I can order events in chronological order.</p>
<b>Art</b>	<p><b><u>Unit 1: Explore &amp; Draw</u></b></p> <p>I understand that artists can be collectors &amp; explorers. I can develop my drawing and composition skills.</p> <p><b><u>Unit 2: Exploring the World Through Mono Print</u></b></p> <p>I can use a simple mono print technique to develop my drawing skills. I can experiment and take ownership of my artwork.</p>
<b>DT</b>	<p><b><u>Push and Pull (Mechanisms)</u></b></p> <p>I can understand how to use sliders and levers. I can generate a drawing, use templates or a mock up to generate my ideas. I can select the appropriate materials to make my moving greeting card. I can evaluate my product and explain ways I can make it better.</p>



Music	<p><b><u>Hands, Feet, Heart</u></b></p> <p>I can find the pulse of a song. I know that the pulse is the heartbeat of the music. I can march when finding the pulse of the music. I can clap and copy a rhythm. I can play the glockenspiel. I can improvise with the songs we sang this year. I can compose a simple melody with some of the songs we sang this year. I can perform a song.</p> <p><b><u>KS1 Production of The Bethlehem Bake Off</u></b></p>
R.E	<p><b><u>Unit 1.6 Who is Muslim and how do they live?</u></b></p> <p>I can recognise the words of the Shahadah and understand that it is very important for Muslims. I can identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean. I can give examples of how stories about the Prophet show what Muslims believe about Muhammad. I can give examples of how Muslims use the Shahadah to show what matters to them. I can give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan). I can give examples of how Muslims put their beliefs about prayer into action. I can think and talk about and ask questions about Muslim beliefs and ways of living. I can talk about what I think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for my ideas. I can give a good reason for my ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p> <p><b><u>Unit 1.3: Why does Christmas matter to Christians?</u></b></p> <p>I can recognise that stories of Jesus' life come from the Gospels. I can give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. I can give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas. I can think, talk and ask questions about Christmas for people who are Christians and for people who are not. I can decide what I personally have to be thankful for, giving a reason for my ideas.</p>
P.E	<p><b><u>Real PE – Unit 1 Personal</u></b></p> <p>Coordination: Footwork</p> <p>I can combine side-steps with 180° front pivots off either foot. I can combine side-steps with 180° reverse pivots off either foot. I can skip with knee and opposite elbow both at 90° angle. I can hopscotch forwards and backwards, hopping on the same leg (right and left).</p>



	<p><b><u>Static Balance: One Leg</u></b></p> <p>Maintaining balance and on both legs: I can stand still for 10 seconds and progress to complete 5 mini squats.</p> <p><b><u>Premier Education: Boccia</u></b></p> <p>A game of precision, skill, and tactics - get your ball as close to a white target ball as possible. Boccia is played by people of all ages and disabilities</p> <p><b><u>Real PE – Unit 2 Social</u></b></p> <p>I can jump from 2 feet to 2 feet with a quarter turn in both directions. I can stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot). In a seated position with no hands or feet touching the floor: I can pick up a cone from one side, swap hands and place it on the other side. I can then return the cone to the opposite side.</p> <p><b><u>Real Gym</u></b></p> <p>I can learn and explore points and patch balances using low and large apparatus. I can learn more complex travelling movements using feet, adding variety by combining with hand apparatus and using low and large apparatus.</p>
PSHE	<p><b><u>Autumn 1: What makes a good friend?</u></b></p> <p>I can say how people make friends and what makes a good friendship. I can recognise when someone else feels lonely and know what to do. I can use simple strategies to resolve arguments between friends positively. I can speak to an adult if a friendship is making them feel unhappy.</p> <p><b><u>Autumn 2: What is bullying?</u></b></p> <p>I can manage hurtful behaviour and bullying. I understand that feelings can be hurt by words and actions both in person and online. I can say, how people may feel if they experience hurtful behaviour or bullying. I understand that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult. I can say, how I would respond if physical contact makes me feel uncomfortable or unsafe.</p> <p>I can talk about and share my opinions on things that matter to me. I can recognise kind and unkind behaviour, and how this can affect others. I can treat myself and others with respect and understand how to be polite and courteous. I can listen to other people and play and work cooperatively.</p>



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