

English

To read non-fiction texts about the polar bear, the arctic fox and the emperor penguin.

To plan and write reports on the polar bear and the emperor penguin.

Traditional tales

To find information from a text (title, main characters & story opener).

To know who is speaking in a text .

To focus on Goldilocks & the three bears.

To write a description for Goldilocks and Daddy bear

To use inverted commas correctly when writing repeated phrases from the story.

To write the middle part of the story.

To write a different ending.

To write a letter from Goldilocks to the 3 bears.

Vocabulary building - read, write and perform free verse—Winter

Structure—Calligrams. Write own calligrams(shape poems)

Geography

Name and locate the world's continents and oceans.

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.

Use world maps, atlases and globes to identify the United Kingdom as well as the countries, continents and oceans studied.

Science

Materials—continued

To make observations and comparisons when heating & cooling materials.

Animals including humans

Describe the basic needs of animals and humans to keep them alive. To know animals and humans have offspring which grow into adults.

Maths

• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers .

• Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs.

• Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another can not.

• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

• Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. To compare categorical data.

• Compare and sequence intervals of time .

• Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.

• Know the number of minutes in an hour .

Art

Winter landscapes

Use a combination of materials that are cut, torn and glued.

Sort, arrange & mix materials to create texture.

PE

Copy and remember actions.

Move with some control and awareness of space.

Link two or more actions to make a sequence.

Show contrasts (such as small/tall, straight/curved and wide/narrow).

Travel by rolling forwards, backwards and sideways.

Hold a position whilst balancing on different points of the body.

Climb safely on equipment.

Stretch and curl to develop flexibility.

Jump in a variety of ways and land with increasing control and balance.

Use hitting, running, jumping, catching and kicking skills in combination.

Develop tactics. Use the terms opponent and team mate.

Year 2 Winter



French

Greetings and responses.

Numbers to 10.

R.E - Christianity

What does it mean to belong in Christianity?

Describe some of the teachings of a religion.

Relate emotions to some of the experiences of religious figures studied. Ask questions about puzzling aspects of life. Explain how our actions can affect

ICT

An introduction to animation

Design & Technology - Structures

To make a bird feeder.

Design products that have a clear purpose and an intended user.

Explore objects and designs to identify likes and dislikes of the designs.

Explore how products have been made.

Choose suitable techniques to construct a product.

Make product, refining the design as work progresses.

PSHE: Relationships

Bodies and feelings can be hurt.

Listening to others and playing cooperatively.

Appropriate and inappropriate touch.

Teasing and bullying.

Music

To develop compositional skills using percussion instruments. To follow a beat/rhythm and perform their own simple composition.