

Maths Y2

Addition and Subtraction and Shape

National Curriculum Links

Pupils should be taught to; (Number -Addition and Subtraction)

- Recall and use addition and subtraction facts to 10 and then 20 fluently, and derive and use related facts up to 100.
- Add and subtract numbers using concrete objects, pictorial representations and mentally, including: two one-digit numbers, a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.
- Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Geometry-Shape

- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
- Identify 2-D shapes on the surface of 3-D shapes (for example, a circle on a cylinder and a triangle on a pyramid).
- Compare and sort common 2-D and 3-D shapes and everyday objects.

Small steps overview

Addition & Subtraction

Bonds to 10

Fact families-addition and subtraction bonds within 10

Related facts

Bonds to 100 (tens)

Add and subtract 1s

Add by making 10

Add 3 1-digit numbers

Add to the next 10

Add across a 10

Subtract across 10

Subtract from a 10

Subtract a 1-digit number from a 2-digit number (across a 10)

10 more, 10 less

Add and subtract 10s

Add two 2-digit numbers (not across a 10)

Add two 2-digit numbers (across a 10)

Subtract two 2-digit numbers (not across a 10)

Subtract two 2-digit numbers (across a 10)

Mixed addition and subtraction

Compare number sentences

Missing number problems

Small steps overview

Shape

Recognise 2-D and 3-D shapes

Count sides on 2D shapes

Count vertices on 2D shapes

Draw 2-D shapes

Lines of symmetry on shapes

Use lines of symmetry to complete shapes

Sort 2-D shapes

Count faces on 3-D shapes

Count edges on 3-D shapes

Count vertices on 3-D shapes

Sort 3-D shapes

Make patterns with 2-D and 3-D shapes

Maths Y1

Addition & Subtraction and Shape

National Curriculum Links

Pupils should be taught to;

Number -Addition & Subtraction within 10

- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- Represent and use number bonds and related subtraction facts (within 20).
- Add and subtract one-digit (and two-digit numbers to 20), including zero.
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.

Geometry -Shape

- Recognise and name common 2-D and 3-D shapes, including:
 - 2-D shapes (for example rectangles(including squares) circles and triangles)
 - 3-D shapes (for example, cuboids (including cubes), pyramids and spheres).

Small steps overview

Addition & Subtraction within 10

Introduce Parts and Wholes

Part Whole Model

Write Number Sentences

Fact Families-Addition Facts

Number bonds within 10

Systematic number bonds within 10

Number bonds to 10

Addition-add together

Addition-add more

Addition problems

Find a part

Subtraction-find a part

Fact families-the eight facts

Subtraction-take away/cross out (How many left?)

Subtraction on a number line

Add or subtract 1 or 2

Small steps overview

Shape

Recognise and name 3-D shapes

Sort 3-D shapes

Recognise and name 2-D shapes

Sort 2-D shapes

Patterns with 2-D and 3-D shapes

Science

Plants

National Curriculum Links

Pupils should be taught to:

- Observe and describe how seeds and bulbs grow into mature plants.
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Learning Outcomes

Children will:

- Identify and name some common wild and garden plants.
- Compare and contrast seeds and bulbs.
- Name parts of a plant.
- Observe how different plants grow in the school environment (over the course of the year).
- Record the growth of plants as they change over time.
- Investigate the requirements for germination.
- Investigate what plants need to grow and stay healthy.
- Be introduced to the process of reproduction in plants.



English Y2

National Curriculum Links

Reading-word reading

- read words containing common suffixes.
- Read most words quickly and accurately without overt sounding and blending, when they have been frequently encountered.
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words and re-read these books to build up their fluency and confidence in word reading (continued from Autumn 1).

Reading-comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- being introduced to nonfiction books that are structured in different ways.
- discussing favourite words and phrases.

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- checking that the text makes sense to them as they read and correcting inaccurate reading.
- Predicting what might happen on the basis of what has been read so far.

Writing

Spell:

- Learning new ways of spelling phonemes for which one or more spellings are already known.
- Apply spelling rules for those already taught in their writing.

Handwriting:

- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters and use spacing between words that reflects the size of the letters.

Composition:

- Writing for different purposes
- Encapsulate what they want to say sentence by sentence.
- Proof-read to check for errors in spelling, grammar and punctuation.

Vocabulary, grammar and punctuation:

- Learn how to use expanded noun phrases to describe and specify (for example, the blue butterfly).

English Y1

National Curriculum Links

Reading-word reading

- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- read common exception words, noting unusual correspondences between spelling and sound where these occur in the word.
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- re-read these books to build up their fluency and confidence in word reading.

Reading-comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- recognising and joining in with predictable phrases.
- discussing word meanings, linking new meanings to those already known.

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher.
- Making inferences on the basis of what has been read so far.

Writing

Pupils should be taught to:

Spell:

- words containing each of the 40+ phonemes already taught.
- common exception words.

Name the letters of the alphabet:

- using letter names to distinguish between alternative spellings of the same sound.

Handwriting:

- begin to form lower-case letters in the correct direction, starting and finishing in the right place.

Composition (continued from Autumn 1):

- saying out loud what they are going to write about and composing a sentence orally before writing
- Leaving spaces between words
- Joining words and joining clauses using and.
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

Sparkles and Stars (possible texts)

Non-fiction texts on Guy Fawkes and The Gunpowder Plot. Cultural Celebrations; Rama and Sita and The Story of Diwali, *Rama and the Demon King* by Jessica Souhami. *Joy to the World! Christmas Stories from Around the Globe* by Kate DePalma. Changing seasons; *Tree: Seasons Come, Seasons Go* by Patricia Hegarty and Britta Teckentrup. *Stick Man* by Julia Donaldson, *Owl Babies* by Martin Waddell.

Art & Design (Sparkles and Stars) National Curriculum Links Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing...to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Learning Outcomes Children will:

- Explore the work of Stephen Wiltshire and discuss his use of line and tone.
- Work with various drawing tools, collage materials and digital art packages to create artwork inspired by fireworks and the festivals they are learning about (e.g. the Houses of Parliament, menorahs, diwa lamps, Ravana, Hanuman).

Line

- Draw in line from observation, recording shapes and positioning all marks/features with some care and control.
- Begin to explore different textures: hatching, scribbling, stippling and blending (Y2 will also select particular techniques for a given purpose).
- Explore tone using different grades of pencil/pastel/chalk.
- Use line (Y2 will also use tone) to represent objects seen, remembered or imagined (e.g. menorahs, diwa lamps).
- Observe and draw landscapes and buildings (e.g. the Houses of Parliament; Y2 will also describe the layout and features).

Collage

- Gather and sort materials needed for their collage.
- Cut and tear paper and card in preparation for their collage.
- Fold, crumple, tear and overlap paper to create different effects.
- Create and arrange shapes by tearing and cutting.
- Create collaged pieces of art (e.g. fireworks, Rangoli patterns, Menorahs)
- Make Christmas cards and decorations, and calendars in preparation for New Year.



Geography

Around the World (The Oceans & Continents; The UK)

National Curriculum Links:

- 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.
- Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.

Learning Outcomes

Children will:

- Use maps with growing confidence.
- Use maps to locate the United Kingdom, its countries and their capital cities.
- Use maps to locate the continents of the world.
- Research a continent, using the information to create 'continent boxes' and a fact file (countries, famous physical features, famous landmarks etc).
- Use maps to locate the oceans of the world (Pacific, Atlantic, Arctic, Southern and Indian) as well as some seas (North Sea, English Channel).
- Use positional language and the four points of the compass.

Music

Little Angel Gets Her Wings (Christmas Production)

National Curriculum Links

Use their voices expressively and creatively when singing and speaking chants and rhymes.

Listen with concentration and understanding to a range of high-quality live and recorded music.

Learning Outcomes

Sing songs in preparation for our school production and show expression through facial expression and movement.

Identifying, through listening, clapping back, movement and voice, the pulse and rhythm.

Play simple rhythms using untuned instruments to accompany the school production.

Play simple melodies on tuned instruments (glockenspiels and boom whackers) to accompany the Christmas production (up to three notes Y1, up to four notes Y2).

With support, create simple melodies to accompany the Christmas production (up to three notes Y1, up to four notes Y2).

Begin to incorporate and understand a musical 'rest'.

Discovery RE

Festivals and Celebrations

- To know why religious people have festivals and recognise that there are many ways to celebrate.
- Find out about and explore the festivals of:
 - **Diwali**
 - To know that Diwali is a happy occasion celebrated by Hindus.
 - To know that Diwali involves special events, artefacts and traditions.
 - **Hannukah**
 - To know that Hannukah involves special events, artefacts and traditions.
 - **Advent and Christmas**
 - To know that Christmas is important to Christians because it celebrates the birth of Jesus.
 - To know that Christmas is a special, happy time of the year involving special stories, events, artefacts and traditions.
 - To know that the bible is the source for information about Jesus' birth

Learning Outcomes Children will:

- Listen to and retell stories related to these celebrations and festivals.
- Learn about the traditions involved through participating in creative activities.

Northumberland Agreed Syllabus Theme: Christmas
Religion: Christianity Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?

Learning Outcomes

Children will:

- Talk about a gift that is special to them.
- Explain how they felt when they received it.
- Retell the Christmas story, including which gifts were given to Jesus.
- Suggest gifts they might have given Jesus.
- Suggest gifts that Christians might choose for Jesus.
- Start to discuss why Jesus is special to Christians (Incarnation).

P.S.H.E.

Celebrating Differences

Pupils should be taught to:

- Understand that sometimes people make assumptions (stereotypes).
- Understand that bullying is sometimes about difference.
- Recognise what is right and wrong.
- Stand up for themselves.
- Understand that it is OK to be different from other people and still be friends.
- Understand that differences make us special and unique.

Learning Outcomes

Children will:

- Discuss similarities and differences.
- Look at ways to include others when working and playing.
- Learn how to help if someone is being bullied.
- Look at different ways to solve problems.
- Learn the importance of using kind words.
- Know how to give and receive compliments.
- Participate in Anti-Bullying Week.

Firework safety: Watch a firework video and learn the Firework Code.

Physical Education

Fundamental Movements

Modified Team Games with Newcastle United Foundation

National Curriculum Links

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.

Learning Outcomes Children will:

Hold a balance on 1, 2, 3 and 4 points.

Move in a variety of ways (hopping, walking, skipping, sprint running, leaping etc).

Learn and practise different throwing and catching techniques with large and small equipment (underarm, overarm, chest pass, bounce and catch, two-hand catch, one-hand catch etc).

Apply these movements in a range of games and activities.

Newcastle Foundation will lead PE sessions focussing on applying fundamental movements in a range of team games and beginning to develop simple tactics.

Computing Digital Art (Sparkles and Stars)

National Curriculum Links

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Learning Outcomes Children will:

- Use art packages to create firework pictures and Rangoli patterns. Use art packages to create calendars. Learn about SID's Top Tips for staying safe online through the story of Lee & Kim.

Mastering English

Opportunities for children to develop deep learning:

- Applying new topic vocabulary when writing across the curriculum
- Using appropriate features when writing in different styles across topic areas
- Using their speech and language skills to question, discuss and explain their thinking.
- Applying learnt grammar and punctuation conventions when writing across the curriculum

For example:

- *Questioning and reasoning about predictions in science.*
- *Diary of Guy Fawkes (history).*
- *Writing letters from Guy Fawkes and/or Sita.*
- *Writing letters to Father Christmas.*

History

National Curriculum Links

- The life of Guy Fawkes as a significant individual from the past
- The events that led up to the gunpowder plot
- Where this period in history fits in relation to the life of Grace Darling and the present day.

Learning Outcomes Children will:

- Use books, the internet and information from trusted adults to find out about the life of Guy Fawkes and the events of the gunpowder plot. Discuss the Houses of Parliament. How have they changed over time?
- Make a creative response to the story that demonstrates the new knowledge acquired.

Mastering Maths

Opportunities for children to develop deep learning:

Science:

- Measure and record the growth of plants.
- Discuss and compare the time taken for bulbs to grow.

History

- Placing historical events on a timeline (Guy Fawkes) and for the hall display timeline.

RE:

- Naming and describing shapes when creating Rangoli Patterns.
- Selecting suitable shapes according to their properties and explain their reasoning.

Philosophy for Children

PSHE

- What is bullying? (Stimulus – Jerry’s Cousin & “Bird on the Wire”)

Investigation Possibilities

Science

- Can plants grow in different environments?
- Do all plants need the same amount of water?

Opportunities for Outdoor Learning

Science:

- Tree hunt (for deciduous and evergreen trees).
- Looking for signs of winter.

RE:

- Making Rangoli patterns with natural materials.