

Subject	Content	Outcomes	Effort						
Oracy	<p>Oracy is a significant part of the curriculum at Central Primary School.</p> <p>Essentially, Oracy aims to develop speaking and listening skills. There is a strong relationship between developing the children’s articulatory and attainment.</p> <p>Each term we will focus and assess objectives from the following strands of Oracy:</p> <ul style="list-style-type: none"> Physical (voice and body language) Linguistic (vocabulary, language and rhetorical techniques) Cognitive (content, structure, clarifying, summarising, self-regulation and reasoning) Social and Emotional (working with others; listening and responding; confidence in speaking; audience awareness) 	<p><u>Physical:</u></p> <ul style="list-style-type: none"> I can speak clearly at appropriate volume and pace in a range of contexts I can use body language and facial expressions <p><u>Social and emotional:</u></p> <ul style="list-style-type: none"> I can listen for extended periods of time I can take turns and show patience I can recite pre-prepared material in front of an audience. <p><u>Cognitive</u></p> <ul style="list-style-type: none"> I can recognise when they haven’t understood something and asks a question to help with this. I can disagree or agree with someone’s opinion politely. <p><u>Linguistic</u></p> <ul style="list-style-type: none"> I can confidently speak in full sentences I can use specific vocabulary 	<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>We will be using notetaking maps such as bubble maps to support the children in completing skills such as: retrieving information and summarising.</p> <p><i>Pear class:</i> This half term we will be reading ‘Flat Stanley’ by Jeff Brown.</p> <p><i>Pine class:</i> This term we will be reading ‘Fantastic Mr Fox’ by Roald Dahl</p>	<ul style="list-style-type: none"> I can develop my understanding of phonics until decoding is secure I can read common suffixes I can read & re-read phonic-appropriate books I can read common ‘exception’ words I can discuss and express views about fiction, non-fiction and poetry I can become familiar with and retell stories. I can ask and answer questions; make predictions I can begin to make inferences I can retrieve specific information (e.g. words or phrases from the text) I can discuss effective language choices I can discuss themes within the text I can read with a clear expression I can justify my opinion giving evidence from the text 	<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"> Recounts (History focus) Poetry Instructions Narratives <p>In Autumn 2 we will focus our attention on the following key skills in our writing:</p> <ul style="list-style-type: none"> Spacing between words Writing on the line 	<ul style="list-style-type: none"> I can spell by segmenting into phonemes I can develop positive attitude and stamina for writing I can plan ideas for writing I can record ideas sentence-by-sentence I can make simple additions & changes after proof-reading I can write for a range of purposes I can use subheadings to group information 	<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"> Starting to join diagraphs Checking for sense Writing a simple, coherent narratives 	<ul style="list-style-type: none"> I can use noun phrases I can use adverbs of time I can use adverbs of manner I can develop a neat handwriting style I can use imperative verbs I can write simple, coherent narratives about personal experiences and those of others (real or fictional) write about real events, recording these simply and clearly I can demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required I can use present and past tense mostly correctly and consistently I can use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses 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 I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters I can use spacing between words that reflects the size of the letters. 							
<p>Maths</p>	<p>This half term we will be exploring the following topics:</p> <ul style="list-style-type: none"> Subtraction Inverse Multiplication Division Fractions <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"> Securing numbers bonds to 20 Counting in multiples of 2,5 and 10 Learning multiplication and division facts (2s,5s and 10s) 	<ul style="list-style-type: none"> I can subtract three one digit numbers I can subtract two two-digit numbers without exchanging I can subtract using a number line and/or a 100 grid square I can begin to subtract by exchanging I can understand the relationship between addition and subtraction I can move the parts and whole around in a number sentence to explore the inverse I can multiply using repeated addition I can multiply using arrays I can double numbers I can explore efficient ways to multiply by 10 I can divide by grouping I can divide by sharing I can halve numbers I can explore efficient ways to divide by 10 I can identify 1/3, 1/4, 1/2 and 3/4 (concrete and pictorially) in multiple contexts. I understand that a half and two quarters are equivalent I can compare and orders other fractions above. I can explore counting in fractions to and from the unit (in halves and quarters) I can count in fractions up to 10. I can begin to calculate unit fractions of small amounts and quantities (concrete/pictorially) I can begin to explore other equivalences of a 1/2. 	<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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<p>Science</p>	<p>Scientific Investigations Skills: This term we will continue to use investigation skills and enquiry needed for science.</p> <p>Science Content: We are finishing our first topic on '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> <p>We will also start a new topic on 'Plants'</p> <p>We will be looking at the life cycle of a plant. We will be identifying what plants need to grow and be healthy and we will compare what various plants need and how they grow. We will be thinking like scientists and asking questions, making predictions and using a wide range of scientific vocabulary.</p>	<p>Uses of Everyday Materials:</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Plants:</p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<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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<p>Art & Design</p>	<p>Our focus Artist for the half term is 'Picasso' and influential Fauvist Artists.</p> <p>We will explore and research Picasso and Fauvism. We will practise the skills using different sketching pencils (2B, 4B, 6B) We will explore what happens when we add black or white to a base colour. For our end product, we will be creating a wide range of abstract pieces using different media.</p> <p>The skills we will be developing this term are outlined in the outcome section.</p>	<ul style="list-style-type: none"> Line: I can see how different lines can be used for different purposes Line: I can draw objects I have seen using drawing pencils (2B/ 4B/ 6B) Line: I can overlap and layer lines (in the same and different art media) to explore the effect created Line: I can understand why different brushes are used for different purposes Colour: I can explore what happens when black or white is added to primary and secondary colours Colour: I can represent things remembered or observed using different colours and tools Tone: I can create different tones, in paint, by adding white or black Texture: I can use different lines to create texture in my drawings Pattern: I can explore and recreate patterns of lines and textures Pattern: I can use pattern to embellish/ decorate my drawings Shape: I can outline using my knowledge of shape to draw an observed item Shape: I can use shapes to add detail to my drawings Form: I can observe and attempt to capture objects with depth Creative Skills: I can choose colours appropriate for the message of my work Creative Skills: I can explore different ways to present my observational drawing Artists: I can explore the work of artists that use collage and abstract ideas in their work (Fauvism/ Picasso) Artists: I can explore how observational work underpins abstract ideas 	<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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<p>Design and Technology</p>	<p>In Autumn 2, we will be decorating, glazing and evaluating our teacups.</p>	<ul style="list-style-type: none"> Design: I can identify why different materials are good for different jobs (science link) 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> </table>	Curiosity					
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	<p>The children will execute their designs made in Autumn 1 and explore different materials to create their designs; such as paints and glazes.</p>	<ul style="list-style-type: none"> Design: I can design a product which I can then make Design: I can briefly evaluate my final product 	<table border="1"> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Persistence		Attainment			
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Computing	<p>This half term, we will be learning all about ‘Communication and Digital Literacy’</p> <p>We will be learning about the digital communication and the history of the messaging. We will look at a wide range of communication and messages and eventually, we will focus on emails where children will analyse each part of an email account, how to log in and write a proper email making use of a correct vocabulary and structure for an email. Children will work collaboratively with laptops in order to plan the email, which creates an ideal atmosphere where children develop their Oracy skills making use of specific language effectively.</p>	<ul style="list-style-type: none"> I can begin to understand the history of messaging I can understand simple ways of messaging (Digital and non-digital) I can analyse how emails work I can read and send emails. 	<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 2: Un animal étrange</u></p> <p>In this unit we will learn the name of common pet animals and body parts. To practice they will create a new breed of animal and will label it. Throughout the unit the children will also revise the numbers to 20 and the grammar about the gender of words.</p>	<ul style="list-style-type: none"> I can memorize key vocabulary words I can understand repeated statements I can understand simple questions I can give short responses to questions I know well I can use phonics to read part of words I can read and understand simple words I have been taught I can copy words correctly I can copy short phrases (I may make some mistakes with accents etc.) 	<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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Geography	<p>This half term, our topic is ‘<i>Global Voyage</i>’.</p> <p>The children will be travelling around the world and exploring places from different continents.</p> <p>In Geography we will use a range of maps and the globe to locate different countries and discuss their weather and their physical and human features. We will compare human and physical geography. We will apply our knowledge by thinking where would be a suitable place for different people to visit/ go on holiday too. In addition, we will explore the impact of human activity on the world. We will be comparing European (London) and Non-European (Beijing) cities by their Physical and Human Geography. We will be exploring the impact of human activity and initiatives to help us become more sustainable.</p>	<ul style="list-style-type: none"> I can name and locate the seven continents I can name and locate the five oceans I can locate hot and cold areas in relation to the equator. I can locate the North and South Pole I can use first hand observation to enhance locational awareness I can make simple maps with a key I can use directional language in reference to a map I can confidently use subject specific vocabulary I can understand what climate is 	<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: rhythm, sulphur, pitch, 4 beat metre.</p>	<ul style="list-style-type: none"> I can use rhythm hands to play a learned song I have been exposed to sol-fa (<i>ta teh teh</i>) through speaking I can demonstrate pitch changes (either singing pitch changes, using the action or thumbing in when they hear it) 	<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"> I can perform using rhythm hands for different 4 beat metre using <i>ta teh teh</i> provided by the teacher 							
Physical Education (PE)	<p>The following areas we are going to exploring in Physical Education are:</p> <ul style="list-style-type: none"> Balance Skills 7 	<p>Balance</p> <ul style="list-style-type: none"> I can perform a one-point balance I can perform a two-point balance I can move in a variety of ways (crawl, crab, tummy) I can balance after a movement 	<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 continue to be a significant focus throughout the return to school.</p> <p><i>Dreams and Goals:</i> Children will learn about people who have had to overcome obstacles; use my strength during team work</p> <p>Children will learn how to deal with disappointment and set new goals</p> <p>Children will learn how to reflect on their contributions to team work</p>	<p>Dreams and Goals</p> <ul style="list-style-type: none"> I can describe how I am inspired by people who have had to overcome challenges and how I can use my own strengths in working towards an individual or group goal I can imagine what it will feel like when I achieve a dream or ambition which is important to me I can express respect and admiration for a person or people who have overcome obstacles to achieve their dreams and goals I can recognise obstacles which might hinder my achievement and can take steps to overcome them I can break down my goal into a number of steps and know how I can work towards achieving it, possibly with the help of others I know that I am responsible for my own learning and am motivated to use my personal strengths as a learner to achieve individual and group challenges I can evaluate my own learning process and identify how it can be better next time I can manage the feelings of frustration that may arise when obstacles occur I can reflect on my contributions to team work 	<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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Religious Education	<p>In this term students will further draw upon their understanding of Judaism by observing the importance of the Torah within the Jewish faith, thus how it is treated and used. They will further draw upon their understanding of Christianity and compare it to Judaism. This will be achieved by comparing the roles of a Vicar and a Rabbi, in addition to the symbolism of light.</p>	<ul style="list-style-type: none"> I can compare and contrast the roles and responsibilities of vicars and rabbis. I can explain the reasons for the role of the Rabbi in handling the Torah. I can explore Jewish artefacts and explain the significance of these for Jewish people. I can explain how Jewish people celebrate Hanukkah. I can explain how the Christmas story uses the symbol of light. I can comment on why light forms part of religious festivals. 	<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: Feliz Navidad!</u></p> <p>In this unit we will be learning about Christmas traditions in Spain. We will explore the main differences between English and Spanish culture. We will practice naming family members and common presents by writing a letter to Santa.</p>	<ul style="list-style-type: none"> I can say simple phrases with correct pronunciation I can recognize simple statements I can recognize simple questions I can understand and answer a simple question I can use phonics to read part of words I can read and understand simple words I have been taught I can copy words correctly I can select words to copy to make sentences (but I may make spelling errors) 	<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
November 2020	Parents Evenings (Google classroom)	<p>Please ensure your child has the following in school every day:</p> <ul style="list-style-type: none"> Pupil planners Reading books Water bottle Waterproof coat <p>Please kindly ensure all items are labelled 😊</p>