

Science

Unit Title— Living things and their habitats

Scientist Focus— Rachel Carson

Key Knowledge— the differences between living, dead and never alive, know how living things are suited to their habitats, identify and name a variety of plants in their habitats, understand basic food chains

Key Vocabulary— habitat, micro-habitat, living, dead, MRS GREN, movement, respiration, sensitivity, growth, reproduction, excretion, nutrition, food chain

Key Skills Developed— observe plants, animals and habitats, carry out a simple experiment following instructions and note observations

History/Geography

Unit Title— Beside the seaside

Key Knowledge— understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Southport), understand and use key vocabulary

Key Vocabulary— physical features, beach, cliff, coast, hill, mountain, sea, ocean, river, soil, vegetation, season and weather
human features, city, town, village, port, harbour, pier

Key Skills Developed— Use key words to describe locations, sort physical and human features, recognise features on an aerial photograph and map, devise a simple map

Art/Design Technology

Unit Title— Sea creature batik

Artist focus— Jayne Huskisson

Key Knowledge— how to use wax resist techniques, about the work of Jayne Huskisson

Key Vocabulary— batik, wax resist, ink, paint, colour, line, sketch,

Key Skills Developed— Use different wax resist techniques, to use the work of an artist to design their own artwork, use colour effectively

Computing

Unit Title— Using the internet

Key Knowledge— how to use a one word search term, how to stay safe online, what is a blog and how to use it

Key Vocabulary— internet, search engine, blog, content, website

Key Skills Developed— logging in, using one word search terms, using a search engine, creating content, blogging

PE

Key Skills— invasion games and team work

Key Vocabulary— running, jumping, catching, throwing, team, invasion games

Music

Charanga Unit— Hands, feet, heart

Year 2

Autumn 1

Oh, I do like to be beside the seaside

Key text— The Lighthouse Keeper's Lunch

Christian Value— Endurance

PSCHE focus— Mental health and well-being

Cross-Curricular Maths

Geography— compass directions, position and direction

Art— accurate measuring

Science— presenting results

Cross-Curricular Writing

RE— Prayer, writing from the point of Mary Jones

Geography— Leaflet about Southport

Computing— Poster about internet safety, blogging

Enhancement opportunities

Harvest festival,
Visit to the seaside

English

Key Texts— The Lighthouse Keeper's Lunch, The Lighthouse (literacy shed visual text)

Grammatical knowledge developed— using capital letters, full stops, and question marks; use and recognise expanded noun phrases; recognise nouns, verbs, adjective and adverbs

Spelling rules— spell common exception words; -dge, -ge; kn, gn, wr; w spellings (e.g. worm, warm, want); -ey

Key genres— description, narrative, book review, instructions

Key vocabulary— text, fiction, non-fiction, description, setting, character, personality, appearance, expanded noun phrase, noun, adjective, verb, adverb, capital letter, full stop, question mark, common exception words

Maths

Focus— Place value, Addition and subtraction

Key Knowledge— count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward; recognise the place value of each digit in a two-digit number (tens, ones); identify, represent and estimate numbers using different representations, including the number line; compare and order numbers from 0 up to 100; use <, > and = signs; read and write numbers to at least 100 in numerals and in words; use place value and number facts to solve problems.

Key Vocabulary— number, digit, place value, ones (units), tens, hundreds, place holder, equal, greater than, less than, fewer, more, dienes, number line, value, partition, bar model, whole part model

RE

Unit Title— Why is the Bible such a special book?

Key Questions— Why is the Bible special?, Why does the vicar/minister think that the Bible is special?, Which Bible stories do you enjoy?, Who uses the Bible?, The Bible is in two parts which are different. Why/how are they different?

Key Knowledge— The Bible is the Christian holy book, The Bible is made up of a library of books, The Bible is in two sections- the Old Testament and the New Testament, Owning a Bible is very important to Christians, The Bible contains God's big story from the beginning through to the kingdom of God, People of other faiths have different holy books.

Key Vocabulary— Bible, Books, Old Testament, New Testament

Key Skills Developed— Opportunity to look at and handle many different Bibles; Look at the Bible as a library; Listening to stories from both Testaments and know where they can be found.

Science

Unit Title— Living things and their habitats

Scientist Focus— Rachel Carson

Key Knowledge— the differences between living, dead and never alive, know how living things are suited to their habitats, identify and name a variety of plants in their habitats, understand basic food chains

Key Vocabulary— habitat, micro-habitat, living, dead, MRS GREN, movement, respiration, sensitivity, growth, reproduction, excretion, nutrition, food chain

Key Skills Developed— observe plants, animals and habitats, carry out a simple experiment following instructions and note observations

History/Geography

Unit Title— How have seaside holidays changed?

Key Knowledge— how seaside holidays have changed since the Victorian times, how the heroic actions of Grace Darling contributed to the modern-day RNLI.

Key Vocabulary— history, past, present, change, significant, source, artefact, timeline,

Key Skills Developed— Create a timeline, compare pictures and artefacts from the past to present day, use different sources to find out about a significant person

Art/Design Technology

Unit Title— Punch and Judy puppets

Key Knowledge— how puppets are made to appeal to children, how to design and make an appealing product

Key Vocabulary— puppet, design, product, purpose, sew, stitch, fabric, evaluate

Key Skills Developed— to design an appealing product for a purpose, to choose and use appropriate tools, to use stitching, sticking and cutting to make a fabric puppet, to evaluate a product,

Computing

Unit Title— Computer art

Key Knowledge— how to use a paint program

Key Vocabulary— paint, program, tools,

Key Skills Developed— to recreate a piece of art using a computer program, to manipulate shapes and objects to create an art style, selecting appropriate tools

PE

Key Skills— circuit training and fitness

Key Vocabulary— running, jumping, catching, throwing, team, improve, heart rate

Music

Unit— Nativity music and percussion

Year 2

Autumn 2

Oh, I do like to be beside the seaside

Key text— The Storm Whale

Christian Value— Peace

PSCHE focus— Mental health and well-being

Cross-Curricular Maths

Science— presenting results in graphs

DT— accurate measuring

ICT— shapes in computer art

Cross-Curricular Writing

RE— Message from Zechariah to Elizabeth, conversation between Mary and Gabriel, newspaper report

History— Story of Grace Darling's rescue,

Enhancement opportunities

Open afternoon- lighthouses

Nativity

English

Key Texts— The Storm Whale, The Storm Whale in Winter

Grammatical knowledge developed— using capital letters, full stops, question marks and exclamation marks; use apostrophes for contraction and possession; recognise nouns, verbs, adjective and adverbs

Spelling rules— spell common exception words; -dge, -ge; w spellings (e.g. worm, warm, want)

Key genres— diary, poem, letter, non-chronological report

Key vocabulary— text, fiction, non-fiction, illustration, description, setting, character, personality, appearance, expanded noun phrase, noun, adjective, verb, adverb, capital letter, full stop, question mark, exclamation mark, common exception words, apostrophe,

Maths

Focus— Addition and subtraction, money, multiplication

Key Knowledge— solve problems with addition and subtraction, recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100, add and subtract; a two-digit number and ones, a two-digit number and tens, two two-digit numbers, show that addition of two numbers can be done in any order and subtraction of one number from another cannot, recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems, recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value, find different combinations of coins that equal the same amounts of money, solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

Key Vocabulary— number, digit, place value, ones (units), tens, hundreds, place holder, equal, greater than, less than, fewer, more, dienes, number line, value, partition, bar model, whole part model, add, subtract, minus, take away, pence, pound, money, amount, total,

RE

Unit Title— Why was the birth of Jesus such good news?

Key Questions— Why was the birth of Jesus good news? Why is this news so important? What difference did it make to the world? How did the good news spread further? How is this good news told today? How is this good news celebrated today? What do angels do?

Key Knowledge— That we believe that the birth of Jesus is good news, that angels brought the good news to Zachariah, Mary and the shepherds, that we believe Jesus is the saviour of the world.

Key Vocabulary— Bible, Books, Old Testament, New Testament, good news, Christmas, Jesus, angels

Key Skills Developed— I can ask good questions about the Christmas story. I can tell you all about what happened to Zachariah. I can tell you the Christmas story. I can talk about the message of the angels. I can describe the different ways artists portray angels. I can talk about the ways we share the good news at Christmas time.

Science

Unit Title— Animals, including humans

Scientist Focus— Elizabeth Garrett Anderson

Key Knowledge— notice that animals, including humans, have offspring which grow into adults, find out about and describe the basic needs of animals, including humans, for survival (water, food and air), describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Vocabulary— baby, toddler, child, teenager, adult, life cycle

Key Skills Developed— observe plants, animals and habitats, carry out a simple experiment following instructions and note observations

Geography

Unit Title— Let's go to China

Key Knowledge— understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Manchester), and of a small area in a contrasting non-European country (Beijing, China), name and locate the world's seven continents and five oceans

Key Vocabulary— map, aerial photograph, atlas, continents, country, city

Key Skills Developed— recognise features on an aerial photograph and map, devise a simple map

Art

Unit Title— Terracotta army sculptures

Key Knowledge— to know about the craft makers who created the terracotta army and why it was created, to know how to manipulate clay into shapes

Key Vocabulary— sculpture, sculpt, clay, terracotta army,

Key Skills Developed— to use clay creatively to design and make products, to use sculpture to develop and share their ideas,

Computing

Unit Title— Presentation skills

Key Knowledge— use technology purposefully to create, organise, store, manipulate and retrieve digital content,

Key Vocabulary— presentation, text, image, slides, font, format,

Key Skills Developed— organise ideas for a presentation, create a simple presentation with text, add and format an image, reorder slides and present a presentation

PE

Key Skills— Dance: Chinese dragon dance, volleyball, hand-eye coordination, understanding rules, collaboration and team work

Key Vocabulary— net, spike, jump, pass

Music

Tempo, Dynamics and Chinese dragon dance drumming

Year 2

Spring 1

Let's Go To China

Key text— The Great Race, The Magic Paintbrush

Christian Value— Trust

PSCHE focus— Families/People Who Care

Cross-Curricular Maths

Geography— compass directions, position and direction

Art— accurate measuring

Science— presenting results

Cross-Curricular Writing

RE— Letter from the thankful leper to Jesus

Geography— Letter to child in China, My life information booklet

Computing— PowerPoint about China

Enhancement opportunities

Chinese restaurant role play area,

Visit from Chinese students,

Class assembly

English

Key Texts— The Great Race, The Magic Paintbrush

Grammatical knowledge developed— possessive apostrophes, sentence types (exclamation, question, command, statement), suffixes, present and past tense,

Spelling rules— add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly

Key genres— description, narrative, letter, instructions

Key vocabulary— text, fiction, non-fiction, description, setting, character, personality, appearance, noun, adjective, verb, adverb, capital letter, full stop, question mark, apostrophe, suffix, exclamation, question, command, statement

Maths

Focus— Division, Statistics, Shape

Key Knowledge—

recall and use division facts for the 2, 5 and 10 multiplication tables, calculate mathematical statements for division within the multiplication tables and write them using the division (\div) and equals ($=$) signs, show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot, solve problems involving division, identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line, identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces, interpret and construct simple pictograms, tally charts, block diagrams and simple tables, ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity, ask and answer questions about totalling and comparing categorical data.

Key Vocabulary— number, digit, place value, ones (units), tens, hundreds, place holder, equal, greater than, less than, fewer, more, dienes, number line, value, partition, bar model, whole part model

RE

Unit Title— Jesus, friend to everyone

Key Questions— What is a miracle? Why are these stories important? Why did Jesus welcome everyone? I wonder how it felt to meet Jesus? What did Jesus want us to learn from his behaviour? What do these stories reveal about Jesus?

Key Knowledge— I know; that the stories we have read can be found in the Gospels in the New Testament, we believe the miracles reveal Jesus as the Son of God, that Jesus was teaching us to be a friend to everyone.

Key Vocabulary— Miracle, New Testament, Gospels, faith and trust

Key Skills Developed— I can; retell the stories about Jesus covered in this unit, tell you how these stories reveal Christian beliefs about Jesus, talk about my own experiences and feelings, respond sensitively to questions about my own and others experiences and feelings, make links between the way a person behaves and what that person believes.

Science

Unit Title— Uses of everyday materials

Scientist Focus— Charles Macintosh

Key Knowledge— 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.

Key Vocabulary— wood, metal, plastic, glass, brick, rock, paper, cardboard, suitable, material, solid, waterproof, opaque, translucent, transparent,

Key Skills Developed— performing simple tests, identifying and classifying

History

Unit Title— The Great Fire of London

Key Knowledge— to know about events beyond living memory that are significant nationally or globally (The Great Fire of London), to know about the lives of significant individuals in the past who have contributed to national and international achievements (Samuel Pepys)

Key Vocabulary— Thomas Farriner, Samuel Pepys, King Charles II, Sir Christopher Wren, fire hooks, Thames, monument, significant, sequence

Key Skills Developed—to find out about the past from a variety of sources, to empathise with people from the past

DT

Unit Title— Bread: Pudding lane recipes

Key Knowledge— use the basic principles of a healthy and varied diet to prepare dishes, understand where food comes from.

Key Vocabulary— sculpture, sculpt, clay, terracotta army,

Key Skills Developed— design purposeful, functional, appealing products for themselves and other users based on design criteria, select from and use a wide range of ingredients, according to their characteristics, explore and evaluate a range of existing products evaluate their ideas and products against design criteria

Computing

Unit Title— Programming Turtle Logo and Scratch

Key Knowledge— use technology purposefully to create, organise, store, manipulate and retrieve digital content,

Key Vocabulary— algorithms, instructions, commands, move, turn, repeat, turn

Key Skills Developed—Turn the turtle using rt 90 and lt 90, Draw squares and rectangles, Create simple algorithms using a number of different blocks. Use the repeat and green flag blocks to control algorithms.

PE

Key Skills— Yoga and tennis

Key Vocabulary— bending, stretching, relaxation, mindfulness
Racket, ball, bounce, net, hand eye-coordination, point

Music

Great fire of London songs and glockenspiels

Year 2

Spring 1

Fire, Fire!

Key text— The Great Fire of London- Gillian Clements

Christian Value— Forgiveness

PSCHE focus— Respectful relationships

Cross-Curricular Maths

DT— accurate measuring of ingredients

Science— presenting results

Computing— Position and direction

Cross-Curricular Writing

RE— Retell of the Easter story

History— Samuel Pepys fact file, diary, newspaper report, leaflet

DT— bread recipe

Enhancement opportunities

Y2 in church

Whole school in church

Bakery role play area

English

Key Texts— The Great Fire of London- Gillian Clements

Grammatical knowledge developed— use the present and past tenses correctly and consistently including the progressive form; to recognise and use nouns, adjectives, verbs, adverbs

Spelling rules— spell common homophones; -el, -le, -al, -il; continued work on suffixes

Key genres— description, leaflet, diary, poem, newspaper report

Key vocabulary— text, fiction, non-fiction, description, setting, character, personality, appearance, noun, adjective, verb, adverb, capital letter, full stop, question mark, apostrophe, suffix, exclamation, question, command, statement, past tense, present tense, homophone

Maths

Focus— Measurement: Time, Length, Height, Mass, Capacity; consolidation of number facts

Key Knowledge— choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels; compare and order lengths, mass, volume/capacity and record the results using >, < and =; compare and sequence intervals of time; tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times; know the number of minutes in an hour and the number of hours in a day.

Key Vocabulary— metre, centimetre, length, width, height, ruler, tape measure, mass, kilograms, grams, capacity, litres, millilitres, temperature, thermometer, Celsius, time, second, minute, hour

RE

Unit Title— Easter: How do Symbols help us to understand the story?

Key Questions— How do symbols help us to understand the meaning of the Easter story? Why is Easter the most important festival in the Christian calendar? What has saving people and rescue got to do with Jesus and Easter?

Key Knowledge— I know: that there are different objects and symbols used to help explain and understand the meaning of Easter; that the Easter story is central to Christian belief; why the Easter story is central to Christian belief; that we (Christians) believe that Jesus died to save humankind and this is part of God's salvation plan.

Key Vocabulary— Cross, crucifix, Paschal candle, resurrection, Last Supper, Eucharist, symbol, Light of the World, sacrifice and celebration.

Key Skills Developed— I can: identify and name some of the symbols of Easter e.g. Cross, bread and wine. retell the Easter story; describe simply what the symbols of Easter mean; describe briefly why Christian people celebrate Easter; talk about my own experiences of Easter celebrations; explain what I think is the most important thing about Easter; between the way a person behaves and what that person believes.

Science

Unit Title— Plants

Scientist Focus— Jane Colden

Key Knowledge— observe and describe how seeds grow into mature plants, find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Key Vocabulary— root, leaf, stem, flower, bud, seed, bulb, germination, sprout, shoot, seed dispersal, sunlight, water, temperature, nutrition,

Key Skills Developed— performing simple tests, identifying and classifying, asking simple questions, observing closely using a variety of equipment

History

Unit Title— WW2- Life on the home front

Key Knowledge— to know about events beyond living memory that are significant nationally or globally (WW2), significant historical events, people and places in their own locality (how was Greater Manchester affected by the war?) the lives of significant individuals (Gracie Fields)

Key Vocabulary— WW2, allies, axis, home front, Blitz, Anderson shelter, Morrison shelter, propaganda, evacuees, rations

Key Skills Developed— to find out about the past from a variety of sources, to empathise with people from the past

Art

Unit Title— Dame Laura Knight and propaganda art

Key Knowledge— to know that art can be used to make people feel in a certain way, about the work of Dame Laura Knight and why it was so important.

Key Vocabulary— Dame, Laura Knight, propaganda, persuasive, complementary colours, contrasting colours

Key Skills Developed— sketching a design, mixing and blending colours, drawing out a design on a larger scale, using contrasting and complementary colours to make a design stand out.

Computing

Unit Title— Internet safety

Key Knowledge— explain what 'digital footprint' means; know how people can use the information they put online; know that a digital footprint contains information about a person

Key Vocabulary— digital footprint, keyword,

Key Skills Developed— how to use keywords to give better search results; use a website to search for information; identify possible dangers online;

PE

Key Skills— Athletics, yoga

Key Vocabulary— running, jumping, skipping, hurdling, javelin, shot-put, discus, relay

Music

Listening to and performing music from WW2 (Gracie Fields and Vera Lynn)

Year 2

Summer 1

WW2

Key text— The Lion and Unicorn- Shirley Hughes

Christian Value—

PSCHE focus-

Cross-Curricular Maths

PE- keeping score and timing

Science- presenting results and measuring

History- measuring to make gas mask box

Cross-Curricular Writing

RE- Describe the setting of the hillside in Galilee

History- Evacuee diary, evacuee letter

Enhancement opportunities

Fusiliers Museum trip

Visit to church

English

Key Texts- The Lion and the Unicorn- Shirley Hughes

Grammatical knowledge developed- subordination (using when, if, that, or because) and co-ordination (using or, and, or but), commas in lists

Spelling rules— spell common homophones; add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly,

Key genres- narrative, letter, diary, instructions

Key vocabulary- text, fiction, non-fiction, description, setting, character, personality, appearance, noun, adjective, verb, adverb, capital letter, full stop, question mark, apostrophe, possessive, contraction, comma, suffix, exclamation, question, command, statement, past tense, present tense, homophone

Maths

Focus— Reading scales, position and direction, problem solving and efficient methods

Key Knowledge— solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, applying their increasing knowledge of mental and written methods, arrange combinations of mathematical objects in patterns and sequences, use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).

Key Vocabulary— add, subtract, efficient, total, equals, clockwise, anti-clockwise, turn, quarter, half, three quarters,

RE

Unit Title— Why is the church a special place or Christians?

Key Questions— What makes a place special? Where is your special place? What do you think makes a Church a special place? Why is the church a special place for Christians? Why/when do people go to Church? What happens in the Church? What makes a place holy/sacred?

Key Knowledge— that the church is a special place where Christians meet to worship and pray. It is also the body of people and not just the building. that for Christians the church is a holy blessed space. the story of Moses and the people of God building the tabernacle (tent of meeting) to house the ark of the covenant. that people of other faiths have special holy places of worship, what these buildings are called, their key features, and the worship that takes place there.

Key Vocabulary— Church, Vicar, Minister, pews, font, altar, stained glass, worship, holy, sacred,

Key Skills Developed— ask good questions that reveal understanding about the church and what happens there. connect the features of the church to Bible Stories. use religious vocabulary to name and describe the features of a church building.

Science

Unit Title— The environment

Scientist Focus— James Blythe and John Brown Co (wind turbines)

Key Vocabulary— endangered, renewable, energy, turbine, solar, reduce, reuse, and recycle,

Key Skills Developed— Compare two different measurements. Draw a simple conclusion from the results of a test. Identify the material of an object. Suggest ways to reduce, reuse and recycle. Take a survey using a tally. Think of a way to teach people to use less energy. Communicate ideas to other people. Use different sources to find out answers to questions. Label the animal groups. Measure an amount of water in ml. Record the amount of water measured. Answer questions about an animal they have researched.

History

Unit Title— Knights and Castles

Key Knowledge— to know about events beyond living memory that are significant nationally or globally (The Battle of Hastings), to know about the lives of significant individuals in the past who have contributed to national and international achievements (William the Conqueror)

Key Vocabulary— Norman, battle, King, Bayeux tapestry, Feudal system, knights, lords, peasants, castle, battlements, moat, drawbridge, motte, bailey, fort, arrow loops, portcullis, barbican

Key Skills Developed— to find out about the past from a variety of sources, to empathise with people from the past

DT

Unit Title— Construction and moving parts: drawbridges

Key Knowledge— to know how to connect different materials, build structures, exploring how they can be made stronger, stiffer and more stable ✦ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Key Vocabulary— draw bridge, lever, wheel, axle, and template

Key Skills Developed— select from and use a range of tools and equipment to perform practical tasks, generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups

Computing

Unit Title— Using and applying

Key Knowledge— how to use the variety of computer programs taught this year.

Key Vocabulary— Vocab from the year

Key Skills Developed— find and open software for creating computer art; add text and images to a presentation; retrieve/open a file from a saved location; select a relevant backdrop and character within Scratch; add a second character and position on the backdrop within Scratch.

PE

Key Skills— End of year games

Key Vocabulary— Reinforcement of all previously taught concepts

Music

Medieval music and dancing

Year 2

Summer 2

Knights and castles

Key text— Tell me a dragon- Jackie Morris

The Egg- M. P. Robertson

Christian Value—

PSCHE focus—

Cross-Curricular Maths

PE- keeping score and timing

Science- presenting results and measuring

DT- measuring accurately

Cross-Curricular Writing

ICT- PowerPoint presentation

History- Knight wanted

Enhancement opportunities

Skipton castle trip

Visit to a synagogue

Medieval banquet

English

Key Texts- Tell me a dragon- Jackie Morris; The Egg- M. P. Robertson

Grammatical knowledge developed-subordination (using when, if, that, or because) and co-ordination (using or, and, or but), commas in lists

Spelling rules— spell common homophones; add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly,

Key genres- description, narrative, instructions, explanation,

Key vocabulary- text, fiction, non-fiction, description, setting, character, personality, appearance, noun, adjective, verb, adverb, capital letter, full stop, question mark, apostrophe, possessive, contraction, comma, suffix, exclamation, question, command, statement, past tense, present tense, homophone

Maths

Focus— Consolidation of number work, revision

Key Knowledge— solve problems with addition and subtraction, recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100, add and subtract; a two-digit number and ones, a two-digit number and tens, two two-digit numbers, show that addition of two numbers can be done in any order and subtraction of one number from another cannot, recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems, recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value, find different combinations of coins that equal the same amounts of money, solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

Key Vocabulary— number, digit, place value, ones (units), tens, hundreds, place holder, equal, greater than, less than, fewer, more, dienes, number line, value, partition, bar model, whole part model, add, subtract, minus, take away, pence, pound, money, amount, total,

RE

Unit Title— Where do people of other faiths worship?

Key Questions— What makes a place special? Where is your special place? What makes a place holy/sacred? Why do people of other faiths have their own special buildings? Why do people build special places to meet and worship?

Key Knowledge—that people of other faiths have special holy places of worship, what these buildings are called, their key features, and the worship that takes place there.

Key Vocabulary—worship, holy, sacred, Mosque, minaret tower, Temple, ark, Gurdwara, and langar, synagogue

Key Skills Developed use religious vocabulary to name and describe the features of a church building and other places of worship. describe a few similarities and differences between places of worship.