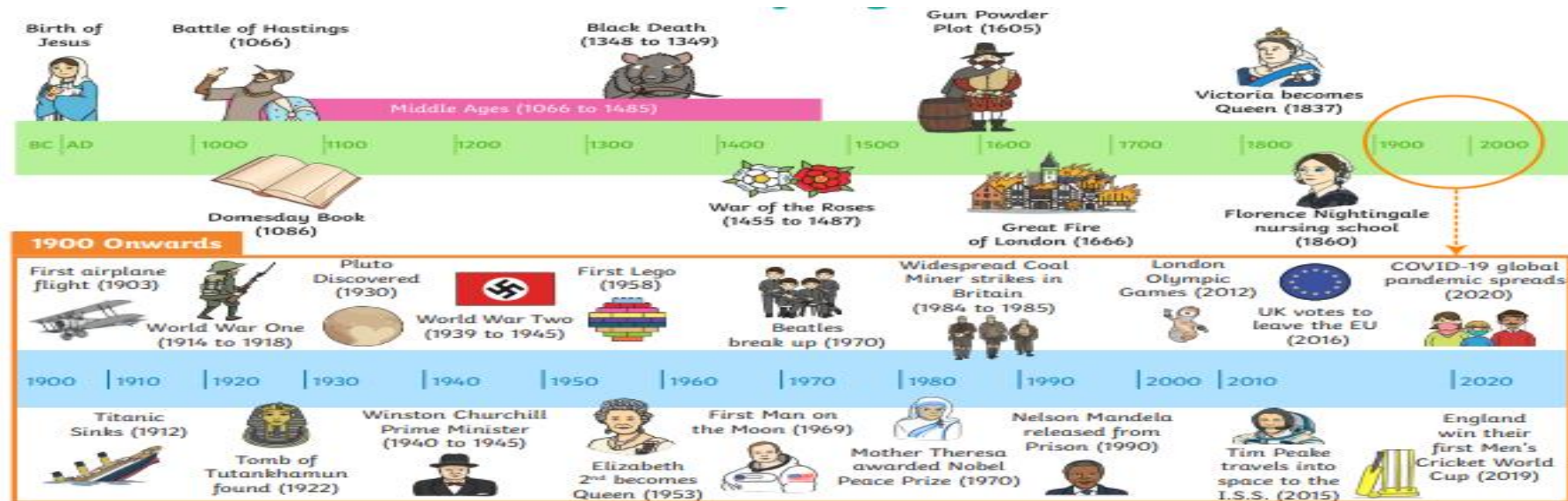


# Year 2 Autumn term: Great and Ghastly Events

## Summary:

We will be exploring some of the major events from British and world history, some of which were great, some of which were pretty ghastly. We will develop our historical skills by using a range of sources of evidence, such as listening to stories, looking at pictures, reading accounts and information, and searching for images that will help us to find out more about these events. Our historical topics include: The Great Fire of London, the first moon landing, WW1, WW2 and the sinking of the Titanic.

## Time Line/key dates:

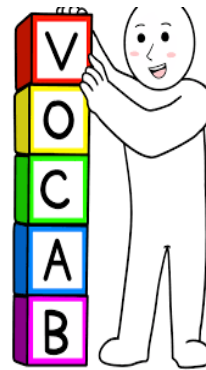


### Science Key Vocabulary:

Fish - a kind of animal that lives in water with scales and gills.  
Amphibians - can live on land or in water  
Reptiles - an **animal** that has scales instead of hair or feathers  
Birds - an animal with wings, feathers, and two legs.  
Mammals - an **animal** that breathes air, has a backbone, and grows **hair** at some point during its life.  
Materials - The substance used to make something is called a material  
Flammable - catches fire easily  
Absorbent - soaks up water  
Waterproof - repels water  
Transparent - something you can see through  
Translucent - lets light through but cannot see through it clearly  
Opaque - can't see through it and doesn't let the light through

### Geography Key Vocabulary:

Continent - A *continent* is one of the seven largest land masses found on Earth  
Ocean - An ocean is a huge body of salt water  
Human features - made by humans  
Physical features - made by nature  
Landmarks - a prominent or well-known feature



### History Key Vocabulary:

War - fighting between countries  
Peace - a time when there is no war or fighting  
Nation - another name for a country  
Trench - dug out ditches used during warfare  
Soldier - a member of the military  
Propaganda - the spreading of information in the support of a cause  
Influence - to persuade someone to do or think something  
Evacuee - a person rescued from a dangerous place during war time.  
Allies - a group of countries that were friends in the war and fought together  
Decade - ten years  
Century - 100 years  
Mission - an important job  
Wattle and Daub - Materials used to build houses in 1666

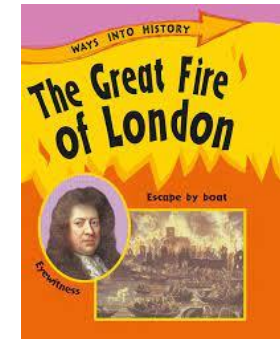
### Art Key Vocabulary:

Design - to create, sketch or invent something  
Evaluate - consider how successful something has been  
Improve - make something better  
Tints and tones - adding white, black or grey to change the shade of colour to make it darker or lighter.

**Texts we will be reading:**

**Toby and the Great Fire of London by Margaret Nash and Jane Cope**

The children will imagine they are in Toby's shoes and re-live the ghastly 1666 experience.

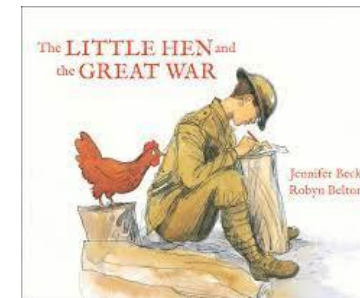


**Ways into History: The Great Fire of London by Sally Hewitt**

The children will explore this non-fiction text in order to secure their knowledge of the Great Fire of London.

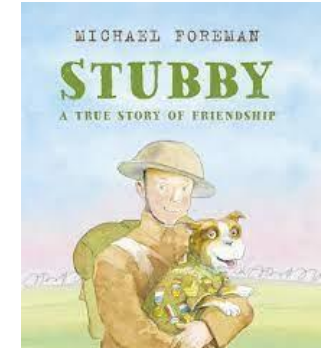
**The Little Red Hen and the Great War by Jennifer Beck**

The children will read about the character of a soldier called Arthur and his experiences of WW1.



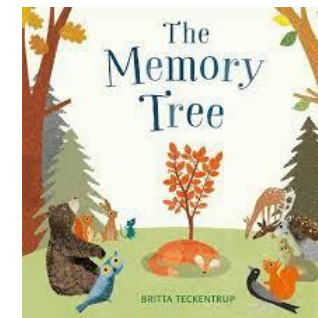
**Stubby by Michael Foreman**

The children will develop their historical vocabulary and understanding of WW1 by following the character of a soldier and his beloved dog.



**The Memory Tree by Britta Teckentrup**

The children will develop an understanding of history as being Important events in our lives that we want to remember.



**Activities:**

In English we will write a range of genres including poetry, a narrative, a non-chronological report, a postcard and a letter.

In history, we will place the main events of the Great Fire of London on a time line and create a fact file about Neil Armstrong. We will be visited by Freshwater drama to develop our understanding of WW1. We will use role play to develop our empathy with the children who were evacuated during WW2 and the passengers on board the doomed Titanic. We will plot the historical events that we are learning about on a timeline.

In geography, we will use maps and atlases to locate the seven continents and the 5 oceans and re-create the route taken by the Titanic.

In art, we will create a silhouette of a scene from the Great Fire of London, produce a piece of artwork in the style of Van Gogh's 'Starry Night' and make a collage of the moon. We will also design and make a model of a WW1 trench and create a poppy to produce a class poppy wreath for Remembrance Day.

In DT we will design, make and evaluate a model of a Tudor house and then set fire to it, re-enacting the GFOL.



**In Art we will be learning to:**

Add tints and tones with paints and mix primary colours to create a scene from the Great Fire of London. Create a piece of artwork influenced by the work of William Turner, where we will use thick and thin paint brushes. Use a combination of materials that are cut, torn and glued and then sort and arrange them to recreate a poppy for Remembrance Day. Explore ideas and collect visual information to design a trench model. Use rolled up paper, straws, paper, card and clay as materials to create a trench model. We will be sorting and arranging materials and mixing materials to create texture to create a scene of the Titanic.

**We will be learning about the artists:**

William Turner, an English painter, printer and watercolourist. He was known to use bright colours in his paintings. Jane Perkins, an English textile artist who uses recycled materials to create new and imaginative pieces.

**At the end of the topic I will know:**

That if I add white it will make the colour lighter, this is called a tint, and if I add black it will make the colour darker, this is called a shade. By adding white and black we make different tones of the colour (this is how light or dark something is).

That I need to use a thick brush where I need to achieve more coverage, such as a background and a thin brush where I need to add detail.

That I can create smooth and bumpy textures with a range of paper, card, fabric and plastic, this is called a collage. A trench was a long ditch dug into the ground from which soldiers fought. They were very muddy and uncomfortable.

We draw a plan of our model first so that we can decide how it will fix together and what features it needs with key parts labelled.



**In DT we will be learning to:**

To make a product, refining the design as work progresses. To suggest improvements to existing designs. To cut materials safely using tools provided. To demonstrate a range of joining techniques. To evaluate a product. To weave products in the style of wattle. To use paper mache to make daub.



Tudor house



Tudor house



Wattle and daub

**At the end of the topic I will know:**

Tudor houses were made from wood, wattle and daub. They often had straw roofs – thatch.

These materials were flammable – they caught fire easily.

Wattle is a framework made by weaving thin sticks together.

Daub is the sticky substance, often made from clay, wet soil, sand or animal dung and straw. It was smeared (or daubed) over the wattle to make walls in houses.

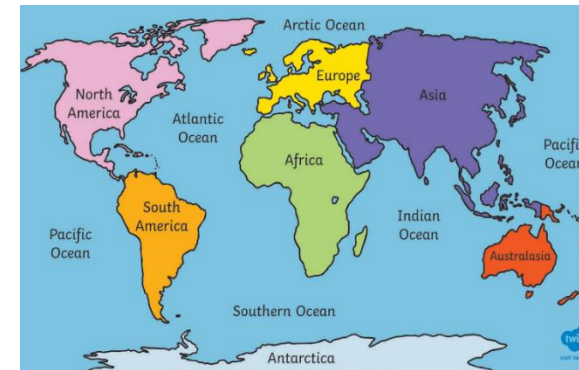
We draw a plan of our model first so that we can decide how it will fix together and what features it needs with key parts labelled.

**In Geography we will be learning to:**

Use aerial images and plan perspectives to recognise landmarks and basic human and physical features. Compare aerial photographs of London past and present and understand how human and physical features have changed. Use maps and atlases to identify and locate the seven continents, the five oceans and the countries within the UK.

**At the end of this topic I will know:**

That oceans, rivers, cliffs, mountains, and forests are physical features and bridges, roads, buildings and train tracks are human features. That I can identify human and physical features from an aerial image of London and use the image to name and locate Big Ben, Tower Bridge, London Bridge and the London Eye. I will know that Big Ben is the name of the bell inside The Elizabeth Tower located at The Palace of Westminster. I will know that on maps made before 1850 I will not see The Elizabeth Tower, Tower Bridge or The London Eye as they were not built. That the River Thames runs through London. That one of the oldest parliaments in the world is situated in London and is called the Houses of Parliament. That I can use an atlas to locate the UK and the seven continents of the world which are Asia, Africa, North America, South America, Antarctica, Europe and Australasia. How to use the atlas to locate and name the five oceans, which are Pacific, Atlantic, Indian, Southern and Arctic. That I can locate the countries of the UK on a map of the UK. That the UK is surrounded by the Irish Sea, North Sea and Atlantic Ocean.



### In History I will be learning to:

Recount changes that have occurred in our own lives.

Label and place the events of GFOL in order on a timeline.

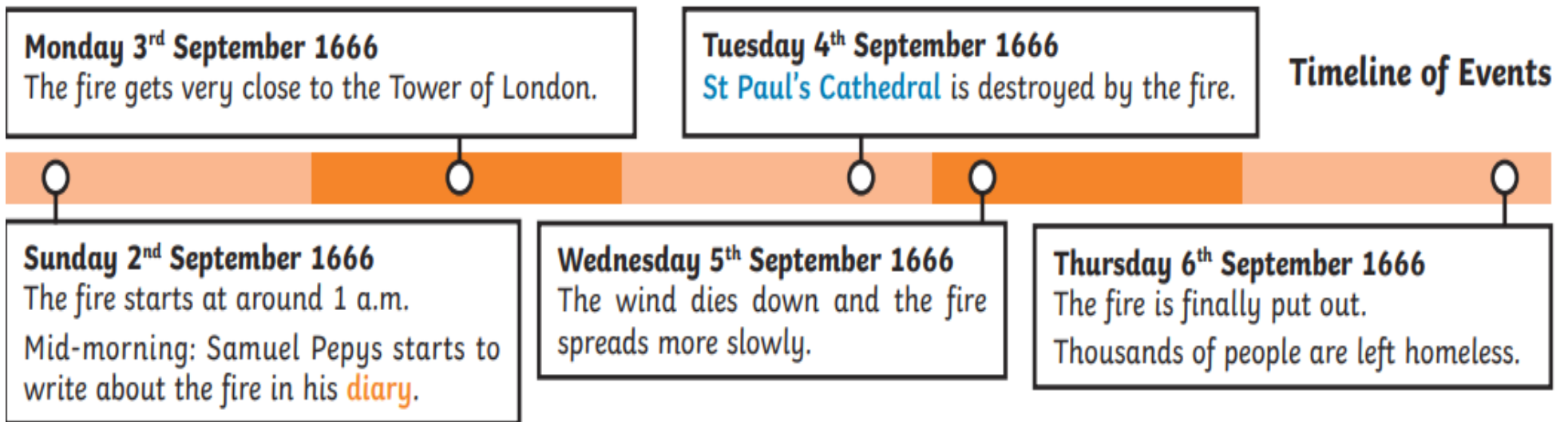
Describe the historical events of the GFOL and the events of the first moon landing.

Describe significant people (Samuel Pepys and Neil Armstrong) from these specific historical timeframes. Recognise that there are reasons that people in the past acted in the way that they did, by looking at the use of propaganda posters from WW1.

Identify some of the different ways that the past has been represented through posters, paintings, newspapers and diaries.

To show an understanding of the concept of war and peace through the study of WW1 and WW2.

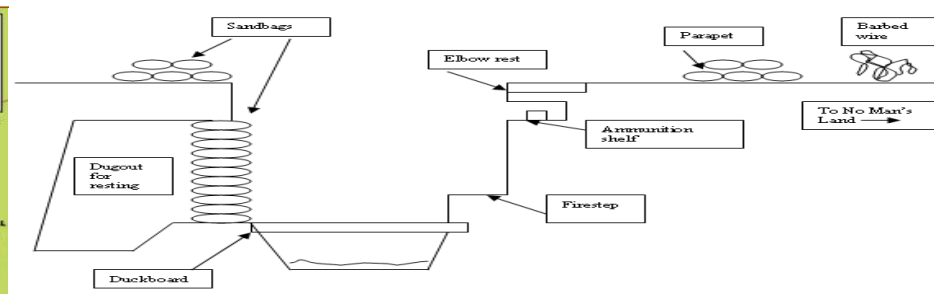
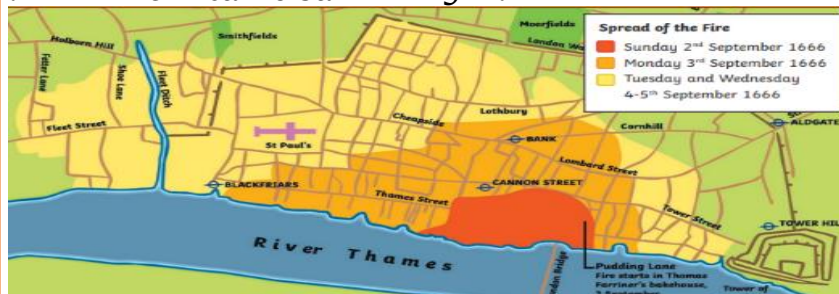
To show an understanding of nation and a nation's history through the commemoration of Remembrance Day and the World Wars. To show an understanding of the ways children's lives were effected during wartime. Know what we use today instead of a number of older given artefacts **relating to items in the home**. Know that the homes children live in today are different to those of children a long time ago in the 17<sup>th</sup> Century. Know what a number of older objects were used for – things within a Tudor house.





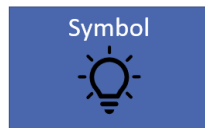
### At the end of the history topic I will know:

- The Great Fire of London happened in 1666.
- It began in Pudding Lane at a bakery.
- The fire spread so quickly because the houses were made of wood and were close together.
- Samuel Pepys was a witness who wrote a diary about the Great Fire of London.
- Children were evacuated (moved to live somewhere safer) from the cities to the countryside to protect from bombing raids.
- Houses were made of timber frames with wattle and daub and a thatched roof.
- Glass was very expensive and only the rich could afford it.
- Houses were lit using candles.
- The first moon landing was in 1969.
- Neil Armstrong was an astronaut who was the first person to walk on the moon.
- Buzz Aldrin and Michael Collins were also on the Apollo 11 mission with Neil Armstrong.
- WW1 started in 1914 and ended in 1918.
- The Allies in WW1 were Great Britain, France, Belgium, Russia and USA.
- The Allies fought against Germany, Austria, Hungary, Bulgaria and Turkey.
- The Allies won WW1.
- WW2 started in 1939 and ended in 1945.
- A decade is 10 years and a century is 100 years.
- The First class passengers on the Titanic were allowed to board the lifeboats first.
- Third class passengers were made to sleep by the boiler rooms.
- The Titanic sank in 1912.



In RE we will be learning to:

Discuss different light sources and how they affect the senses. Examine what different sources of light mean to Christians. Compare beliefs of different faiths regarding light. Investigate Hindu beliefs about light. Assess similarities and differences in beliefs.



Key vocabulary	Word	Definition
	Diwali	A Hindu festival with lights, held in the period October to November.
	Menorah	A candelabrum with eight branches and a central socket used in Jewish worship.
	Worship	A feeling of devotion and great admiration shown for a deity.
	Hannukah	A Jewish festival – lasting 8 days.
	Shabbat	Jewish people's day of rest – the 7 <sup>th</sup> day.
	Symbol	The use of an image to represent ideas.

By the end of the topic I will know:

That Christians believe that Jesus is the light of the world. That the Diwali story reflects Hindu beliefs about good and evil. That the Hannukkah story reflects Jewish beliefs about God as provider. The symbolic meaning of lighting the Shabbat candle. How Christians, Hindus and Jews use the symbolism of light to guide their daily lives. That Christians, Hindus and Jews tell stories that reflect their true beliefs.

In RE Autumn 2 we will be learning to:

Compare bible verses and identify similarities and differences. Examine what makes Jesus special to Christians and how they show that. Investigate Christian traditions and how they are linked to the story of The Nativity. How can Christians be charitable in everyday life.



Key vocabulary	Word	Definition
	Christmas	A Christian holiday celebrating the birth of Christ.
	Jesus	A teacher and prophet born in Bethlehem and active in Nazareth: his life and sermons form the basis for Christianity.
	Tradition	Beliefs or customs that get passed on to the next generation
	Nativity	The event of Jesus being born and the idea of Christ having no human father.
	Thankfulness	Warm, friendly feelings of gratitude.
	Advent	The arrival that has been awaited.
	Incarnation	The Christian doctrine of the union of God and man in the person of Jesus Christ.
	Salvation	Rescuing or protecting someone or something from harm.

By the end of the topic I will know:

The Christian belief that God became human in Jesus. The Nativity narratives are in the books of Luke and Matthew in the Bible. How incarnation and salvation relate to one another for Christians. Jesus is an important and historical figure to Christians. Christians use the nativity story to influence their actions at Christmas, e.g., thankfulness and giving

**In PSHE we will be learning to:**

Understand that our brain has 3 parts and know what each part does. We are learning how our brains grow and what neuroplasticity is. How Team H-A-P helps us be our best self. How to Happy breathe so that we can stay calm and let our brain work at its best.

**Vocabulary:**

Brain, Cells, Team H-A-P, Hippocampus, Amygdala,  
Pre-frontal cortex, Happy Breathing,  
Neuroplasticity, Big Emotions Module overview



**By the end of the topic I will know:**

That the three key parts of their brain are called: Hippocampus, Amygdala and Prefrontal Cortex. That we call them Team H-A-P and each have a special role:

Hippocampus -is like a scrap book storing our memories and things that we learn.

Amygdala -is there to react to keep us safe when there is danger. It cannot assess danger though, it can only react if it senses it by fighting, freezing or flighting!

Prefrontal cortex -Helps us to make decisions, understand different perspectives, solve problems, analyse and make choices.

That we can be at our best when Team H-A-P are working together.

That when we feel stressed or worried, Team H-A-P cannot work well together and our Amygdala will take over and cause us to react (without thinking) rather than respond (assessing our actions before we take them).

That when we feel stressed, worried or sense danger the Amygdala takes over and Team H-A-P don't work well together. This happens because the oxygen supply goes straight to the Amygdala which, effectively shuts down the Prefrontal cortex and Hippocampus and the functions that they help us to perform.

That when this happens, the best thing that they can do is something called Happy breathing, this is slow calm breathing and is scientifically proven to help calm the mind especially, the Amygdala.

## In PSHE we will be learning to:

Know what the different types of Character Strengths are. How we can learn to spot different strengths in themselves and others. Which Character Strengths they identify with.

### Vocabulary:

Character Strengths, Love and Kindness, Bravery and Honesty, Exploring and Learning, Teamwork and Friendship, Love of Life and our World, unique, special, Strength Spotting, Neuroplasticity, Grow.

### By the end of the topic I will know:

About the same 5-character strengths but they will be asked to think about what each strength means and some examples of the strengths in action. That when we use our Character Strengths, we can be our very best selves and that we all have our own unique set of strengths, and we are all different. • What Neuroplasticity is and how we can grow our strengths if we practice using them.. About how to recognise the strengths in themselves. •How to think about which strengths they would like to grow or use more of Vocab Character Strengths, Love and Kindness, Bravery and Honesty, Exploring and Learning, Teamwork and Friendship, Love of Life and our World, unique, special, Strength Spotting, Neuroplasticity,





### **In Science we will be learning to:**

Investigate whether blutac, wood, paper, tissue, wire and elastic will change shape when they are squashed, twisted, bent and stretched. I will know that these are types of forces.

Investigate materials: plastic, paper, wood and metal to identify which are absorbent and which are waterproof and conclude the most suitable material for a bucket.

Identify the six animal groups: mammals, birds, fish, reptiles, amphibians and insects. Name and identify a range of animals and sort and classify into the relevant groups dependent on each group's features. Recognise and identify basic survival needs.

### **Animal Groups**



**Mammals:** warm-blooded, hair or fur, give birth to live young.



**Amphibians:** cold-blooded, moist skin, lay eggs.



**Reptiles:** cold-blooded, have scales, lay eggs.



**Birds:** warm-blooded, have beaks, feathers and wings, lay eggs.



**Insects:** cold-blooded, two antennae, six legs.



**Fish:** cold-blooded, live in water, most lay eggs.

### **At the end of the Science topic I will know:**

That materials are used for specific purposes. That forces can change the shape of an object but not the mass. I know that when a material is squashed, it becomes shorter and wider. When a material is stretched, it becomes longer and narrower. That glass is suitable for a window because it is transparent (you can see through it) and it is waterproof so does not allow the rain through; brick is suitable for walls and plastic is suitable for a bucket. That plastic is lightweight, strong and waterproof so would be most suitable for a bucket. That paper and card are not waterproof and absorb liquid.

That the six animal groups are: mammals, birds, fish, reptiles, amphibians and insects. That mammals give birth to live young. That fish have fins and gills. That birds have wings and beaks. That reptiles have scales and are cold-blooded.

That amphibians live on land and water. That insects have six legs and three body parts.


That living things need the following to survive: water, shelter, air, food and sleep.









# GYMNASTICS KNOWLEDGE ORGANISER


KS1



Overview	
<p>-Gymnastics is a sport in which we do <u>exercises</u> that need strength, balance, flexibility and control.</p> <p>-In gymnastics, we may use lots of different skills, for example running, jumping, balancing, stretching, bending and tumbling.</p> <p>-In KS1 gymnastics, we learn the basic skills of <u>travelling</u> in different ways. We also consider how to <u>balance</u>, <u>roll</u> and <u>jump</u> with <u>control</u>. We put our ideas together into <u>sequences</u>.</p> <p>-We should learn how to perform movements <u>safely</u>, build our <u>confidence</u> and respond to <u>feedback</u> given by others.</p>	

Social and Emotional		Key Vocabulary
<p><u>Planning</u></p> <p>Planning helps us to think about how we are going to achieve tasks before we perform them. We should plan movements and routines in advance.</p>	<p><u>Selecting and Applying</u></p> <p>There are a huge range of different movements and holds that we can perform. We should select and apply those that are most effective at different times.</p>	
<p><u>Keeping Safe</u></p> <p>Follow the rules and listen to the coach/ referees instructions. Store and handle apparatus properly.</p> 	<p><u>Building Confidence</u></p> <p>Some gymnastic moves can be difficult or dangerous. It is important that we believe in ourselves and build confidence before attempting moves.</p>	
<p><u>Perseverance</u></p> <p>Perseverance is about keeping going even when something is difficult or tiring.</p> 	<p><u>Challenging Myself</u></p> <p>Whenever we learn anything, we have to start somewhere! Improving ourselves is all about putting in hard work and practice, challenging ourselves to be better than we were before!</p>	

Physical		
Skill	Definition	How do I do this?
<p>Travelling</p> 	To move from one place to another place.	<p>-Think of the different ways that you can travel, e.g. running, crawling, hopping and sliding.</p> <p>-Changing direction makes movements interesting.</p> <p>-Copy – think about how different animals travel.</p>
<p>Balancing</p> 	To hold a body position with control.	<p>-Consider each part of your body and the shapes that you create. Hold moves for at least 5 seconds.</p> <p>Keeping arms and legs further apart helps.</p> <p>-Add quality by being still, pointing fingers &amp; toes.</p> <p>-When taking weight on hands, tense stomach.</p>
<p>Jumping</p> 	To launch both legs off the floor at the same time	<p>-Keep your chest upright, don't tilt to one side.</p> <p>-Bend your knees &amp; spring upwards to jump high.</p> <p>-Try to land without much noise. Bend your knees.</p>
<p>Rolling</p> 	Moving by turning on the ground.	<p>Begin with barrell rolls and side rolls to build confidence. With front rolls, tuck head in. Knees together. Move into tuck position. Lift hips high. Shoulder blades should touch the floor first.</p>
<p>Making Sequences</p>	To put moves together.	<p>-Consider how moves look together. Marks for quality and control. Think about your starting and finishing position carefully.</p>

Thinking/ Strategic	
<p><u>Apparatus</u>– The equipment on which gymnastic moves are performed, e.g. mats, beams.</p> <p><u>Beam</u> – A long, thin surface that gymnasts balance on and move around.</p> <p><u>Mat</u> – Provides a soft surface for gymnasts to perform movements.</p> <p><u>Table</u> – A surface (often with a soft top) on which gymnasts balance and move around.</p>	<p>-Success in gymnastics is all about quality and control. Quality is about making sure that your movements look good. Use good posture and point your fingers and toes to show quality.</p> <p>-Control is when you hold positions carefully. Tense your muscles to help control your movements and balances.</p> 

## Health and Safety

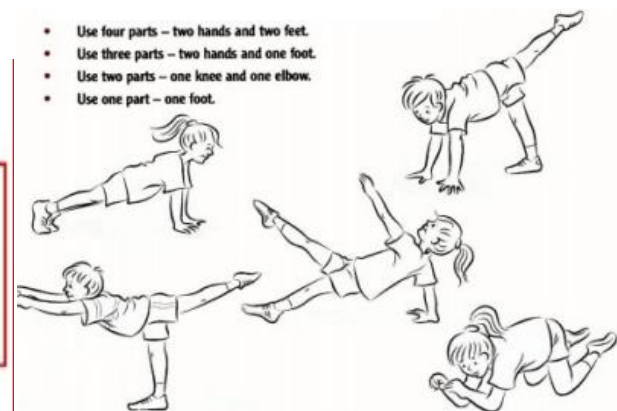
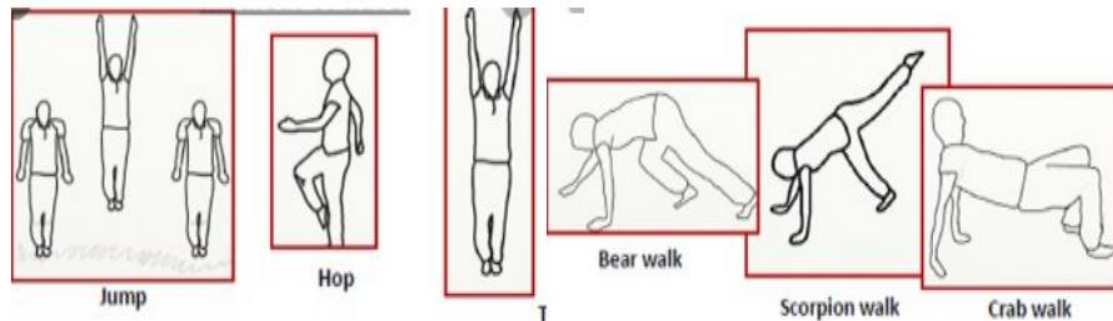
Exercise in safe spaces. Be mindful of others.	Keep your head up and know what is around you.	Warm up properly including stretching your muscles.	Bend your knees when you land.	When forward rolling, head should be tucked in. Shoulder blades touch down first.	Make sure that apparatus is set up properly.	Make sure that apparatus is put away properly.	Warm down after exercising.	Remove jewellery and wear suitable clothing/ equipment.
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### **In PE we will be learning to:**

Performing balances and movements and combine them into a routine. Link balances with other travelling moves. Safely use mats and benches to develop sequences. Explore ways of travelling on large apparatus. Mirror and match a partner to create a sequence.

By the end of the term I will know:

**That when I balance I must remain still in a set position for at least 3 seconds. If I tense my core and focus my eyes on a fixed point it helps me to balance. I can balance on different parts of my body. That travel is a way of getting from point A to B using repeated movements. I can travel in different ways such as run, jog, hop, skip, crawl, jump. I can choose different types of travel and balance and link them together to make a sequence. That a sequence is when I link together multiple actions which can be repeated. That to carry a mat safely, 4 children must hold a corner of the mat each with thumbs on top. That to carry a bench safely 4 – 6 children must face the same direction, stand on the same side of the bench, put one hand on each side and lift on a signal. That to mirror and match my partner I must copy their actions at the same time.**



**In Maths we will be learning to:**

Order and compare numbers using the greater than (>), less than(<) and equal to(=) symbols. For example:  $12 < 50$ ,  $34 = 3$  tens and 4 ones.

Partition numbers using our knowledge of place value. Eg  $34 = 30 + 4 = 3$  tens + 4 ones.

Add and subtract two-digit numbers and two-digit numbers and ones, using written methods.

For example:  $32 + 23 = 55$

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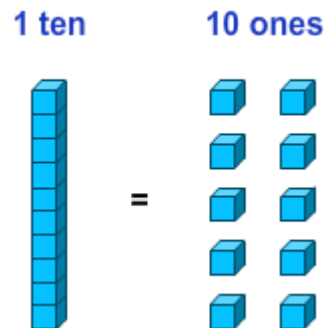
Develop our understanding of addition and subtraction facts to 10 and 20. For example  $12 + 8 = 20$  so  $8 + 12 = 20$  and  $20 - 12 = 8$  and  $20 - 8 = 12$ .

Count in 2s, 5s and 10s forwards and backwards from any number.

To count in 3s.

To add 10 more and 10 less of any number.

The children then learn how to use exchanging during subtraction, with numbers that bridge over 10. For this the children will know that 10 ones = 1 ten stick.



Recognise and identify 2D and 3D shapes.

Identifying the vertices, edges, sides and faces of different shapes.

Compare 2D shapes.

## Year 2 - Online safety

Media content	Photos, videos or messages.
Offline	Not being connected to the internet.
Online	Being connected to the internet via a device such as a computer, laptop or phone.
Passwords	A word or set of numbers we use to access our personal information online. It helps to keep our online information safe - like a key!
Personal information	Information such as our full name, address, birthday, or where we go to school.

### Permission:

We must ask someone's permission before sharing photos, videos or information about them.



It is ok to say no when someone asks if they can share something online about us.



## Key facts

Kapou  
Primary

A strong password is a password that is difficult for someone to guess.

You can make a stronger password by:

1) Adding numbers or special characters

H4s1m? ?H4s1m?

2) Using words that are not in your name

ball bike fire worm

3) Joining words together

ballbike fireworm

Not everything we see online is true.





## What is a computer?

Battery	A cell or connected group of cells that store electrical energy to power wireless devices.
Buttons	Switches that you can press to control a device.
Computer	Electronic machine that accepts and processes information to produce an output, and then stores the results.
Desktop	A tower computer that needs a mouse, keyboard and monitor, that stays in one place.
Device	Equipment created for a certain purpose or job.
Electricity	A type of energy, that is usually invisible, that can be made or stored and used to make devices work.
Input	A way of telling the computer what you want it to do.
Invention	A new device or process which solves a problem.
Keyboard	An input device made up of buttons that create letters, numbers, and symbols, as well as perform other functions.
Laptop	A compact computer that is easy to carry and move around.
Monitor	An output device, which shows what is happening on the computer for example videos, images and text.
Mouse	A handheld device that is used to move things around on the computer screen.
Output	Information or data that is sent by the computer to an output device such as a printer or speakers.
Technology	Using scientific knowledge to help us to create new devices or tools.
Wire	A long, thin and flexible piece of metal protected by a plastic coating. Electrical wire is used to carry electricity.

## Key facts

Some computers have a keyboard, screen and mouse, others have buttons to make them do things.



All computers need electricity - they can get this through wires into the wall or batteries!

These items all use technology.



In English we will be learning to:

Write a poem, a narrative and a diary using: capital letters and full stops; word classes - adjectives, verbs, nouns, adverbs, a noun phrase, an expanded noun phrase, co-ordinating and subordinating conjunctions and adding the 'ed' suffix to write past tense verbs.

By the end of term I will know:

That a co-ordinating conjunction is and, or, but.

That a subordinating conjunction is: because, that, when, if, so.

An adjective describes a noun. Eg a red car

A noun is a naming word eg a car

A verb is a doing words eg jump, run

An adverb describes a verb eg slowly, quickly

What a noun phrase is, eg The car.

What an expanded noun phrase eg The big car.

That when you add the 'ed' suffix to a verb, it changes the tense to past. For example: I jump high. Yesterday I jumped high.



Within our reading we will be learning to:

Retrieve information from the text by identifying key words from the question and using the skimming and scanning strategy to locate the answer. We will make inferences from the text by using prior knowledge and identifying clues within the text. We will make predictions about what might happen next based on what we have read so far. We will sequence events in the text. We will explore vocabulary. We will continue to develop fluency and expression, using our phonics to help decode and blend.

**National Curriculum Objectives to be covered with activities:****History****Children will be taught about:**

- Changes within living memory.
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality.
- To understand the concept of nation and a nation's history.

**Geography****Children will be taught about:**

- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
- Name and locate the world's 7 continents and 5 oceans.

**Art****Children will be taught about:**

- developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- To use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

**Design Technology****Children will be taught about:**

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- evaluate their ideas and products against design criteria
- build structures, exploring how they can be made stronger, stiffer and more stable

**Science****Children will be taught about:**

- identifying and comparing the suitability of a variety of everyday materials
- Finding out how some solid objects can be changed by squashing, bending, twisting and stretching.
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

**English**

- To develop positive attitudes towards writing and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- 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 and other pupils, re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

**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
- 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