



2022-2023 Termly Plan – CYCLE B

Teachers: Mrs Ivatt Term: 1 Class: Blackbirds - Year 2

Learning to live, living to learn Concept links		Autumn: Our Locality Our Christian School Vision, Get Heartsmart, Creativity, Democracy,							
Enrichment activities		Happy Hartlip Day, Outdoor Learning Day [Please insert additional activities to support enrichment]							
	Topic/ Theme	Subject concepts /foci	Step by step learning of knowledge and skills progressing towards end points: →						END POINTS
			1	2	3	4	5	6	Progression and outcomes
English Daily Guided Reading, decoding, fluency & comprehension Handwriting practise Phonics and Spellings	Fables Warning Stories Chicken - Licken The Bird, the Fox and the cheese. The lion and the mouse The lion and the rabbit The greedy Dog	Expertise Transcription Composition Focus: Description – people, places, objects Openings and Endings Vocabulary: Adjectives Verbs Nouns Suffixes Punctuation Sentence	Assessment Current level, knowledge Reading and writing numbers in letters and words. Phonics Writing for different purposes Holiday recounts Class rules	Assessment Current level, knowledge Reading and writing numbers in letters and words. phonics target setting Cold Task – gingerbread man story.	Immersion Talk through a mixture of fables – Identify the language features and structure of a fable. Learning about what makes a fable	Imitation Learning the language Story mountains Good openings Writing Descriptions of people, places and objects. Good Endings The boy who cried wolf. (The hen that called fox)	Innovation Good openings and descriptions of people and places. Good endings – a point of learning for the characters or a change in behaviour / humility. To adapt and write a new story using the style structure and sequence of a fable.	Hot Task – story. Write your own fable in the style of those we have learnt. Application of Learning about what makes an effective fable and a warning story.	<ul style="list-style-type: none"> ➤ I can plan my writing by writing down my ideas or talking about them. ➤ I can plan my writing by writing down ideas and/or key words and new vocabulary. ➤ I can plan my writing by writing down my ideas or talking about them for each sentence. ➤ I can change my writing and make corrections after I have spoken to a teacher or another child about it ➤ I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time ➤ I can proof read my work, checking for spelling, punctuation and grammar errors, and sometimes choosing better words
Maths	Place Value Number, Addition and Subtraction; Measurement; Money; Multiplication and Division.	Number Place Value Measurement Money Calculations	Assess and reinforce knowledge Numbers to 20 in numerals, words,	Count objects to 100 by making 10s Use concrete manipulatives	Partition numbers to 100 – including a flexible and systematic approach to possibilities	Developing familiarity with games to aid free writing of numbers to 100 in words	Assessment of counting and estimating numbers on a number line Compare objects	Assessment of place value knowledge and skills. Writing numbers in numerals counting on and counting back in 1's, 2's and 5's.	<ul style="list-style-type: none"> ➤ I can count forward and backwards in jumps of 2, 3 and 5 from 0 and in 10s from any number ➤ I can find and show numbers using different equipment such as number lines and number squares.

			<p>Manipulatives , Accurate segmenting Subertise</p> <p>Number bonds to 10 with fast fluency</p> <p>Daily practise of numbers and words Copying.</p> <p>Daily subitising</p> <p>Estimating numbers to 100 on a number line – count in 2's</p>	<p>Understanding the physical value of 10 and 1 and relative size.</p> <p>Recognise tens and ones</p> <p>Understand 10 using unifix, dienes, numicon Beads Fingers And comparison to 9 or 2 or 12. Place value chart and digits</p> <p>Daily practise of numbers and words Copying and matching to numerals</p> <p>Daily subitising Estimating numbers to 100 on a number line – count in 2's and 5's</p>	<p>Use manipulatives to demonstrate multiple partitions. Understanding Whole =part + part model</p> <p>Partitioning as a pre-cursor to addition or subtraction</p> <p>Daily practise of numbers and words matching and writing with numerals</p> <p>Daily subitising</p> <p>Estimating numbers to 100 on a number line – count in 2's, 5's and 10's</p>	<p>Expanded form to know the value of each digit within place value formation.</p> <p>Games to form numbers</p> <p>Games to segment numbers.</p> <p>Writing numbers in words to correspond with 2 / 3 digit numbers.</p> <p>Identify numbers by counting in 10's and 1's</p> <p>Daily subitising</p> <p>Estimating numbers to 100 on a number line – count in 2's, 5's and 10's and 3's</p>	<p>and numbers</p> <p>Order objects and numbers Most/ greatest</p> <p>Least / fewest</p> <p>Assessment of Count in 2s, 5s and 10s Step 16 Count in 3s</p> <p>Applying logic and knowledge to problem solving</p> <p>Reinforcement if needed of writing numbers in words</p> <p>Daily subitising</p> <p>Counting forward and backwards in 2's, 5's and 10's and 3's</p>	<p>Writing numbers in words. Identifying numbers in words on a 100 square.</p> <p>Identifying the relative value of 2digit numbers.</p> <p>Segment each digit of a 2 digit number and identify it's value</p> <p>Identify part part models that can be used to make the same whole.</p> <p>Reinforcement if needed of writing numbers in words</p> <p>Daily subitising</p> <p>Counting forward and backwards in 2's, 5's and 10's and 3's</p> <p>Greater Depth Maths provision where required</p>	<ul style="list-style-type: none"> ➤ I can read and write numbers to 100 in numerals ➤ I can read and write numbers to 100 in words. ➤ I can recall the multiples of 10 below and above any 2 digit number. ➤ I can compare and order numbers from 0 to 100 using < > and =. ➤ I can find the place value of each digit of a number with tens and units. ➤ I can use place value and number facts to answer questions <p>I can partition two-digit numbers into different combinations of tens and ones using apparatus.</p>
R.E.	Who made the world?	<p>Creation</p> <p>Key vocabulary and concepts</p>	We will be exploring what each child believe makes them	Made in the image of God precious and loved just as you are.	<i>We will be learning that Christians believe that God has a</i>	We will be learning that Christians believe that	We will be learning that Christians believe <i>that</i> the Earth and	In what ways do Christian's today reflect God's love for the world?	<p>Pupils are to know the Christian creation story and understand that Christians believe that;</p> <ul style="list-style-type: none"> • God created the universe.

		Creation / Creator / creative Days Holy / Unique/ Precious / Good Image of God The love of God Care / Love / Respect Steward / Environment Humanity	special and unique. We will be discussing, how and why the universe was created.		unique relationship with human beings as their Creator and Sustainer.	Humans should care for the world because it belongs to God.	everything in it are important to God.		<ul style="list-style-type: none"> • The Earth and everything in it are important to God. • God has a unique relationship with human beings. • Humans should care for the world because it belongs to God. <p>To be able to show understanding by suggesting at least two examples of what Christians do to look after the world for God.</p>
Science	Uses of Everyday Materials.	<i>Reduce, reuse and Recycle</i> <i>Research</i> <i>Solving problems</i> <i>Answering questions</i> <i>Grouping and Classifying</i> <i>Physics</i>	Establishing Existing Knowledge Introduction What is a material, what is a property? Can one material have different uses? Think of one item that can be made out of a number of different materials?	Identifying uses To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses, by identifying the uses of different materials. • I can identify uses of different everyday materials	Out and about To identify and classify the uses of everyday materials, in the context of the local area. • I can identify and group the uses of everyday materials. To gather and record data to help in answering questions, by exploring the purposes of different objects. • I can record my observations.	Comparing Suitability To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses, by exploring the purposes of different objects. • I can compare the suitability of different everyday materials.	Changing Shape To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching, by changing the shape of objects. • I can explain how the shapes of objects made from some materials can be changed.	Recycling To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching, in the context of recycling. • I can explain the process of recycling.	Progression, outcomes and vocabulary are detailed on Science Information Sheet.
Geography (To be taught in Term 1)	Local: Our Area - Hartlip's physical and human features (Queensdown Warren, Hartlip Hill, residential streets)	Real World engagement. Points of a compass	I can explain and demonstrate my knowledge of local geography, vocabulary and the	➤ I can use simple fieldwork and observational skills to study the geography of my school and its grounds	➤ I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features and link to	➤ I can construct a map and basic symbols in a key from an aerial photograph.	I can understand geographical similarities and differences through studying the human and physical geography of a small local area of the United Kingdom,	I can demonstrate geographical skills in practical problem solving	Progression, outcomes and vocabulary are detailed on Geography Information Sheet.

			features of our local area.	and the key human and physical features of its surrounding environment.	symbols and keys on a map.		and of a small area in a contrasting non-European country.		
History	Local: Our Locality - Tudors In Kent	Real World Engagement.	(To be taught in Term 2)						Progression, outcomes and vocabulary are detailed on History Information Sheet.
Art & Design (To be taught in Term 1)	Sculpture and Printing: Antony Gormley (Margate)	Sculpture Printing Local Artists	I can explain about different types of art and discuss what I know about sculpture. I can give reasons for my opinions when I look at art/craft or design work.	I can explain my understanding that different artistic works are made by craftspeople from different cultures and times.	I can choose the right materials to use for my artwork and use them well.	I can experiment with basic tools on rigid and flexible materials.	I can use different techniques like carbon printing, relief, press and fabric printing and rubbings	I can evaluate art work and consider the merits and improvements I would make.	Progression, outcomes and vocabulary are detailed on Art/Design Information Sheet.
Design & Technology	Structures - Bridges		(To be taught in Term 2)						Progression, outcomes and vocabulary are detailed on Design & Technology Information Sheet.
R.H.E.	Get Heartsmart (Year 2 - Church Curriculum)	Community and Living well together Dignity and Respect	To understand that the choices I make can help or hurt my own or another's heart.	To describe the ways I can use my power in a positive or negative way.	To begin to understand how my heart affects my actions, words and behaviours and that the decisions I make can affect my reputation.	I can describe how different people's families may look. I can describe how my family shows me love.	I can list a food from 5 different food groups and consider how healthy and unhealthy choices affect my wellbeing.	I can think of a way in which my choices have helped my heart and how I have made choices that have helped someone else's heart.	To understand the power of choice, the consequences of making the right choices and the impact of making the wrong choice on our heart and on other people's hearts.
Music Resources Singup Tony Chestnut Unit 1 YR 2 Three Singing Pigs	Tony Chestnut action song Pentatonic patterns The	Improvise rhythms along to a backing track. =Compose calland-response music.	Learn Tony Chestnut song and do actions in time to the music. Listen and learn The	Revise Tony Chestnut Compose 4 beat action patterns for others to copy Listen to call	Snapshot activity – video Lead or respond to a 4- beat action pattern. Echo sing in a name game. Using G/E (soh -	Listen to call and response music - improvise on a pitched note over a backing track Boomwhackers / chime bars	Work in pairs to make up patterns Perform Push/Pull pattern on tuned percussion	Revise work and perform to others. Video	I can Perform patterns on tuned instruments -know the names of instruments -tell the difference between pitched and unpitched instruments - perform melodic patterns I can improvise -recognise call and

	Enormous Turnip action song	-Play a melody/pattern on a tuned percussion instrument. - Sing with good diction. - Recognise and play echo phrases by ear. -perform actions in time over a steady beat	Enormous Turnip song/story Perform beat to song	and response music Recognise structure of Enormous Turnip song	do) Add instruments to Enormous Turnip song				response music -perform a song/story to an audience
P.E.	Games Skills Rugby	Ball control skills Strategic game play Rules and Sportsmanship	To follow the rules of tagging and the process of what happens when a tag is made.	To be able to carry the ball correctly with two hands on the move.	To act independently to put on my own tag, to demonstrate effective tagging within the context of a game.	To carry and pass the ball on the move with two hands on the ball within the context of a game.	To recall the three main points of catching... eyes, hands, mouth and get into a good position to catch a ball free from defenders.	I can use the skills learnt in the last 5 weeks in a series of fun tag rugby based games.	To master basic movements including running, throwing and catching, as well as developing balance, agility and co-ordination within the context of a Rugby game. I can throw a ball overarm, over a longer distance, using my arms and body, to accurately reach a target. To participate in team games, developing simple tactics for attacking and defending
Computing	How technology is used in our area, technology and structures?		To recognise common uses of IT beyond school. To identify and confidently talk about how technology is used in my school.	Recognise common uses of information technology beyond school, for example in the home and understand why they are used.	To understand how information technology is used in different places and by different people in different jobs and in different places, within the wider world.	To give examples of how information technology helps us. I understand that digital devices can perform more than one task and be connected and that we need to be careful about the information we share.	I can explain how information technology has changed and developed over time.	I can use my knowledge of how information technology has developed to suggest ways in which information technology may develop in the future.	Progression, outcomes and vocabulary are detailed on Computing Information Sheet.

