

English Coverage

Week 1: Can I understand traditional tale?

Week 2: Can I change the setting in a traditional tale?

Week 3: Can I understand a traditional tale?

Week 4: Can I change the characters in a traditional tale?

Week 5: Can I describe a scene?

Reading: will focus on enriching vocabulary & comprehension skills.

Spelling focus-suffixes –ed, -er, -est & exception words

Grammar-contractions & KS1 punctuation



Our Skills



To research



To communicate



To read and write



To create, produce and perform



To reason, problem solve and critically consider

Class and Year Group: Nightingales/Robins/Owls Year 2

Teacher: Mrs Ferry/ Mrs Preece



LEARNING HOOK

Traffic Survey

Maths Coverage

Week 1: Can I recognise and find the properties of 2D shapes?

Week 2: Can I recognise and find the properties of 3D shapes?

Week 3: Can I add and subtract using two 2 digit numbers?

Week 4: Can I tell the time to 15 and 5 minutes?

Week 5: Can I solve problems using addition and subtraction of money?

Speed Calc– focus on developing fluency with basic skills.

Reasoning– developing thinking and language skills using mathematical knowledge.



Science Coverage

Week 5: Can I investigate forces?



PE Coverage

Week 1: Can I throw a ball into a target?

Week 2: Can I catch a ball safely?

Week 3-5 Throughout half term KS1 will have a cricket specialist coach come in to teach cricket skills.



IT and Computing Coverage

Week 1: Can I log on and investigate purple-mash software?

Week 2 & 3: Can I use data to create a chart using purple-mash?

Week 4 & 5: Can I design a vehicle using purple-mash?



Discrete subjects

DT

Visitor in—Techno Tom

To use purpemash to design a vehicle

Music

Daily Minute of Music to be listened to.

Curriculum enrichment activities:

HITT taster session

Young carers awareness day

E-Safety week



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To research



To communicate



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WINDY NOOK



Primary School

LEARNING HOOK

Traffic Survey

Humanities (Topic) Coverage

Week 1: Can I carry out a traffic survey? Can I find out about the history of flight?

Week 2: Can I carry out a survey on how we travel to school? Can I find out about the history of trains?

Week 3: Can I create and label a map of my route to school? Can I find out about the history of cars?

Week 4 & 5: Can I build a basic vehicle? Can I compare transport past, present and future?



RRSA Links

Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3 All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 12 You have the right to give your opinion, and for adults to listen and take it seriously

Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need

Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.

Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

British Values

Individual Liberty

Children can choose their own golden time activity.

Rule of Law

Children will be expected to follow school rules, and will follow school behaviour policy for reward and punishment.

Mutual Respect

Children will be given opportunities to work alongside each other and follow the class Rights Respecting Charter.

RE Coverage

Week 1: Can I understand why the Torah is important to Jewish people?

Week 2: Can I understand what the Torah teaches Jewish people?

Week 3: Can I understand how a Torah scroll is made?

Week 4 & 5: Can I find out about the Shabbat?

