

English

Reading—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
- Discussing their favourite words and phrases
- 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
- Making inferences on the basis of what is being said and done
- Answering and asking questions
- Predicting what might happen on the basis of what has been read so far
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
- 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 that contain the same graphemes as above
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

Writing

Develop their understanding of the concepts set out by:

- Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- Learn how to use: - sentences with different forms: statement, question, exclamation, command
- Expanded noun phrases to describe and specify [for example, the blue butterfly]
- The present and past tenses correctly and consistently including the progressive form
- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

Develop positive attitudes towards and stamina for writing by:

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

Technology:

- Be able to plan what they are going to make
- Be able to describe their plans in pictures and words
- Be able to use simple tools and materials to make products
- Be able to choose appropriate tools and materials for their tasks
- Be able to comment on their own plans and products and suggest areas of improvement
- Be able to comment on the usefulness of products in everyday use

Other areas

Computing– Programming
Spanish - Numbers and colours
RE- How do Christians and Muslims celebrate new life?
Music– Our bodies
PE– Basic skills

History:

- Be able to ask and answer questions about the past
- Be able to identify differences between their own lives and those of people who have lived in
- the past
- Be able to find out about aspects of the past from a range of sources of information

Year 2

We Are What We Eat

Geography:

- Know about similarities and differences between different localities
- Know about the weather and climatic conditions in particular localities and how they affect the environment and the lives of people living there
- Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context
- Be able to use maps at a variety of scales to locate the position and simple geographical features of the host country and their home country
- Be able to use secondary sources to obtain simple geographical information
- Be able to communicate their geographical knowledge and understanding in a variety of ways

Art:

- Know about some of the forms used by artists in their work
- Be able to use a variety of materials and processes
 - Be able to comment on works of art
 - Understand that the work of artists can be seen in a wide variety of places and situations

Science:

- Know that scientific enquiry involves asking questions, collecting evidence through observation and measurement
- Be able to pose simple scientific questions
- Be able to identify ways of finding out about scientific issues
- Be able, with help, to conduct simple investigations
- Be able, with help, to gather information from simple texts
- Know the names of the main external body parts of humans and animals
- Know the names and characteristics of a range of animals
- Know about the importance of exercise and healthy eating
- Know about the senses
- Know the names of the parts of plants
- Know that seeds grow into plants
- Know that plants need water to grow.

International:

- Know that children within the class and school have different home countries
- Know the names and approximate locations of the home countries of children within the class (and/or school)
- Know about some of the similarities and differences between the lives of children in the different home countries and in the host country
- Be able to respect one another's individuality and independence
- Be able to work with each other where appropriate

Maths

- Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- 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
- Read and write numbers to at least 100 in numerals and in words
- Use place value and number facts to solve problems.
- 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
- 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 addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

