

## English coverage

**Week 1:** Can I use descriptive language?

**Week 2:** Can I write a recount?

**Week 3:** Can I read and understand a text?

**Week 4:** Can I describe characters and settings?

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

**Week 6:** Can I perform a poem?

**Week 7:** Can I write a poem?

**Week 8:** Can I write instructions?

Reading will focus on comprehension skills.

Spelling focus-suffixes & exception words

Grammar-conjunctions & Y2 punctuation

Class: Year 2

Class Teachers:

Mrs Preece & Mrs Hope

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 and amounts?

Speed Calc—arithmetic and speed shape.

Reasoning— developing language skills

## Science coverage

**Week 1:** Can we work scientifically?

**Week 2:** Can I label parts of my body?

**Week 3:** Do I know parts of my face?

**Week 4:** Can I describe the function of the skeleton?

**Week 5:** Can I build a human skeleton?

**Week 6:** Can I name a variety of mammals?

## Learning Hook:

Parent workshop to make 3D houses to represent the Great Fire of London.

A visit from the Fire Brigade will help children to learn about the role of the emergency services

## Computing coverage

**Week 1:** Can I give instructions?

**Week 2:** Can I create different algorithms?

**Week 3:** Can I follow a sequence?

**Week 4:** Can I identify different routes?

**Week 5:** Can I create an algorithm to meet my goal?

**Week 6:** Can I test and debug part of a programme?

## Discrete subjects

### PSHE

**Week 1:** Being safe at home

**Week 2:** People who help us stay safe

**Week 3:** Dialling 999

The children will create a class charter and their class rules.

### Music

The children will use Purple Mash to compose music.

## PE coverage

**Week 1:** Can I develop my agility?

**Week 2:** Can I improve my agility?

**Week 3:** Can I change direction and stop?

**Week 4:** Can I improve my balance?

**Week 5:** Can I improve my balance?

**Week 6:** Can I use the skills I have learnt to take part in a variety of games?

## History coverage

**Week 1:** Can I understand the story of the Great Fire of London?

**Week 2:** Can I find out why the fire spread so quickly?

**Week 3:** Can I research facts about Samuel Pepys?

**Week 4:** Can I compare how we fight fires today to the 17<sup>th</sup> century?

**Week 5:** Can I learn 'London's Burning' and sing in rounds?

**Week 6:** Can I make a 3-D house from the time of the Great Fire of London? 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 identify why promises are important?

**Week 2:** Can I understand some aspects of Jewish life today?

**Week 3:** Can I understand why the 10 Commandments are important to Jews?

**Week 4:** Can I understand the importance of the Torah?

**Week 5:** Can I understand the Christian festival of Harvest?

**Week 6:** Can I compare the Christian and Jewish Harvest celebration?

## 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.