Subject	Content	Outcomes	Effort
Oracy	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 articulacy 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 Each term we will focus and assess objectives from the following strands of Oracy: ● 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)	Physical: ● I can become increasingly natural with using gestures to support speech ● I can perform with growing confidence Social and Emotional: ● I can speak with increased confidence in front of a small audience ● I can recite pre prepared material in front of an audience. ● I can begin to consider the impact of their words on others when giving feedback. Cognitive: ● I can build on others' ideas in discussions. ● I can make connections between what has been said and their own and others' experiences. Linguistic: ● I can answer what, where, when, how and why questions. ● I can use joining connectives for longer sentences. ● I can use sentence stems to link to other's ideas in a group discussion.	Curiosity Persistence Attainment
Reading	This half term, we will be reading 'Gobbolino the Witch's Cat'. We will be developing key reading skills such as: ● Summarising ● Predicting ● Inferring ● Comprehension ● Fluency	● 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 read with a clear expression ● I can justify my opinion giving evidence ● from the text ● I can begin to summarise	Curiosity Persistence Attainment
Writing	In Writing, we will be looking at the following text types: ● Persuasion (Links to Geography unit) ● Discussion (Links to History unit) ● Instructions	● 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 ● 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	Curiosity Persistence Attainment

		- I can write simple, coherent narratives about personal experiences and those of others (real or fictional) - I can 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 coordination (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 phonetically-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.	
Maths	This half term, we will be learning about the following: - Money - Length/Mass/Capacity - Fractions (Fractions of a number) - Time (5-minute intervals) - Position and Direction	**Money** - I can recognise the value of each coin up to £1 - I can recognise the equivalence between pence up to £1. - I can recall £5, £10 and £20 notes. - I can combine coins to make a specific amount - I can solve problems involving change. **Length/Mass/Capacity** **Length** - I can measure in multilink cubes. - I can measure in cm using a ruler. - I can measure in m using a metre stick. - I can draw lines in cm using a ruler. - I can choose the correct unit of measurement to use for specific situations. - I can compare units of measurement (cm and m). **Mass** - I can measure in g and kg using scales. - I can choose the correct unit of measurement to use for specific situations. - I can read scales to identify the mass of an object. - I can compare units of measurement (g and kg). **Capacity** - I can measure in l and ml using concrete resources. - I can choose the correct unit of measurement for specific situations - I can read scales to identify the capacity of something. - I can compare units of measurement (l and ml).	Curiosity Persistence Attainment

Fractions

- I can count in fractions up to and from 10. (halves and quarters)
- I can calculate unit fractions of small amounts and quantities. (concrete and pictorially.
- I can explore other equivalences of 1/2).

Time

- I can read an analogue clock in 5-minute intervals to "past" minutes.
- I can read an analogue clock in 5-minute intervals to "to" minutes.

Position and Direction

- I can use directional and positional language.
- I can identify and use the 4-points on a compass
- I can describe turns using directional and positional language.
- I can describe turns using "clockwise" and "anti-clockwise".
- I can perform clockwise and anticlockwise turns.
- I can recognise right angles.
- I can describe turns using right angles and fractions.
- I can perform turns using right angles and fractions.

Science	This term, we will be learning about "Living Things and their Habitats".	**Living Things and their Habitats**	

Science

This term, we will be learning about "Living Things and their Habitats".

Key content:
- All objects are either living, dead or have never been alive. Living things are plants (including seeds) and animals. Dead things include dead animals and plants and parts of plants and animals that are no longer attached e.g. leaves and twigs, shells, fur, hair and feathers (This is a simplification, but appropriate for Year 2 children.)
- An object made of wood is classed as dead. Objects made of rock, metal and plastic have never been alive (again ignoring that plastics are made of fossil fuels).
- Animals and plants live in a habitat to which they are suited, which means that animals have suitable features that help them move and find food and plants have suitable features that help them to grow well. The habitat provides the basic needs of the animals and plants – shelter, food and water.
- Within a habitat there are different microhabitats e.g. in a woodland – in the leaf litter, on the bark of trees, on the leaves. These micro-habitats have different conditions e.g. light or dark, damp or dry. These conditions affect which plants and animals live there. The plants and animals in a habitat depend on each other for food and shelter etc.

Living Things and their Habitats
- Explore and compare the differences between things that are living, dead, and things that have never been alive
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- Identify and name a variety of plants and animals in their habitats, including micro-habitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

Working Scientifically objectives
- I can ask simple questions and recognising that they can be answered in different ways
- I can observe closely, using simple equipment
- I can perform simple tests
- I can identify and classify
- I can use my observations and ideas to suggest answers to questions
- I can gather and record data to help in answering questions

Curiosity	
Persistence	
Attainment	

	The way that animals obtain their food from plants and other animals can be shown in a food chain. Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.		
Art & Design	Within this unit children will explore the work of artist **Caroline Lathan-Stiefel.** During this unit Year 2 will use a variety of new weaving and stitching skills to using a number of different materials. They will then use tier shell drawings from their previous unit and attach their ropes shells to create a 3D piece of artwork.	● **Texture**: I can cut and sew a variety of materials, including paper, tissue paper and fabrics ● **Texture:** I can discriminate between different materials, identifying their different textures ● **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	Curiosity Persistence Attainment
Computing	In Year 2 this term, we will be learning about programming and how computers can be programmed. We will start recapping concepts from year 1 such as algorithms and practicing with bee bots. However, we will move quickly to something more advanced; Scratch Jr on iPads is an introductory programming language app that enables us to create our interactive stories working on programming blocks to make the characters move. This is a more advanced step of coding.	● To understand what algorithms are and how they are used to program. ● To predict the behaviour of simple programs and algorithms ● To create and debug simple programs	Curiosity Persistence Attainment
French	Children will learn how to greet someone in French depending on the time of the day. They will be able to introduce themselves by saying their name, age and how they are feeling, both verbally and in writing. This term they will start their French notebook, which they will keep till year 6.	● I can say simple phrases with correct pronunciation ● I can give short responses to questions I know well ● I can read familiar phrases ● I can understand familiar phrases ● I can select words to complete short sentences ● I can remember and shared read familiar parts of stories when they are read with me ● I can start to apply basic phonetic principles to spell words with phonetic patterns ● I can apply familiar spelling patterns to words which have the same pattern (I may make some mistakes i.e. use English phonics)	Curiosity Persistence Attainment
Geography	This Geography unit of work aims for children to be able to explore our local area, focusing on the current redevelopments of Watford. Children will complete a field study on the positive and negative impacts of redevelopment and how humans affect our local area. They will also build upon their learning from Year 1 and continue to look and create their own maps and recognise human and physical features of the locality.	● I can compare a small part of the UK (Watford) to a non-European country ● I can carry out a local field study ● I can gather data using a tally chart ● I can draw conclusions about the local area ● I can explore redevelopment ● I can explore the impact of humans on the local area ● I can confidently use subject specific vocabulary ● I can begin use second hand information to recognise human and physical features of a place	Curiosity Persistence Attainment
History	History, we will be learning about the local area of 'Watford'. This History unit of work aims for children to be able to build on their knowledge of Year 1. Children will focus learning on how Watford became an important place and the trade links via the Grand Union Canal. Children will observe changes over time, by using both Primary and Secondary sources.	● I can identify how my local area has changed over time ● I can describe a significant historical event from my own locality ● I can explain why aspects of life change over time (e.g schooling, housing, communication, travel) ● I can distinguish between Primary and Secondary sources	

		● I can infer what life was like in the past using a range of sources ● I can begin to share my own point of view using a number of known facts.	
Music	Units 22-24 (Phrase length, Develop use of percussion)	● I can watch and then perform simple time rhythm phrases ● I can improvise simple time rhythm phrases ● I can identify different phrases lengths ● I can identify if the phrases are the same length throughout a musical piece ● I can develop an interest in using percussion through exploration ● I can make percussion louder or quieter and explain how to do that	Curiosity Persistence Attainment
Physical Education (PE)	**Multi-sports and Health-Related Exercise** The children will continue to deepen their skills in moving and throwing. They will learn to navigate space and anticipate where to move to. There will be a continuing emphasis on the basics of catching and throwing, taking time to really install these practices into the children. **Athletics/ Striking & Fielding** The children will develop their ability to throw, catch and stop a ball as well as hit it using a small tennis racket.	**Health Related Exercise (HRE)** ● I can run, turn and continue running ● I can improve my fitness levels from Year 1 **Multi-sports** ● I can respond quickly to commands (run, stop, turn, freeze) ● I can move between people as I move (without bumping into them) ● I can throw a medium sized ball ● I can catch a medium sized ball ● I can pass a medium sized ball to a member of my team. ● I can receive a pass from a team member without dropping the ball. **Striking & Fielding** ● I can stand side on to a pitcher holding a bat ● I can follow the ball with my eyes ● I can hit a ball with a tennis racquet (3 out of 5 balls) ● I can hit a ball with a rounder bat (3 out of 5 balls) ● I can stop a moving tennis ball with a leg stop ● I can catch a tennis ball with a chest catch	Curiosity Persistence Attainment
Personal, Social, Health, Citizenship Education (PSHCE)	This half term, we will be learning about 'Changing Me'. Key learning: ● Managing change and transition ● Changing body and reproduction	● I know which parts of my body are always private ● I can tell you what I like/don't like about being a boy/girl ● I understand there are different types of touch and can tell you which ones I like and don't like ● I am confident to say what I like and don't like and can ask for help ● I know how my body and mind will change as I get older and know strategies to protect myself or ask questions about change ● I can recognise cycles of life in nature ● I can tell you about the natural process of growing from young to old and understand that this is not in my control ● I can recognise how my body has changed since I was a baby and where I am on the continuum young /old ● I can recognise the physical differences between boys and girls, use the correct names ● I can start to think about changes I will make when I am in Year 3 and know how to go about these	Curiosity Persistence Attainment
Religious Education	This term Year 2 will continue to learn about the Christian and Jewish faith by focussing on role models and charity. They will do this by identifying key religious figures featured in the Torah and Bible and how this can impact the	● I can name religious figures that feature in the Torah and Bible. ● I can compare religious figures from both Jewish and Christian faiths.	Curiosity Persistence

	faith. In addition, they will link their understanding of the characteristics and values of key figures and how this is implemented within the school values.	• I can explain what the lives of religious figures can teach believers today • I can explain how Jews and Christians follow the example of religious figures. • I can link the values of key religious figures to our school values. • I know how Jewish and Christians charities reflect core religious beliefs and values.	Attainment
Spanish	This half term we will learn where Spanish is spoken in the world. We will practice by naming Spanish speaking countries and describing their flags.	• I can use repetition to learn new words • I can memorize key vocabulary • I can understand and answer a simple question • I can read familiar phrases • I can copy words correctly • I can start to apply basic phonetic principles to spell words with phonetic patterns • I can apply familiar spelling patterns to words which have the same pattern (I may make some mistakes i.e. use English phonics)	Curiosity Persistence Attainment

Dates to remember		Things to remember	
		Monday	PE Kits (PE)
		Tuesday	PE Kits (Dance)
		Wednesday	
		Thursday	
		Friday	