Science

- We can ask simple questions and recognising that they can be answered in different ways.
- We can observe closely, using simple equipment
- We can perform simple tests
- We can Identify and classifying.
- We can use our observations and ideas to suggest answers to questions
- We can gather and recording data to help in answering questions.

- We can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- We can identify and describe the basic structure of a variety of common flowering plants, including trees.

Maths

We can:
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17)
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.

We can;
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts • use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + ▯; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)
- solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')

English

Read, discuss and write Traditional tales

We can learn Jack and the beanstalk to tell others using actions
We can use adjectives and adverbs in writing
We can make links to other traditional tales from other cultures.
The Jolly Postman We can read and talk about a familiar text.
We can discuss characters and use what we learn to create our own characters.
We can write alternative endings to well known stories.
We can read a range of texts. We can answer questions about what we have read.
We can make predictions, inferences and links about what we have read.

RE

Who is Jesus?   We can;

Wonder and puzzle about Jesus' miracles. Understand that miracles cannot easily be explained. Explore the values within the events in Jesus' life. Compare our own thoughts and ideas about events in Jesus life. Share our own experiences that we identify with. Bring our own cultural experiences to events in Jesus' life that we can identify with.

DT

We can make design, make and evaluate moving pictures.

We know that simple levers and sliding mechanisms can be used to create movement. We know that levers are used in scissors, balances, moving books etc.

We can use drawings to represent our ideas and designs. We can use tools safely and correctly.

Owl Class Year 2 Spring 1

WOW!

'The Big Enormous Present.'

Theatre visit

Role play

Post Office

Being Healthy/ Outdoor Learning/ Wellbeing

We take part in Forest Schools.
We meditate and explore mindfulness activities and yoga.
We explore our outdoor environment. We learn about the trees, plants, and animals in our environment.
We can:
practise and develop the skills of handling, hitting and kicking through a range of activities and using a variety of equipment; • develop the skills relevant to games, including running, stopping, jumping and skipping; • make use of space to outwit an opponent; • take part in simple games involving individual and co-operative play.

Geography/ History

We can label where traditional tales and stories originate from around the world.
We can look at how maps of the world/ countries are drawn in books and how to read them.
We can look at plan views and draw simple maps of the local area.
We can sequence images in chronological order. (How post has changed).
We can compare pictures of the past. (Post) and discuss the reliability of pictures, accounts, stories.

SMSC/ British Values/ PSHE

We can recognise morals in traditional tales- Understanding right and wrong through empathy/sympathy.
We can talk about the similarities and differences of traditional tales from different cultures. (Anansi the Spider)
We respect different points of view within the same story.
7 by 7. We know our address. And phone number.

All About Me			
Spiritual	Moral	Social	Cultural
What makes me special as a child of God? Develop awareness by responding to the needs and wants of others – new beginnings. What does it mean to be a member of our school community? Discuss and express big ideas that may be personal to them. Drama opportunities for walking in someone else's shoes.	Exploring class and school rules. What are the consequences of right and wrong behaviour? What responsibilities do we have in our community? Considering what we would do in given situations. Explicit links about distinctive ethos as a Church school – links to values. Explore emotions and feelings of artists, authors etc. What does it feel like when we don't follow the rules. How can this be put right?	Sharing resources and learning new routines. Understanding how others may be feeling as we start a new year. Supporting concepts and language development through discussion of rules. Social responsibility for caring for each other in our school community. Engage in the democratic process by agreeing class rules. Electing members of the school council democratically. Modelling and exploring ways to get along in a new classroom.	Sharing stories and experiences that are important to us. What is life like for other children around the world? What are the important features of our school community? Allow children the opportunity to make choices about aspects of the classroom.