

## English coverage

**Week 1:** Can I write a character description?

**Week 2:** Can I describe a character's feelings?

**Week 3:** Can I write a set of instructions?

**Week 4:** Can I retell a familiar story?

**Week 5:** Can I write a description?

**Week 6:** Can I write a recount?

**Week 7:** Can I use descriptive vocabulary?-(poetry)

Reading will focus on comprehension skills.

Spelling focus-suffixes & exception words

Grammar-conjunctions & Y2 punctuation

Class: Year 2

Nightingales

Class Teacher: Mr Reay

WINDY NOOK



Primary School

*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.*

## Maths coverage

**Week 1:** Can I partition 2 digit numbers?

**Week 2:** Can I order numbers and recognise their properties?

**Week 3:** Can I apply addition to word problems?

**Week 4:** Can I apply subtraction to word problems?

**Week 5:** Do I understand multiplication and division?

**Week 6:** Do I understand multiplication and division?

**Week 7:** Can I find fractions of shapes?

Speed Calc—arithmetic and speed shape.

Reasoning— developing language skills

## Science coverage

**Week 1:** Can I find out about my senses? (sight & touch)

**Week 2:** Can I find out about hygiene and what it means?

**Week 3:** Can I find out about my senses? (hear & taste)

**Week 4:** Can I investigate why soap works?

**Week 5: Science Investigation** Can I find out about my senses? (smell) **comparative**

**Week 6:** Can I explain what part of the body is to do with which sense?

Learning Hook:

The children will visit Beamish Museum to explore the history of toys over time.

## Computing coverage

**Week 1:/2** Do I understand how to keep personal information safe online?

**Week 3:** Do I understand how to get help if something online makes me feel worried or upset?

**Week 4:** Can I identify which devices in my home are connected to the internet?

**Week 5:** Do I understand the ways in which the internet can be used to communicate with others?

**Week 6:** Do I understand why it is important to be kind to others online?

**Week 7:** Can I create rules to keep me safe online?

## Discrete subjects

### PSHE

**Week 1:** Can I understand the class rules and behaviour system?

**Week 2:** Can I understand the class charter and the idea of rights and responsibilities?

**Week 3:** Can I recognise the idea that I can get better at something I can't do yet?

The children will practise sketching regularly to improve their art skills.

### Music

**Week 1:** Can I recognise low and high sounds using boomwhackers?

**Week 2:** Can I use instrument symbols (colours) to perform a short piece of music?

**Week 3:** Can I use notation to compose a new piece of music?

**Week 4:** Can I rehearse and perform a short piece of music?

## PE coverage

**Week 1:** Can I follow instructions to participate in a physical activity?

**Week 2:** Can I change direction & keep my balance?

**Week 3:** Can I change direction, stop & catch?

**Week 4:** Can I change direction, stop & catch?

**Week 5:** Can I change direction, stop & catch various sized balls?

**Week 6:** Can I participate in a small team ball game?

## History coverage

**Week 1:** Can I understand what toys are like today?

**Week 2:** Can I understand what toys were like in the past?

**Week 3:** Can I examine a historical object and ask questions?

**Week 4:** Visit to Beamish to look at toys

**Week 5:** Can I understand what toys my grandparents played with?

**Week 6:** Can I develop an understanding of chronology?

**Week 7:** Black History Week

## 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

## RE coverage

**Week 1:** Can I reflect on things that make our world special?

**Week 2:** Can I think of words or images to describe God?

**Week 3:** Can I explore the creation story of Christians, Muslims and Jews and reflect on their similarities?

**Week 4:** Can I explore the creation story of Christians, Muslims and Jews and reflect on their similarities?

**Week 5:** Can I reflect on the what God would think of the world he created now?

**Week 6:** Can I understand what it means to belong?

**Week 7:** Can explore the ways that Christians feel they belong to their faith?

## 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.

### Democracy

Children will be given the opportunity to share their opinion by voting within their setting.