

Subject	Content	Outcomes	Effort						
Oracy	<p>Oracy is a significant part of the curriculum at Central Primary School It will make up roughly 40% of our lesson planning in all subjects. Essentially, Oracy aims to develop speaking and listening skills. There is a strong relationship between developing the children’s articulation and attainment. As a class, we will make Oracy rules at the start of the academic year and this will be revisited as needed throughout the year. Fortnightly, your child will attend ‘Circle Assembly’. These assemblies cover a range of themes and introduce the PSHCE theme for the term. Oracy and discussion is central to ‘Circle Assemblies’. Each term, children will prepare short presentations on a chosen theme to present to the class. Each term we will focus and assess objectives from the following strands of Oracy:</p> <ul style="list-style-type: none"> <li>• Physical (voice and body language)</li> <li>• Linguistic (vocabulary, language and rhetorical techniques)</li> <li>• Cognitive (content, structure, clarifying, summarising, self-regulation and reasoning)</li> <li>• Social and Emotional (working with others; listening and responding; confidence in speaking; audience awareness)</li> </ul>	<p><u>Physical:</u></p> <ul style="list-style-type: none"> <li>• I can speak clearly at appropriate volume and pace in a range of contexts</li> <li>• I can use body language and facial expression</li> </ul> <p><u>Social and emotional:</u></p> <ul style="list-style-type: none"> <li>• I can take turns and show patience</li> </ul> <p><u>Cognitive</u></p> <ul style="list-style-type: none"> <li>• I can begin to comment on others ideas respectfully</li> </ul> <p><u>Linguistic</u></p> <ul style="list-style-type: none"> <li>• I can confidently speak in full sentences</li> <li>• I can use specific vocabulary</li> </ul>	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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Reading	<p>In Year 2, we start to teach guided reading as a more whole class approach. We have found it has been very successful in promoting a love for reading and developing children’s comprehension and general reading skills.</p> <p>The key skills we will develop with reading are:</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Retrieval</li> <li>• Inference</li> <li>• Summarising</li> <li>• Predicting</li> </ul> <p>Texts:  <i>Pear class:</i>  ‘Fantastic Mr Fox’ by Roald Dahl</p> <p><i>Pine class:</i>  ‘Flat Stanley’ by Jeff Brown.</p>	<ul style="list-style-type: none"> <li>• I can develop my understanding of phonics until decoding is secure</li> <li>• I can read common suffixes</li> <li>• I can read &amp; re-read phonic-appropriate books</li> <li>• I can read common ‘exception’ words</li> <li>• I can discuss and express views about fiction, non-fiction and poetry</li> <li>• I can become familiar with and retell stories.</li> <li>• I can ask and answer questions; make predictions</li> <li>• I can begin to make inferences</li> <li>• I can retrieve specific information (e.g words or phrases from the text)</li> <li>• I can discuss effective language choices</li> <li>• I can read with a clear expression</li> <li>• I can justify my opinion giving evidence</li> <li>• from the text</li> <li>• I can begin to summarise</li> </ul>	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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Writing	<p>This term, we will be exploring the following:</p> <ul style="list-style-type: none"> <li>• The boy, the mouse, the fox and the horse (Whole School Topic)</li> <li>• Non-Chronological Reports</li> <li>• Recounts (History focus)</li> </ul> <p>In Autumn 1 we will focus our attention on the following key skills in our writing:</p> <ul style="list-style-type: none"> <li>• Spacing between words</li> <li>• Writing on the line</li> </ul>	<ul style="list-style-type: none"> <li>• I can spell by segmenting into phonemes</li> <li>• I can develop positive attitude and stamina for writing</li> <li>• I can plan ideas for writing</li> <li>• I can record ideas sentence-by-sentence</li> <li>• I can make simple additions &amp; changes after proof-reading</li> <li>• I can write for a range of purposes</li> <li>• I can use subheadings to group information</li> </ul>	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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	<ul style="list-style-type: none"> <li>Starting to join diagraphs</li> <li>Checking for sense</li> <li>Writing a simple, coherent narratives</li> </ul>	<ul style="list-style-type: none"> <li>I can use noun phrases</li> <li>I can use adverbs of time</li> <li>I can use adverbs of manner</li> <li>I can develop a neat handwriting style</li> <li>I can use imperative verbs</li> <li>I can write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>write about real events, recording these simply and clearly</li> <li>I can demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> <li>I can use present and past tense mostly correctly and consistently</li> <li>I can use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</li> <li>I can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>I can use spacing between words that reflects the size of the letters.</li> </ul>							
<p>Maths</p>	<p>This half term we will be exploring the following topics:</p> <ul style="list-style-type: none"> <li>Place value</li> <li>Addition</li> <li>Subtraction</li> <li>The inverse relationship (part/whole)</li> </ul> <p>In addition to the topics listed above, we will be building on the number fluency developed in Year One. This will involve the following:</p> <ul style="list-style-type: none"> <li>Securing numbers bonds to 20</li> <li>Counting in multiples of 2,5 and 10</li> <li>Learning multiplication and division facts (2s,5s and 10s)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify tens and ones for any 2 digit number</li> <li>I can partition a two digit number</li> <li>I can partition where by regrouping</li> <li>I can read and write numbers up to 120</li> <li>I can compare one and two digit numbers</li> <li>I can order one and two digit numbers</li> <li>I can order and place numbers on a number line</li> <li>I can count forwards/backwards in tens and ones from any given number</li> <li>I can round up or down using a number line</li> <li>I can add up to 100 using dienes</li> <li>I can recall number bonds to 20 and 100</li> <li>I can add a two and one digit number</li> <li>I can add three one digit numbers</li> <li>I can add using a number line and/or 100 grid square</li> <li>I can subtract three one digit numbers</li> <li>I can subtract two two digit numbers without exchanging</li> <li>I can subtract using a numberline and/or a 100 grid square</li> <li>I can begin to subtract by exchanging</li> <li>I can understand the relationship between addition and subtraction</li> <li>I can move the parts and whole around in a number sentence to explore the inverse</li> </ul>	<table border="1"> <tr> <td>Curiosity</td> </tr> <tr> <td> </td> </tr> <tr> <td>Persistence</td> </tr> <tr> <td> </td> </tr> <tr> <td>Attainment</td> </tr> <tr> <td> </td> </tr> </table>	Curiosity		Persistence		Attainment	
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Science	<p>Scientific Investigations Skills: This term we will continue to use investigation skills and enquiry needed for science.</p> <p>Science Content: Our topic will be ‘Uses of Everyday Materials’</p> <p>We will be exploring different materials and their uses and why materials are best suited to their purpose. We will be identifying different materials and describing their properties. We will also group materials by their properties. We will be thinking like scientists and asking questions, making predictions and using a wide range of scientific vocabulary.</p>	<ul style="list-style-type: none"> <li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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Art & Design	<p>We are linking in our Art study with our Topic ‘The Great Fire of London’</p> <p>Our focus Artist for the half term is ‘Odilon Redon’</p> <p>We will explore and research all about Redon’s life and Artistic style. We will practise the skills using pastels and chalk We will be working up towards making as final piece on a typical scene from ‘The Great Fire of London’</p> <p>The skills we will be developing this term are outlined in the outcome section.</p>	<ul style="list-style-type: none"> <li>• Line: I can see how different lines can be used for different purposes</li> <li>• Line: I can overlap and layer lines (in the same and different art media) to explore the effect created</li> <li>• Line: I can add different lines to my drawings to capture what I can see</li> <li>• Colour: I can explore what happens when black or white is added to primary and secondary colours</li> <li>• Colour: I can represent things remembered or observed using different colours and tools</li> <li>• Colour: I can use different colours to reflect moods</li> <li>• Colour: I use colour to show how something feels (hot/ scary etc.)</li> <li>• Pattern: I can use pattern to embellish/ decorate my drawings</li> <li>• Shape: I can outline using my knowledge of shape to draw an observed item</li> <li>• Shape: I can use shapes to add detail to my drawings</li> <li>• Creative Skills: I can choose colours appropriate for the message of my work</li> </ul>	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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Design and Technology	<p>Usually we would complete our food technology unit ‘Making Bread’ (linking with History learning) However, due to Health and Safety reasons, this has moved to the last unit of this academic year.</p> <p>In Autumn 1, we will be making ‘Teacups’ using clay.</p> <p>The children will explore a range of teacup designs from different cultures and explore the history and traditions behind them. The children will then develop their design skills before exploring materials0 clays, paints and glazes.</p>	<ul style="list-style-type: none"> <li>• Design: I can use examples of different products and find out what different people think about them</li> <li>• Design: I can talk with others about a brief</li> <li>• Design: I can identify why different materials are good for different jobs (science link)</li> <li>• Design: I can talk about a product and point out its features</li> <li>• Design: I can design a product which I can then make</li> <li>• Design: I can briefly evaluate my final product</li> </ul>	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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Computing	<p>This half term, we will be learning all about ‘E-safety’</p> <p>By the end of this unit, children will have a good understanding of personal information and of what information they can give out and to whom. They will also know what to do if they feel uncomfortable about something while online and be able to talk about who a trusted adult might be.</p>	<ul style="list-style-type: none"> <li>• I can understand appropriate and inappropriate uses of technology</li> <li>• I can identify appropriate and inappropriate online environments</li> <li>• I can understand the risks of talking to people online</li> <li>• I know when and who to ask for help</li> <li>• I can begin to become aware of the benefits and risks online.</li> <li>• I can understand the importance of the screen limit time</li> </ul>	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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French	<p><u>Unit 1: Numbers</u></p> <p>In this unit, the children will learn to count up to 100 in French. They will also be able to read and write numbers up to 20.</p>	<ul style="list-style-type: none"> <li>• I can use repetition to learn new words</li> <li>• I can say simple words with correct pronunciation</li> <li>• I can use repetition to learn new words</li> <li>• I can understand repeated statements</li> <li>• I can understand simple questions</li> <li>• I can give short responses to questions I know well</li> <li>• I can read and understand simple words I have been taught</li> <li>• I can copy words in target language (I may make some mistakes with accents etc.)</li> </ul>	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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History	<p>This half term our topic is ‘The Great Fire of London’.</p> <p>The aim of this unit is for children to explore a significant event beyond living memory by looking at the events before during and after the fire.</p> <p>Children will sequence these and create their own timelines and discuss the reasons which allowed the fire to cause the devastation that it did.</p> <p>To help create a deeper understand of the Great Fire of London, children will analyse both primary and secondary sources that describe the events.</p> <p>During this unit, children will also be looking at London in the present and comparing this to London in 1666, discussing how London has changed over time.</p>	<ul style="list-style-type: none"> <li>• I can confidently use common phrases that show passing of time (past, present, older, newer)</li> <li>• I can describe an event beyond living memory</li> <li>• I can use a timeline to order events I have studied including different periods of time</li> <li>• I can describe differences and similarities between life in 2 different periods</li> <li>• I can distinguish between Primary and Secondary sources</li> <li>• I can infer what life was like in the past using a range of sources</li> <li>• I can begin to share own point of view using a number of known facts.</li> </ul>	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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Music	<p>This year, we will be carrying on with the work your child already started last year with ‘The Voices Foundation’.</p> <p>This half term we will be exploring the following skills: Phrase, dynamics, pitch, tempo and rhythm.</p>	<ul style="list-style-type: none"> <li>• I can understand phrase is from the start until the end of a song</li> <li>• I can follow dynamics and its action to change the starting sound of a song (louder-quieter)</li> <li>• I can use pitch and its action to sing higher or lower as a group</li> <li>• I can use tempo to sing faster or slower- using the ‘off you go’ as a guidance</li> <li>• I can internalise (thinking voice) rhythmic and melodic phrases</li> </ul>	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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Physical Education (PE)	<p>The following areas we are going to exploring in Physical Education are:</p> <ul style="list-style-type: none"> <li>• Handball</li> <li>• Coordination</li> <li>• Dance</li> </ul>	<p>Coordination</p> <ul style="list-style-type: none"> <li>• I can stand and be ready to catch</li> <li>• I can throw (underarm) into a target (4m)</li> <li>• I can catch a medium ball with my arms and body (at 4m)</li> <li>• I can catch a medium ball with my hands (at 4m)</li> <li>• I can throw overarm</li> <li>• I can throw overarm towards a target releasing the ball correctly</li> <li>• I can improve my accuracy of throwing through practice</li> <li>• I can throw and catch a medium ball in a short volley (5 passes)</li> </ul> <p>Handball</p> <ul style="list-style-type: none"> <li>• I can throw a ball to a person in a game</li> <li>• I can chest pass a ball</li> <li>• I can identify a space to move into</li> <li>• I can move into a space ready to catch</li> <li>• I can throw a medium ball into a space</li> <li>• I can bounce pass a ball</li> <li>• I can pass a ball over a player’s head</li> <li>• I know some handball player positions (goalie)</li> <li>• I know I can only take 3 steps in handball when I have the ball</li> <li>• I can point to a target with my non-throwing arm</li> <li>• I can use my arms to block and defend</li> </ul>	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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Personal, Social, Health, Citizenship Education (PSHCE)	<p>This year, the children will continue to complete their journey through the Jigsaw Personal Development scheme. Wellbeing and personal development will be a significant focus throughout the return to school.</p> <p>Units- <i>Being me in my world:</i> During ‘Welcome Week’, we will be completing the first Jigsaw piece. This unit is called ‘Being me in my world’. During this time we will create our class agreement, oracy rules and identify our rights and responsibilities. We will also explore goals we have and any worries about the year ahead.</p> <p><i>Celebrating differences:</i> The rest of the Autumn term, we will be exploring the next Jigsaw piece ‘Celebrating Differences’. We will be celebrating diversity and identifying what makes us similar and different.</p>	<p>Being me in my World</p> <ul style="list-style-type: none"> <li>• I understand my value, role and responsibility as a member of my class</li> <li>• I can work cooperatively with a partner or small group</li> <li>• I can express hopes and fears for this year</li> <li>• I know whom and how to ask for help if I have worries or questions</li> <li>• I can understand the link between my choices and consequences</li> <li>• I can listen to other people and contribute my own ideas about rewards and consequences</li> <li>• I understand the rights and responsibilities we all have as a member of our class and school</li> <li>• I understand my rights and responsibilities as a member of my class</li> </ul> <p>Celebrating Difference</p> <ul style="list-style-type: none"> <li>• I understand that differences are okay and that being friends with people different from us can be positive</li> <li>• I understand that differences make us special and unique</li> <li>• I know how to stand up for myself and others</li> <li>• I understand that bullying is sometimes about differences</li> <li>• I understand how being bullied might feel</li> <li>• I know the dangers and possible impact of gender stereotypes and can describe how differences make us special and unique</li> </ul>	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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		<ul style="list-style-type: none"> <li>I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)</li> <li>I can express positive feelings about similarities between boys and girls</li> <li>I can express positive feelings about differences between boys and girls</li> <li>I understand why we should not judge others</li> <li>I can give and receive compliments and describe how it feels to hear kind words</li> <li>I can tell you about a time when my words affected someone's feelings and what the consequences were</li> <li>I can list strategies to calm myself down when I am angry or upset</li> </ul>							
Religious Education	This half term we will be recapping prior knowledge of Christianity and introducing Judaism. The children will have the opportunity to explore key beliefs and festivals from both faiths and make comparisons between them.	<ul style="list-style-type: none"> <li>I can recognise that both Christians and Jews believe in one God</li> <li>I can comment on similarities between the Torah and the Bible</li> <li>I can know how to treat the Torah with respect.</li> <li>I can recognise that both Christians and Jews believe in a Creator God</li> <li>I understand the similarities between Jewish and Christian creation stories</li> <li>I can explain the meaning and significance of the Jewish Sukkot Story</li> <li>I can compare Sukkot and Harvest festivals.</li> <li>I can explain the symbols about the celebration of Sukkot and their meaning</li> </ul>	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td></td></tr> <tr><td>Persistence</td></tr> <tr><td></td></tr> <tr><td>Attainment</td></tr> <tr><td></td></tr> </table>	Curiosity		Persistence		Attainment	
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Spanish	<p><u>Unit 1: Día de Muertos</u></p> <p>In this unit, we will be learning about Spanish culture and how they celebrate the 'Day of the Dead'. We will decorate and describe a colourful skull using our knowledge of colours and numbers.</p>	<ul style="list-style-type: none"> <li>I can say simple phrases with correct pronunciation</li> <li>I can recognize simple statements</li> <li>I can recognize simple questions</li> <li>I can understand and answer a simple question</li> <li>I can use phonics to read part of words</li> <li>I can read and understand simple words I have been taught</li> <li>I can copy words in the target language (I may make some mistakes with accents etc...)</li> </ul>	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td></td></tr> <tr><td>Persistence</td></tr> <tr><td></td></tr> <tr><td>Attainment</td></tr> <tr><td></td></tr> </table>	Curiosity		Persistence		Attainment	
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Dates to remember		Things to remember
TBC	Welcome Meeting (Webinar)	Please ensure your child has the following in school every day: <ul style="list-style-type: none"> <li>Pupil planners</li> <li>Reading books</li> <li>Water bottle</li> <li>Waterproof coat</li> </ul> Please kindly ensure all items are labelled 😊
		Pine class PE day: Friday Pear class PE day: Monday Dance (both classes): Tuesday