

Expressive Arts and Design

Art & Design:

Finds collections of colour & make as many tones of one colour as possible
To identify the effects of tonal range to reflect what we see/how we feel
Uses junk materials to make models for a purpose
Describe and group materials based on their textures.
Identify and describe texture in the environment.
To use clay to make textures & apply texture to clay surfaces with a variety of tools/everyday objects

Music & Drama:

Identify some of the instruments heard in different styles of music
Make a sequence of sounds
Show sounds by using pictures
Follow instructions when singing or playing (loud/quiet/start/stop/fast/ slow)
Show increasing control when playing a range of tuned and un-tuned instruments
Use movement to find the pulse
Use sounds to represent different things
Begin to fully engage in imaginative thinking and imaginative movements
Move imaginatively in response to a given situation or scenario & begin to discuss imagined situations

Physical Development

Gymnastics: Hold still shapes and simple balances

Carry out simple stretches

Copy, explore and remember actions and movements to create their own sequence

Travel in a variety of ways, move around, under, over, and through different objects and equipment, Perform a bunny hop

Health and self-care skills are taught throughout the year in all PE lessons in relation to the following key skills: Dress and undress independently

Describe how my body feels before, during and after physical activity/exercise

Show how to exercise safely, practising safety measure without direct supervision

Describe how my body feels during different activities

Say what my body needs to keep healthy

Say what I like about someone else's performance

Suggest ways in which others could improve

Mathematics

Number:

Represent and use number bonds and related subtraction facts within 20 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
Add and subtract one-digit and two-digit numbers to 20, including zero
Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$

Shape, Space and Measure:

Measure and begin to record lengths and heights (standard measures e.g. cm)
Measure and begin to record mass/weight, capacity and volume (standard measures e.g. cm, ml)
Compare, describe and solve practical problems for lengths and heights

Time, position and direction are not taught as discrete units. They are taught throughout the year on a continual basis with reference made to the key skills and vocabulary below.

Key vocabulary:

Time - now, next, then, soon, later, days of the week, o'clock, numbers 1 to 12

Position and direction - up, down, in, out, under, behind, next to

Key skills:

Anticipate specific time-based events such as, mealtimes or home time

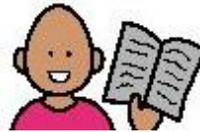
Show an interest in time-related objects e.g. timers, clocks

Explore and change the position of objects e.g. during construction/building

Respond appropriately to simple instructions containing prepositions

Use prepositions when talking

Fairytale Fantasies



Spring Term Key Skills 1C - Yr2

Literacy, Communication and Language

Key texts: Hansel and Gretel, The Enormous Turnip

Narrative: traditional tales

Non-fiction: instructions

Poetry: performance poetry

Create a new ending for a traditional tale

Create and follow written instructions for a purpose using time connectives e.g. first, next, last

Invent an action/way to perform a poem as part of a larger group

Individual pupil's reading and writing skills will be specifically targeted at a stage-appropriate level within lessons in accordance with the EYFS Early Years Outcomes/National Curriculum.

To aid this, all pupils will also take part in differentiated phonics sessions four times a week and read with a member of staff in a small group or 1:1 each week. Furthermore, pupils will access speech and language activities as advised by Speech and Language Therapy.

Understanding the World

People and Communities/RE:

Understand what it means to be a leader and that some people are religious leaders
Recognise that a religious leader can be recognised by what they wear, where they work and the jobs they do.

Understand that Easter is a festival celebrated every year by Christians and is all about new life

The story of Easter has both sad and happy parts to it

How Easter is celebrated

The World:

Identify, name & describe the simple physical properties of a variety of everyday materials

Compare and group together a variety of materials on the basis of their simple physical properties

Describe and compare the structure of a variety of common wild animals

Notice that wild animals are adapted to the environment they live in

Identify that wild animals need the right amount of nutrition

Know the basic plant and tree parts

Observe the growth in plants & investigate conditions for growth

Describe the plant life cycle

Technology/Computing:

Make marks in an art package, choose colours in an art package

Choose images for a purpose

Combine media to present information, e.g. add text to artwork

Draw an image for a specific purpose

Identify and recognise age ratings on games and apps

Begin to understand why games and apps have age ratings

Personal Social and Emotional Development

Identify and respect the differences and similarities between people

Explain their views through discussions with one other person and the whole class

Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)

Offer constructive support and feedback to others

Understand what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)

Understand the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid

Use strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

