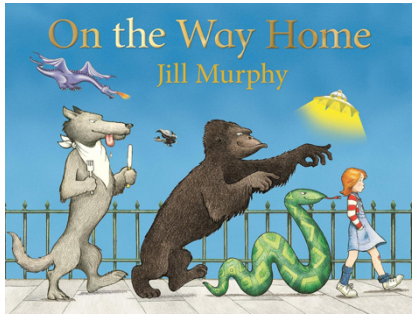
Class 2
Learning Overview
Block 2

Writing

Our text:
On the way home by Jill Murphy



Our GPS:
- Adjectives

Final Written Outcome:
Character description

PE
Invasion Games

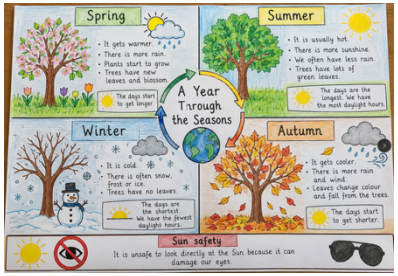
Music

Tempo:
- To use voices and bodies while exploring tempo.
- To practice a rhyme using fast and slow beats.
- To use voices to perform a song with a fast and slow beat.
- To use signing voices and an instrument to perform a song with a fast and slow beat.
- To demonstrate fast and slow beats within the context of a story.

Science

Seasonal changes:
- To identify how the weather changes across the four seasons.
- To identify events and activities that take place in different seasons.
- To recognise how trees change across the four seasons.
- To recognise that daylight hours change across the four seasons.

It's my time to shine:
To create a poster about the 4 seasons.



Computing

Using computers:
- To recognise computers at home and school.
- To be able to log in and log out of a device.
- To open and use a computer program.
- To use a device to name and save a file.
- To explain that digital devices can connect to the internet.

It's my time to shine:
I can create a file about my favourite things and save it in my class folder.
I can include a picture from the internet.

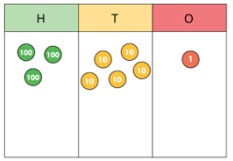
Maths

Addition and Subtraction (within 20):
- Parts and wholes
- Systematic number bonds within 10
- Number bonds to 10
- Number bonds to 20
- Addition – add together
- Addition – add. More
- Doubles
- Near doubles
- Add three 1-digit numbers
- Find a part
- Fact families – the eight facts
- Take away
- Find the difference
- Missing number problems





Place Value (within 100):
- Count beyond 20
- Count tens
- Tens and ones
- Use a place value chart
- Flexible portioning
- Number lines
- 1 more and 1 less
- Compare numbers with the same tens
- Compare any 2 numbers
- Order objects and numbers



Addition and subtraction (within 100):
- Related facts
- Add and subtract 1s.
- Add to the next 10
- Add to a 10
- Add across a 10

PSHE

The online world: How do we stay safe online:
- To recognise when we are online.
- To recognise online activities and in-person activities.
- To recognise that polite behaviour online is the same as polite behaviour in person.
- To explain why it is good to balance screen time with in-person activities.
- To understand when and how I should tell an adult about something I see online.

Art

Exploring line and shape:

- To explore control and pressure to create different types of lines.
- To practise drawing different lines using music as a stimulus.
- To connect lines to create shapes.
- To explore lines and shapes in pictures for portrait drawing.

It's my time to shine:
To use control and pressure skills to create a self-portrait inspired by Paul Klee.

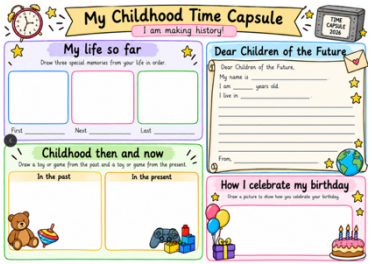


History

How am I making history:

- To understand my history and personal chronology.
- To explore how we remember events.
- To find out what childhood was like for our parents and grandparents.
- To compare childhood now with childhood in the past.

It's my time to shine:
To create a time capsule to show how I am making history.



Phonics – Year 1

Scholfield and sims – My letters and sounds scheme.

Sounds that will be taught:

Week 1: aw, ue, ew

Week 2: oe, au, i-e

Week 3: a-e, o-e, u-e

Week 4: e-e, wh, ph

Week 5: revision of GPCs in phoneme families.

Week 6: revision of GPCs in phoneme families.

Tricky words that will be taught:

Week 1: Mr, Mrs, said, so

Week 2: asked, called, have

Week 3: would, should, could, there, were

Week 4: our, here, when

Week 5: review of phase 5 tricky words.

Week 6: review of phase 5 tricky words.

Year 1s reading book will correspond with their phonics learning

Guided Reading – Year 2

Week 1 and 2:
Changes in mobile phones

Week 3 and 4:
Village, town or a city?

Week 5 and 6:
A magical Christmas.

Spelling:

- -ing suffix
- -y suffix
- -ly suffix

RE

How did the world begin:

- To recognise that some people believe God created the world.
- To recognise that there are different creation stories to explain how the world began.
- To know that many Humanists use science to understand how the world began.
- To express ideas about what a creator might be like based on creation stories.

It's my time to shine:
To explore and express ideas about how the world began through art and a debate.