

Mathematics

Number – number and place value

Numbers up to 1000

- WALT count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- WALT count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- WALT use given a number to identify one more and one less
- WALT identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

Measurement

Measuring capacity, volume and mass

- WALT compare, describe and solve practical problems for:
 - mass/weight [for example, heavy/light, heavier than, lighter than]
 - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- WALT measure and begin to record the following: mass/weight and capacity and volume

Summer 1 KIRF:

I know the multiplication and division facts for the 10 times table.

Science

Working Scientifically

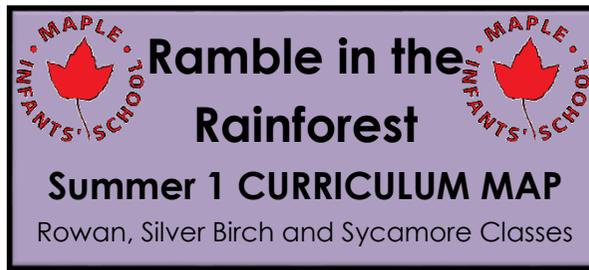
- WALT observe and describe how seeds and bulbs grow into mature plants
- WALT use the local environment throughout the year to observe how different plants grow.
- WALT be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants.

Animals including humans

- WALT understand why sleep is so important
- WALT collect and record data
- WALT investigate how to stay clean
- WALT carry out a fair investigation and record data
- WALT know how to stay healthy by being safe with medicines

Plants

- WALT compare a plant with an animal
- WALT know the parts of a plant
- WALT understand what plants need to grow healthily
- WALT explore the lifecycle of a butterfly
- WALT closely study changes over a period of time



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 write a fictional narrative based in a rainforest setting
- WALT write for different purposes – non-fiction facts about rainforest animals
- WALT writing poetry – riddles and rhymes
- WALT plan or say out loud what we are going to write about
- WALT write down ideas and/or key words, including new vocabulary
- WALT make simple additions, revisions and corrections to our writing by:
 - evaluating writing with the teacher and other pupils
 - re-reading to check that their writing makes sense
 - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
 - read aloud what they have written with appropriate intonation to make the meaning clear.

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 -ment, -ness, -ful, -less and -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 distinguish between homophones and near-homophones

Religious Education

Learning about the religion of Judaism

Recognise the important events in the Jewish time of Shabbat

WALT recognise that families celebrate special occasions in different ways

WALT recognise important traditions and practices in the Jewish faith

WALT recognise important facts and events related to the Jewish celebration of Shabbat

Personal Social Health Education

Looking after others

Looking after ourselves

WALT recognise the people (and animals) in our lives that are important to us.

WALT understand the feeling 'jealousy' and reflect on something that has made me jealous.

WALT recognise how our behaviour affects other people. To recognise what is fair and unfair, kind and unkind, what is right and wrong.

WALT understand how we show we care for others and what being cared for feels like.

Design Technology

Create a headdress suitable for a Brazilian Carnival

DESIGN

WALT design a headdress based on a carnival theme.

WALT transfer the design into a headdress.

MAKE

WALT understand how templates are used in headdress making and how they can be added to structurally.

WALT make a front piece for the headdress.

WALT embellish the carnival headdress.

EVALUATE

WALT evaluate and suggest improvements to our finished product.

WALT suggest and make improvements to our work.

Computing

Begin to explore the features and capabilities of the Scratch Jnr programme

WALT be introduced to the concept of computational creation, in the context of Scratch

WALT create Scratch accounts

WALT build on initial explorations of the Scratch environment by creating an interactive Scratch project

WALT be introduced to a wider range of Scratch blocks

WALT become familiar with the concept of sequence!

WALT practice experimenting and iterating while creating projects

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

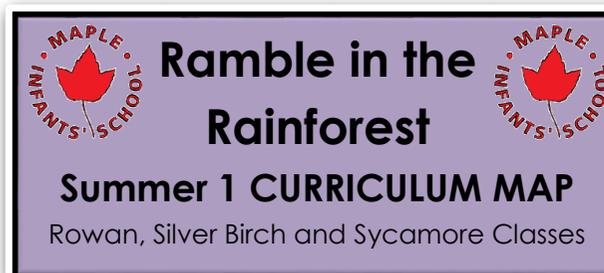
Participate in team games, developing simple tactics for attacking and defending

WALT develop skills involving athletics activities

WALT compete in athletics activities

WALT dance in the style of a Brazilian samba

WALT choreograph a dance for a carnival



Music

Use our 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 using the inter-related dimensions of music.

Year 2 choir will learn to perform songs for Infant Music Festival in June.

History/Geography

Locate rainforests of the world, the climate and their make up

Compare a small town in Brazil with Surbiton

Locational knowledge

WALT name and locate the world's seven continents and five oceans

Place knowledge

WALT understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Brazil)

Geographical skills and fieldwork

WALT use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage

WALT use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

WALT use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Enrichment Opportunities

- Carnival Celebration
- Visit from ZOOLAB – Rainforest Adventurer workshop
- Visit to Surbiton Synagogue

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.