

Autumn One in Class 1



English

This half term we will be writing:

- Diary entry
- Non-Chronological report

Our Spelling foci will be:
Year 2: Aligned with Little Wandle Spelling Programme – Phase 5 review

We are reading...



Reading foci:

- Accurate grapheme to phoneme correspondence when decoding.
- Accurate reading of common exception (tricky) words.
- Focus on various aspects of prosody.
- Answer simple questions about what has been read.

Maths

Place Value within 100

- Can I recognise tens and ones?
- Can I use a place value chart?
- Can I write numbers to 100 in words?
- Can I flexibly partition numbers to 100?
- Can I write numbers to 100 in expanded form?
- Can I use 10s and 1s on the number line to 100?
- Can I estimate numbers on a number line?
- Can I compare objects and numbers?
- Can I order objects and numbers?
- Can I count in 2s, 5s and 10s/Count in 3s?

Addition and Subtraction within 200

- Can I use fact families - addition and subtraction bonds within 20?
- Can I use related facts?
- Can I find bonds to 100 (tens)?
- Can I add and subtract 1s?
- Can I add by making 10?
- Can I add three 1-digit numbers?

RE

Who made the world?

- Can I retell the story of Creation in a variety of ways?
- Can I recognise that 'Creation' is the beginning of the 'big story' of the Bible?
- Can I explain what the story tells Christians about God, Creation and the world?
- Can I identify ways Christians say thank you to God for the Creation?
- Can I think, talk and ask questions about living in an amazing world?

Science

Everyday Materials

- Can I distinguish between an object and the material from which it is made?
- Can I identify and name a variety of everyday materials? (Including wood, plastic, glass, metal, water, and rock)
- Can I describe the simple physical properties of a variety of everyday materials?
- Can I compare and group together a variety of everyday materials based on their simple physical properties?
- Can I explore a scientist?

PSHE

What makes a good friend?

- Can I recognise how others show their feelings?
- Can I learn how friendships are made?
- Can I begin to understand that some friendships might make us feel unhappy and how to deal with this?
- Can I understand that falling out and making up are normal in friendships?
- Can I describe kind behaviour?
- Can I explain what makes a good friend?

History

How has transport changed within living memory?

- Can I talk about what transport is and why we use it?
- Can I describe what a timeline is and how it shows us something about the past?
- Can I explain how and why trains have changed over time?
- Can I explain how and why cars have changed over time?
- Can I explain how and why air travel has changed over time?
- Can I talk about how and why transport has changed over time?

Music

How can we use sound patterns (rhythms) to help tell a familiar fairytale?

- Can I explore and change dynamics using my voice?
- Can I experiment with creating different sounds using a single instrument?
- Can I read simple rhythmic patterns comprising of one-beat sounds and one-beat rests?
- Can I play sound patterns in time with the pulse using a visual stimulus?
- Can I show awareness of different roles when performing in a group performance?

Art

Collage

- Can I know that art can take many different forms?
- Can I use a range of materials to explore creatively with?
- Can I use a range of tools to create with?
- Can I know about the work of a range of some artists, craft makers and designers?

Computing

Technology Around Us

- Can I identify technology?
- Can I identify a computer and its main parts?
- Can I use a mouse in different ways?
- Can I use a keyboard to type on a computer?
- Can I use a keyboard to edit text?
- Can I create rules for using technology responsibly?

PE

Dance – Step to the Beat Motor competence

Can I develop my ideas when combining four movement phrases to the beat of the music, recognising each count of eight?

Can I develop dynamic movements by incorporating different directions?

Collaboration

Can I listen to and share ideas with others and agree upon dance movements?

Performance and evaluation

Can I present myself with increased balance and control and perform with an awareness of timing?

Can I respond to feedback from the teacher and begin to suggest improvements for myself and others' performances?