

Mathematics

Measurement

- WALT know the number of hours in one day
- WALT know that there are 60 minutes in one hour
- WALT be able to tell the time 'quarter past' on an analogue clock
- WALT be able to tell the time 'quarter to' on an analogue clock
- WALT be able to tell the time on an analogue clock with five minute intervals
- WALT be able to sequence daily events
- WALT calculate durations of time in minutes
- WALT calculate durations of time in minutes and hours

Number – fractions

- WALT relate halves and quarters to division
- WALT identify the parts of a fraction
- WALT identify half of a shape
- WALT find halves, thirds and quarters of shape
- WALT identify fractions of shape with different numerators
- WALT identify unit fractions of quantity
- WALT identify unit fractions of quantity and shape
- WALT identify non-unit fractions of quantity and shape
- WALT identify equivalent fractions

Science

Working scientifically

- WALT carry out and record an investigation
- WALT understand the data collected
- WALT look for patterns in our observations and data collected

Animals, including humans

- WALT understand what animals need to survive
- WALT understand the difference between something alive, something that was once alive and something that has never lived
- WALT know the different food groups
- WALT understand why humans need a balanced diet
- WALT design and make a healthy meal
- WALT understand how to keep fit
- WALT understand why being fit is important
- WALT understand what happens to our body when we exercise



Reading

Word Reading

- WALT continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- WALT read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- WALT read accurately words of two or more syllables that contain the same graphemes as above
- WALT read words containing common suffixes
- WALT read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- WALT read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- WALT read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- WALT re-read these books to build up their fluency and confidence in word reading.

Comprehension

- WALT develop pleasure in reading and a motivation to read
- WALT discuss the sequence of events in books and how items of information are related
- WALT recognise simple recurring literary language in stories and poetry
- WALT discuss and clarify the meanings of words, linking new meanings to known vocabulary
- WALT discuss our favourite words and phrases
- WALT continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- WALT check that the text makes sense to them as they read and correcting inaccurate reading
- WALT make inferences based on what is being said and done
- WALT answer and ask questions
- WALT predict what might happen on the basis of what has been read so far

Writing

Handwriting

- WALT use some of the diagonal and horizontal strokes needed to join letters
- WALT write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- WALT use spacing between words that reflects the size of the letters.

Composition

- WALT sequence past events
- WALT understand features of fiction and non-fiction books
- WALT research persuasive facts
- WALT write persuasively
- WALT edit and improve our writing
- WALT make a persuasive information poster
- WALT write a persuasive letter
- WALT write about the life of significant individuals in the past who have contributed to international achievements
- WALT write a script for a TV show
- WALT investigate and understand the features of a non-chronological report
- WALT research and plan for a non-chronological report
- WALT independently write a non-chronological report

Vocabulary, Grammar and Punctuation

- WALT learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- WALT recognise and use sentences with different forms: statements, questions, exclamations and commands in our own writing
- WALT expanded noun phrases to describe and specify [for example, the blue butterfly]
- WALT write in the present and past tenses correctly and consistently including the progressive form
- WALT join our sentences using subordinating conjunctions (when, if, that, or because) and co-ordinating conjunctions (or, and, or but)
- Transcription**
- WALT spell common exception words – from Year 1 and Year 2 list
- WALT spell more words with contracted forms - can't, didn't, hasn't, couldn't, it's, I'll
- WALT write words with the possessive apostrophe (singular) [for example, the girl's book]
- WALT add suffixes to spell longer words, including -ed, -ing, -er, -est, -s, -es, -ly
- WALT write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
- WALT spell a few common homophones – e.g. hear/here, there/their

Religious Education

WALT understand who Muhammad is and what his beliefs were
WALT listen and respond to the story of the tiny ants
WALT listen and respond to the story of the crying camel
WALT listen and respond to the story of the fish (Prophet Yunus)
WALT: listen and respond the story of the prophet Yusuf and his amazing dreams
WALT: listen and respond to the story of Muhammad and the black stone

Personal Social Health Education

WALT choose a realistic goal and think about how to achieve it
WALT persevere even when we find tasks difficult
WALT recognise who it is easy for us to work with and who it is more difficult to work with
WALT work cooperatively in a group to create a product
WALT explain some of the ways we worked cooperatively in a group to create the product
WALT know how to share success with other people

Art and Design

Use a range of materials creatively to design and make products

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Learn about the work of a range of artists, making links to their own work.

WALT design and annotate our own 1960s outfit
WALT develop our understanding of pop-art, exploring a range of processes and materials to recreate pop-art themes.

WALT develop our understanding of the work of Andy Warhol, discussing medium used, colour, textures and content.

WALT create a pop art style self portrait
WALT create a tie-died tee shirt

Computing

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

Create and debug simple programs

Use logical reasoning to predict the behaviour of simple programs

Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Recognise common uses of information technology beyond school

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

WALT make backgrounds and characters
WALT move a character left and right
WALT understand about collision deduction
WALT use repeat and timer commands
WALT debug programs
WALT explore the possible actions of different types of objects.

P.E

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Participate in team games, developing simple tactics for attacking and defending

WALT copy and perform 1960s inspired dance moves
WALT create and perform a sequence of movements
WALT create our own sequence of movements

Stylish Sixties

Spring 1

CURRICULUM MAP

Rowan, Silver Birch and Sycamore Classes

Music

Learn to:

Use voices expressively and creatively by singing songs and speaking chants and rhymes

Play tuned and untuned instruments musically

Listen with concentration and understanding to a range of high-quality live and recorded music
Experiment with, create, select and combine sounds

WALT listen carefully to a range of different music from the 1960s

WALT identify and play the pulse and rhythm
WALT explore the sounds and effects made by using tuned and untuned instruments
WALT create accompaniment for a 1960s song

History

Learn about:

The lives of significant individuals in the past who have contributed to national and international achievements

Know and understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

Know where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods

Understand some of the ways in which we find out about the past

WALT identify changes within living memory (focusing on music and fashion)

WALT create a chronological timeline of historical events

WALT describe the life of a significant individual in the past who has contributed to international achievements (focusing on Katharine Johnson- NASA Mathematician)

WALT identify changes within living memory (focusing on children's TV programmes and the impact of the BBC nationally and internationally)

WALT understand key events in living memory (focussing on England's 1966 World Cup)

Special Educational Events

Stylish Sixties Day!

Year 2 children (and adults!) come to school dressed in 1960s style clothes and take part in activities inspired by this decade. Parents are invited to join them in the afternoon for a fashion parade and quiz!

Please also refer to the

Home Learning Grid for home learning activity ideas linked to our curriculum.

Weekly Overviews are displayed in our outdoor class display boards, indicating the learning aspects planned for each week.