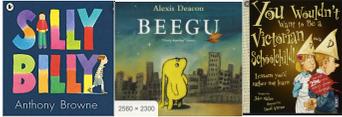


<p style="text-align: center;"><b>English</b></p> <ul style="list-style-type: none"> <li>To write simple sentences.</li> <li>To use capital letters, spaces between words and full stops.</li> <li>To correctly form letters.</li> <li>To use adjectives in their writing.</li> <li>To retell a story.</li> <li>To write a character description.</li> <li>To write an explanation text about the Victorians.</li> </ul> 	<p style="text-align: center;"><b>Maths</b></p> <p><b>Numbers 10 to 100</b></p> <ul style="list-style-type: none"> <li>Know that one ten is equivalent to ten ones.</li> <li>Represent multiples of ten using their numerals and names</li> <li>Estimate the position of multiples of ten on a 0-100 number line</li> <li>Use knowledge of facts and unitising to add and subtract multiples of ten</li> <li>Count a large group of objects by counting groups of tens and the extra ones</li> <li>Partition a two-digit number into tens and ones</li> </ul> <p><b>Calculation within 20</b></p> <ul style="list-style-type: none"> <li>To add three numbers</li> <li>To add and subtract numbers that bridge 10</li> </ul>	<p style="text-align: center;"><b>Science</b></p> <p style="text-align: center;"><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead and things that have never been alive.</li> <li>Identify most living things live in habitats to which they are suited.</li> <li>Describe how different habitats provide for basic needs of different kinds of animals and plants.</li> <li>Identify and name a variety of plants and animals in their habitat, including microhabitats.</li> <li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify.</li> </ul>  
<p style="text-align: center;"><b>History</b></p> <p><b>What were schools like in the past and how have they changed?</b></p> <ul style="list-style-type: none"> <li>Explore Chesterfield school and investigate any clues that will tell us when it was built.</li> <li>Identify and place the Victorian period on a timeline making links to previous learning.</li> <li>Use photographs to ask questions and begin to explore what Victorian schools were like.</li> <li>Use a range of different sources to learn about Victorian school discipline, lessons and equipment.</li> <li>Identify the similarities and differences between the experiences of rich and poor children in Victorian times.</li> </ul> 	<p><b>Year 2 Curriculum Overview</b> <b>Autumn 1</b></p> 	<p style="text-align: center;"><b>Computing</b></p> <p style="text-align: center;"><b>Computers and hardware – what is a computer?</b></p> <ul style="list-style-type: none"> <li>Recognise that buttons cause effects</li> <li>Understanding what a computer is and that it is made up of different components.</li> <li>Recognising that technology follows instructions</li> <li>Learning how we know that technology is doing what we want it to do via its output.</li> <li>Creating and labelling images.</li> <li>Learning how computers are used in the wider world</li> </ul>
<p style="text-align: center;"><b>PSHE</b></p> <p style="text-align: center;"><b>How can I be a good friend?</b></p> <ul style="list-style-type: none"> <li>Define the term 'friend'</li> <li>Understand how friendships are formed</li> <li>Recognise actions and behaviour of a good friend</li> <li>Understand that everyone has the right to be treated with respect</li> <li>Name the characteristics of a good friend</li> <li>Understand what we mean by the term 'manners'</li> <li>Explain how manners support friendships.</li> </ul>	<p style="text-align: center;"><b>Help At Home</b></p> <ul style="list-style-type: none"> <li>Read at home every day for 10 minutes.</li> <li>Discuss what is happening in the story and what may happen next.</li> <li>Identify the numbers that you see on your way to school. What is ten more than that number? What is ten less?</li> </ul>	<p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;"><b>African call and response song</b></p> <ul style="list-style-type: none"> <li>Recognising timbre changes in music they listen to.</li> <li>Recognising structural features in music they listen to.</li> <li>Listening to and recognising instrumentation.</li> <li>Beginning to use musical vocabulary to describe music.</li> <li>Listening to and repeating a short, simple melody by ear.</li> <li>Suggesting improvements to their own and others' work.</li> </ul>
<p style="text-align: center;"><b>PE: Locomotion Dodging</b></p> <ul style="list-style-type: none"> <li>To explore dodging.</li> <li>To learn how to dodge effectively.</li> <li>To understand when it is appropriate to attack or defend in a game.</li> </ul> <p><b>PE days:</b></p> <ul style="list-style-type: none"> <li><b>Atlantic every Thursday</b></li> <li><b>Pacific every Tuesday</b></li> </ul>	<p style="text-align: center;"><b>Design and technology: Food</b></p> <ul style="list-style-type: none"> <li>To plan and prepare a healthy wrap.</li> <li>Make simple drawings and label parts.</li> <li>Prepare a meal safely, using a range of equipment appropriately.</li> <li>To begin to use the bridge and claw technique when cutting.</li> <li>To evaluate the success of their own and others' dishes, involving critique of how dishes could be improved.</li> </ul> 	<p style="text-align: center;"><b>RE</b></p> <p style="text-align: center;"><b>Who is a Muslim and what do they believe?</b></p> <ul style="list-style-type: none"> <li>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.</li> <li>Retell a story about the life of the Prophet Muhammad.</li> <li>Recognise some objects used by Muslims and suggest why they are important.</li> <li>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</li> </ul>