Year 2 Fire Fire!

Reading WORD READING FOCUS reading. COMPREHENSION FOCUS

Read words containing common suffixes. Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word (singular) e.g. the girl's book. Apply spelling rules and

Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided

Understand both the books that he/she can already read accurately and fluently and those the he/she listens to by answering and asking questions.

Understand both the books that he/she can read accurately and fluently and those that he/she listens to by predicting what might happen on the basis of what has been read so far.

English

Writing: Genre - Recount SPELLING

Add suffixes to spell longer words, including -ment, -ness, ful, -less, -ly. Spell by learning the possessive apostrophe guidance, as listed in English Appendix 1.

PUNCTUATION & GRAMMAR

Make the correct choice and make consistent use of present tense and past tense throughout writing. Use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently in his/her writing.

Use apostrophes to mark singular possession in nouns, e.g.

Form adjectives using suffixes such as -ful, -less. Form nouns using suffixes such as -ness, -er. Use subordination (when, if, because). Understand the following terminology: apostrophe (possession), suffix.

COMPOSITION

Write about real events to develop positive attitudes and stamina for writing. Write for different purposes to develop positive attitudes and stamina for Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence b sentence Make simple additions, revisions corrections to his/her own writing by rereading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.

HANDWRITING

Start using some of the diagonal and okes needed to join letters and ch letters, when adjacent to best left unjoined.

Art & Design

NOT TAUGHT THIS HALF-TERM

Computing

retrieve digital content.

COMPUTING SKILLS FOCUS Use technology purposefully to create, organise, store and manipulate and

Use technology safely and keep personal information private.

Design & Technology

CONTEXT: Food from Pudding Lane Bakery

Understand the need for a variety of food in a diet.

Understand that all food has to be farmed, grown or caught.

ge of cookery techniques to prepare food safely

LINK TO WRITING: Instructions to make biscuits.

Recognise own strengths and weaknesses.

Know how you learn best.

Know how to set and achieve goals.

Be able to make sensible choices.

FRACTIONS

Recognise, find, name and write fractions 1/3, 1/4, 2/4 and ¾ of a length, shape, set of objects or quantity.

Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of 2/4 and ½.

Order and arrange combinations of mathematical objects in patterns and sequences.

Mathematics

Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.

Compare and sort common 3-D shapes and everyday objects.

POSITION

Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).

KEY SKILLS

Recall multiplication facts for x2, x5 and x10. Recall number bonds to 10 and 100. Recall halves and doubles up to 20. Tell the time to the nearest 15 minutes. Consolidate methods for addition, subtraction, multiplication and division.

Physical Education

TOPIC CONTEXT: Cricket/Rounders

PHYSICAL EDUCATION SKILLS FOCUS

Catch a small ball.

hrow a small ball overarm, using the correct technique.

Music

TOPIC CONTEXT: London's Burning

Begin to describe a piece of music using a developing understanding of the interrelated musical dimension. Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Science

CONTEXT: Everyday Materials

Identify, group and classify.

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for

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

LINK TO WRITING: Write a Fact File for John McAdam (inventor of tarmac).

History

Describe events beyond living memory that are significate nationally or globally, e.g. the Great Fire of London.

Show an awareness of the past, using common

vords and phrases relating to the passing of time

Ask and answer questions, choosing and using parts of storie and other sources to show that he/she knows and

understands key features of events.

LINK TO WRITING: Great Fire of London newspaper recounts and diary entries.

Use a wide vocabulary of everyday historical terms.

Modern Foreign Languages

NOT TAUGHT IN KS1.

Religious Education

Recognise key figures in the history of the People of God.

Describe life and work of some key figures in history of the People of God.

Talk about own feelings, experiences and things that matter to them.

Ask and respond to questions about their own and other's feelings, experiences and things that matter to them.