

English

National Curriculum Links

- RtP Application of capital letters (including for names & the personal pronoun 'I') & full stops.
- RtP Application of red words in reading & writing.
- RtP Naming & using letter names.
- RtP Developing stamina & motivation for writing (sequencing sentences to form short narratives).

Reading Comprehension

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

- Discussing the sequence of events in books and how items of information are related.
 - Being introduced to non-fiction books that are structured in different ways.
 - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
- 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.
 - Answering and asking questions.
- Participate in discussions about books, taking turns and listening to what others say.

Writing

Consider what they are going to write before beginning by:

- Saying out loud what they are going to write about.
 - Writing down key words, including new vocabulary.
 - Encapsulating what they want to say, sentence by sentence.
- Learning how to use familiar and new punctuation correctly (full stops, capital letters and exclamation marks).

Possible Stories

Terrific Trains by Tony Mitton, The Silver Serpent Cup by Jonathan Emmett and Ed Eaves, On the Train by Canon Brown, Oi Get Off Our Train by John Burningham, Mrs Armitage on Wheels by Quentin Blake

Maths

National Curriculum Links

Number: Place Value

- RtP (1NPV-1) Count within 100, forwards & backwards, starting with any number.
- RtP (1NPV-2) Reason about the location of numbers to 20 within the linear number system including comparing using $<$ $>$ $=$.
- RtP (1NF-2) Count forwards & backwards in multiples of 2, 5 & 10, beginning with any multiple, & count forwards & backwards through the odd numbers.
- Read and write numbers to at least 100 in numerals and in words.
- Recognise the place value of each digit in a two-digit number (tens, ones).
- Identify, represent and estimate numbers using different representations including the number line.
- Compare and order numbers from 0 up to 100; use and $=$ signs.
- Use place value and number facts to solve problems.
- Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.

Number: Addition & Subtraction

- RtP (1NF-1) Develop fluency in addition & subtraction facts within 10.
- RtP (1AS-1) Compose numbers to 10 from 2 parts, & partition numbers to 10 into parts, including recognising odd & even numbers.
- RtP (1AS-2) Read, write & interpret equations containing addition, subtraction & equals symbols, & relate additive expressions & equations to real-life contexts.
- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: 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.

History

Travel & Transport (How Has Transport Changed?)

National Curriculum Links

To develop an awareness of the past through finding out about changes beyond living memory that are significant nationally or globally.

To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements.

To find out about significant historical events, people and places in their own locality.

Learning Outcomes

Children will:

Talk and write about the differences between old and new transport.

Have an understanding of the chronology of the different points in history when various types of transport have been used and invented.

Recall some key facts about the different types of travel and transport studied and the significant people involved in inventing them.

Research and discover the achievements of George Stevenson and his contribution to the invention of rail travel in Britain.

Find out about changes in Britain at the turn of the 19th century (industrial revolution) which required engine power!

Find out about the railway station in Alnwick.

Visit the Aln Valley Railway.

Design & Technology

Moving Pictures

National Curriculum Links

Pupils should be taught to:

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

- Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing).
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria.

Technical Knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable.
- Explore and use mechanisms in their products.

Learning Outcomes

Children will:

Investigate and make a variety of mechanisms (including sliders, levers and wheels)

Design and make a moving picture that incorporates at least one mechanism

Evaluate their product.



All Aboard!

Year 2
Autumn 1



PSHE

Being Me in My World

Pupils should be taught:

- To identify their place in the class & school.
- To identify how to contribute to the life of the classroom.
- To help construct, and agree to follow, group and class rules, and to understand how these rules help them.

Learning Outcomes

Children will:

- Talk about the 5 Golden Rules & 5 Rs.
- Talk about and agree upon rules for the classroom and playground.
- Devise learning charters.
- Talk about what makes them special.
- Talk about what makes us the same and what makes us different.

**RE Links – diversity, rules/behaviour.*



Computing

Computer Skills and Staying Safe (Searching the Internet)

National Curriculum Links

Pupils should be taught to:

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

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 learn to:

- Log on and off independently.
- Manipulate an application window by moving and resizing it.
- Drag objects in a file from one location to another.
- Double-click with a mouse.
- Save their work in their own folder independently.
- Talk about the importance of keeping personal information private and what to do if they have a concern (SID's Top Tips).
- Search the Internet to find results suitable for children.
- Follow links to another web page.

RE

Northumberland Agreed Syllabus

Theme: What did Jesus teach?

Religion: Christianity

Key Question: Is it possible to be kind to everyone all of the time?

Learning Outcomes

Children will:

- Retell Bible stories that show kindness.
- Explore how this makes Christians behave towards other people.

Science

Plants

National Curriculum Links

Plants

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.
- 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.

Music

Charanga – Hands, Feet, Heart

National Curriculum Links

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high quality and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Learning Outcomes

Children will:

- Focus on keeping the beat/pulse.
- Listen to and appraise South African music.
- Accompany the song using untuned (drums) & tuned (glockenspiels) instruments.
- Contribute to class compositions to accompany the song.
- Work in pairs to compose their own accompaniments to the song.

Physical Education

Fundamental Movements & Problem Solving

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.

Newcastle Foundation will lead PE sessions focussing on developing problem solving, fundamental movements, communication and team work. Children will apply these fundamental movements in a variety of games.

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:

- *Writing about famous people from history, such as George Stephenson.*
- *Writing explanations about how things work.*
- *Writing about personal experiences, such as their trip to Aln Valley.*

Mastering Maths

Opportunities for children to develop deep learning:

Design Technology:

- Naming and describing shapes when constructing moving pictures.
- Selecting suitable shapes according to their properties and explaining their reasoning.

Science:

- Measuring how far a variety of paper aeroplanes can fly, and comparing and interpreting the results.
- Measuring how much weight boats made of different materials can hold before sinking, and comparing and interpreting the results.
- Measuring how much weight a bridge can hold, and comparing and interpreting the results.

Investigation Possibilities

Science

- Why do flowers have different colours?
- What do plants need to grow?
- Do plants need soil to grow?
- Do seeds need sunlight to grow?
- Do plants move?
- Can plants grow in different environments?
- Which plants grow the quickest?
- Do all plants need the same amount of water?

DT

- Can you build a bridge that would hold a model train?
- What is the best material for making a bridge?

Philosophy for Children

History

- Should cars be banned?
- What was the most important invention ever?

P.S.H.E.

- What makes us special?
- Should we be rewarded for good results or for good effort?

Science

- Should we pick wild flowers?
- Does anyone own something that is wild?

Opportunities for Outdoor Learning

- Trip to Aln Valley Railway

Geography (via P.S.H.E. Being Me in My World)

- Match aerial photos to real places – the school

Science

- Identify plants in our school environment.
- Plant hyacinth bulbs.
- Go on a seed hunt.

Art and Design

- Create train tracks using natural resources.
- Create sketches of trains and railways.