

English

National Curriculum Links

Pupils should be taught to:

Word Reading

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables.
- Read further common exception words.

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.
- Becoming increasingly familiar with and retelling a wider range of stories...and traditional tales.
- 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.
- Discussing their favourite words and phrases.

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.
- Checking that the text makes sense to them as they read and correcting inaccurate reading.
- Answering and asking questions.

- Predicting what might happen on the basis of what has been read so far.

Participate in discussions about books, taking turns and listening to what others say.

Explain and discuss their understanding of books that they listen to and read for themselves.

Spelling

- Segment spoken words into phonemes and represent these by graphemes.
- Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
- Learn to spell common exception words.
- Write from memory simple sentences dictated by the teacher.

Handwriting

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

Writing

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and those of others (real and fictional).
- Writing about real events.
- Writing for different purposes.

Consider what they are going to write before beginning by:

- Planning or saying out loud what they are going to write about.
- Writing down ideas and/or key words, including new vocabulary.
- Encapsulating what they want to say, sentence by sentence.

Make simple additions, revisions and corrections to their own writing by:

- Evaluating their writing with the teacher.
- Re-reading to check that their writing makes sense.
- Proof-reading to check for errors in spelling, grammar and punctuation.

Vocabulary, Grammar & Punctuation

- Use familiar and new punctuation correctly (full stops, capital letters, exclamation marks and question marks).

Learn how to use:

- Sentences with different forms [statements, questions & commands].
- Expanded noun phrases to describe & specify.
- The past tense correctly.
- Coordination.

Use and understand grammatical terminology [verbs & adverbs].

Possible Texts

(Sparkles & Stars)

- The Gunpowder Plot
- The Story of Rama & Sita
- Rama & the Demon King: A Tale of Ancient India by Jessica Souhami
- Diwali
- Hannukah
- Joy to the World! Christmas Stories from Around the World by Kate DePalma
- The Nativity
- Stick Man
- Owl Babies

Maths

National Curriculum Links

Number: Addition and Subtraction

- 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.

Geometry: Properties of 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 within 20
Related facts
Bonds to 100 (tens)
Add & subtract 1s
Add by making 10
Add three 1-digit numbers
Add to the next 10
Add across 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 & subtract 10s
Add two 2-digit numbers
Subtract two 2-digit numbers
Mixed addition & subtraction
Compare number sentences
Missing number problems

Properties of Shape

Recognise 2D and 3D shapes
Make 2D and 3D shapes
Count sides on 2D shapes
Count vertices on 2D shapes
Draw 2D shapes
Lines of symmetry
Sort 2D shapes
Make patterns with 2D shapes
Count faces on 3D shapes
Count edges on 3D shapes
Count vertices on 3D shapes
Sort 3D shapes
Make patterns with 3D shapes



Sparkles & Stars
Year 2
Autumn 2



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.
- Make a creative response to the story that demonstrates the new knowledge acquired.

Art & Design

Sparkles & 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 control and care.
- Explore different textures (hatching, scribbling, stippling and blending) and select particular techniques for a given purpose.
- Explore tone using different grades of pencil/pastel/chalk.
- Use line and 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) describing 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.

Sparkles & Stars

Year 2

Autumn 2



Music

Charanga – Little Angel Gets Her Wings

(Christmas Production)

National Curriculum Links

- 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 live and recorded music.

Learning Outcomes

Children will:

- 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 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'.

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: Learn the Firework Code.

RE

Festivals & 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 why Jewish people celebrate Hannukah.
 - To know about some of the artefacts and traditions related to Hannukah.
 - **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).



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:

- Learn how to select and use freehand, fill, shape and line tools in art packages.
- Use art packages to create firework pictures and Rangoli patterns.
- Use art packages to create calendars.
- Revisit SID's Top Tips for staying safe online through the story of Lee & Kim.

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.
- 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.

Physical Education

Fundamental Movements

Modified Team Games (NUF)

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.

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 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.

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).*



Sparkles & Stars

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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)

RE:

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

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?

Philosophy for Children

Science

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

History

- Why are people sometimes persecuted for what they believe in?

PSHE

- What is bullying? (Stimulus – Jerry's Cousin & "Bird on the Wire")

Opportunities for Outdoor Learning

Science:

- Planting bulbs in the outdoor environment.
- Looking for signs of winter.

RE:

- Making Rangoli patterns with natural materials.

English:

- Outdoor grammar hunt.