



Year 2		Term/Topic: Spring Term Coastline
Subject	Key end points in learning	
English- Reading	<p><u>Captain Cat (Fiction) and Coasts (Non Fiction)</u></p> <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> <p>I can apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>I can accurately read most words of two or more syllables.</p> <p>I can read most words containing common suffixes.</p> <p>I can read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>I can read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>I can reread these books to build up fluency and confidence in word reading.</p> <p>I can read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</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 the text makes sense to them as they read and to correct inaccurate reading.</p> <p>I can participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>I can become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>I can discuss the sequence of events in books and how items of information are related.</p> <p>I can recognise simple recurring literary language in stories and poetry.</p> <p>I can ask and answer questions about a text.</p> <p>I can make links between the text they are reading and other texts they have read (in texts that they can read independently)</p> <p>I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>I can discuss their favourite words and phrases.</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 continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>
English - Writing	<p><u>Storm Whale</u></p> <p>I can retell a story and make changes (Spring 1)</p> <p><u>Grandad's Island</u></p> <p>I can write a setting description (Spring 1).</p> <p><u>Thank you letter for YHA</u></p> <p>I can write a thank you letter (Spring 2)</p> <p><u>Spring Poem</u></p> <p>I can write a rhyming poem (Spring 2)</p>
Maths	<p><u>Unit 5- Money</u></p> <p>I can recognise and use symbols for pound and pence.</p> <p>I can find different combinations of coins that equal the same amounts of money.</p> <p>I can solve simple problems in practical context involving addition and subtraction of money.</p> <p><u>Unit 6- Multiplication and Division</u></p> <p>I can solve problems involving multiplication and division.</p> <p>I can calculate mathematical statements for multiplication and division.</p> <p><u>Unit 7- Multiplication and Division</u></p> <p>I can recall and use multiplication and division facts 2,5 and 10.</p> <p><u>Unit 10- Fractions</u></p> <p>I can recognise a half.</p> <p>I can recognise a quarter.</p> <p>I can find a half and a quarter of an amount.</p> <p>I can Find a third of a shape or an amount.</p> <p>I can write simple fractions.</p> <p>I can identify unit and non-unit fractions.</p> <p>I recognise three quarters.</p> <p><u>Unit 8- Measurement</u></p> <p>I can measure in centimetres.</p> <p>I can measure in meters.</p> <p>I can compare lengths and heights.</p> <p>I can order lengths and heights.</p> <p>I can compare, measure grams, kilograms, capacity and temperature.</p>



Science	<p><u>Uses of Everyday Materials</u></p> <p>I can distinguish between an object and the material from which it is made I can identify and name a range of everyday materials (wood, plastic, metal, water, rock) I can describe the simple physical properties of a variety of everyday materials I can compare and classify a variety of materials based on their simple physical properties I can explore how the shapes of solid objects can be changed (squashing, bending, twisting, stretching) I can identify and compare the uses of a range of everyday materials (wood, metal, plastic, glass, brick/rock, paper/cardboard)</p> <p><u>Plants</u></p> <p>I can describe what plants need to survive I can describe how seeds and bulbs grow into plants I can describe what a plant needs to grow and stay healthy I can explain that plants grow and reproduce</p>
Computing	<p><u>Programming A – Robot Algorithms</u></p> <p>I can describe that a series of instructions is a sequence I can recall that a series of instructions can be issued before they are enacted I can explain what happens when we change the order of instructions I can choose a series of instructions that can be run as a program I can recognise that you can predict the outcome of a program I can create a program I can run a program on a device I can debug a program that I have written</p> <p><u>Data and Information – Pictograms</u></p> <p>I can show I can enter data onto a computer I can use a computer to view data in different formats I can use pictograms to answer single-attribute questions I can use a computer to answer comparison questions (graphs, tables) I can use a computer program to present information in different ways I can explain that we can present information using a computer I can give simple examples of why some information should not be shared</p>
Geography	<p><u>Coastline</u></p> <p>I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (to add in?) I can 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 I can use basic geographical vocabulary to refer to key physical features and key human features.</p>



	I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
History	
Art	<u>Be An Architect</u> I can explore architecture and can create architectural models. <u>Expressive Painting</u> I can explore how painters sometimes use paint in an expressive and gestural way. I can explore colour mixing and experimental mark making to create abstract still lifes.
DT	<u>Beach Huts (Construction)</u> I can design a beach hut for myself and others. I can generate a drawing, use templates or a mock up to generate my ideas. I can use a wide range of materials and components. I can select the appropriate tools to cut and join. I can explore to make my beach hut stiffer, stronger and more stable. I can evaluate my product, explain ways I can make it better and make changes.
Music	<u>I Wanna Play in a Band (Spring 1) & Zootime (Spring 2)</u> I can describe how an instrument has been used to represent a sound or object (e.g. a flute for a bird or a drum for thunder). Begin to recall sounds. I can explain what they like or dislike about a piece of music and why. I can describe the basic elements of a piece of music (e.g. pace, volume, emotion). I can carefully choose instruments to combine layers of sound, showing awareness of the combined effect. I can use my own voice in different ways, including using a loud or soft voice and sing simple repeated phrases. I can identify the difference between rhythm and pulse. I can follow a simple piece of written rhythmic notation.
R.E	<u>What is the good news that Christians say Jesus brings? Part 2</u> I can tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' I can give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians I can recognise that Jesus gives instructions to people about how to behave I can give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless I can give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)



	<p>I can think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.</p> <p><u>Why does Easter matter to Christians?</u></p> <p>I can recognise that Incarnation and Salvation are part of a big story' of the Bible</p> <p>I can tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)</p> <p>I can give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</p> <p>I can think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</p>
P.E	<p><u>Real PE – Unit 3 Cognitive (Spring 1)</u></p> <p>Dynamic Balance: On a Line</p> <p>I can walk fluidly, lifting knees to 90 degrees and lifting heels to bottom.</p> <p>Static Balance: Stance</p> <p>Maintaining balance throughout:</p> <p>I can stand on a low beam with a good stance for 10 seconds.</p> <p><u>Real Gym (Cog focus tbc through need of class) (Spring 1)</u></p> <p>I can learn different types of jumps and leaps and begin to develop a sequence using a skipping rope when jumping and leaping.</p> <p>I can learn different roles and spins developing a sequence on low and large apparatus.</p> <p><u>Real PE – Unit 4 Creative (Spring 2)</u></p> <p>Coordination: Ball Skills</p> <p>I can sit and roll a ball up and down my legs and round my upper body using 1 hand.</p> <p>I can stand and roll a ball up and down my legs and round my upper body using 1 hand.</p> <p>Counter Balance: With a Partner</p> <p>I can hold on and, with a long base, lean back, hold balance and then move back together.</p> <p>I can hold on with one hand and, with a long base, lean back, hold balance and then move back together.</p> <p><u>Real Dance Creative (Cog focus tbc through need of class)</u></p> <p>I can put standing, floor and circle shapes into a repeatable sequence that can be remembered and repeated with a partner.</p> <p>I can consolidate partner skills, developing and defining moves.</p> <p>I can create a repeatable sequence linking silk moves with shapes and circles.</p> <p>I can create and final performance with a partner.</p>
PSHE	<p><u>What jobs do people do? (Spring 1)</u></p> <p>I understand how jobs help people earn money to pay for things they need and want.</p> <p>I know about a range of different jobs, including those done by people they know or people who work in their community.</p> <p>I recognise how people have different strengths and interests that enable them to do different jobs.</p>



I understand how people use the internet and digital devices in their jobs and everyday life.

What helps us to keep safe? (Spring 2)

I understand that rules and restrictions help me to keep safe.

I can identify risky and potentially unsafe situations and take steps to avoid or remove myself from them.

I know how to resist pressure to do something that makes me feel unsafe or uncomfortable.

I know that not everything I see online may be trustworthy and that some people can pretend to be someone they are not.

I know how to tell a trusted adult if I am worried for others or myself.