

English

- Spelling, punctuation and grammar work – full stops, capital letters for proper nouns, commas in a list, plurals, subordinating conjunctions, coordinating conjunctions and contractions.
- Spelling Y2 common exception words.
- Narrative writing using the writing process- plan, write, edit and publish.
- Character descriptions and story setting descriptions.
- Instruction writing including imperative verbs and time adverbials.

History

- N/A

Art

- To be able to play and experiment with clay.
- To be able to use a range of clay tools and objects for making marks/ patterns.
- To be able to make a pinch pot and decorate it with patterns and by using slip to stick on extra bits.
- To be able to draw a plan for their pinch pot and base their clay model on this. They should be able to successfully paint their fired model with acrylic paint.

Physical Education

- Gymnastics
- Real PE skills

National Curriculum

- Please click [here](#) for a link to the National Curriculum.

Science

- 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.
- To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Computing

- Multimedia - Use technology to create, organise, store, manipulate and retrieve digital content.

Religious Education

- Believing and belonging - Who do I believe I am? Does it feel special to belong?
- Islam**
- To explain how it felt to have to stop doing something to reach the target we had set.
 - To use the correct language to describe how Muslims pray and begin to explain why they do this.
 - To begin to think through how praying 5 times a day might help in some ways more than others.

PSHE

Dreams and goals:

- Working together with others to achieve a goal.
- To express how it feels working as part of a group.

Music

- The long, the short, the high, the low: pitch, melody and rhythm.

Our Newbridge Journey

Our enquiry is:

What makes something special?

This means we will be learning about:

What is special to us and others as well as considering what makes us special.

The Key Skills we will be developing are:

- I am curious about new things and ask questions to find out more information (who, what, when, where, why and how).
- I can plan tasks with some help.
- I can enjoy creating things.
- I can use different tools and techniques to be creative

Mathematics

- Multiplication and division - recognise and make equal groups, multiplications using the 'x' symbol, using arrays and word problems.
- Learning 2, 5 and 10 times tables.
- Statistics - drawing and interpreting pictograms, tally charts and block diagrams.

Design Technology

- Making treasure chests and presenting them to the class.
- To explore and use mechanisms [for example, levers, sliders, wheels and axels] in their products.
- To evaluate ideas and products against design criteria.

Home Learning

- Daily Reading
- Weekly spellings
- Counting in 2s, 3s, 5s and 10s forwards & backwards
- Doodle Maths
- Doodle English

Drama

- N/A

British Values

- Tolerance of other faiths and beliefs
- Responsibility and respect

Geography

- Locating the 7 continents and 5 oceans on maps.
- To devise a simple map and use basic symbols in a key.
- To use simple compass directions to describe the location of features and routes on a map.