

## Literacy

Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered  
Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation  
Develop pleasure in reading, motivation to read, vocabulary and understanding  
Understand both the books that they can already read accurately and fluently and those that they listen to  
Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say  
Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves  
Apply spelling rules and guidance to spell a range of words  
Develop neat, even handwriting in line with curriculum objectives  
Develop positive attitudes towards and stamina for writing  
Consider what they are going to write before beginning  
Learn how to use:  
sentences with different forms: statement, question, exclamation, command  
expanded noun phrases to describe and specify [for example, the blue butterfly]  
the present and past tenses correctly and consistently including the progressive form  
subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

## Physical Development

**Dance (3):**  
Explore unison and canon in group work  
Create a short dance in a group  
Apply unison and canon to their short dance  
Explore performing the same movement in different ways  
Make changes to movement and use canon in a group dance

**Games (2):**  
Confidently use rolling actions to roll towards different targets with a partner  
Kick a ball with a partner and then against a partner using simple tactics  
Strike a ball to score points  
Throw in different directions over different distances  
Make up a simple scoring method for a game  
Throw, catch, roll, strike, and kick towards different targets  
Work well with a partner

## Personal, Social and Emotional Development

**PSCHE: Good to be me**  
Doing something to be proud of  
Responding in an assertive way  
Helping someone with a worry  
Stopping and thinking when they are angry

**R.E.: The Christian Bible (2)**  
The Bible is the special book for Christians:  
Christians read from the Bible which contains both the Old and New Testaments  
Christians need the Bible in order to learn about God and how this may affect their daily life  
The New Testament contains stories about the life of Jesus and stories Jesus told such as: the birth of Jesus ; Jesus and his family go to Jerusalem ; Jesus is baptised / Jesus chooses some special friends ; Jesus and Zacchaeus ; and the Good Samaritan

## SPRING TERM 2 2016 Objectives Literacy goes MADD *It's a Bear's Life* Year 2

## Mathematics

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 =  
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  
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.

## Understanding of the World

**GEOGRAPHY: Human and Physical Geography**  
Use basic geographical vocabulary to refer to:  
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

**SCIENCE: 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.  
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.  
Identify and name a variety of plants and animals in their habitats, including micro-habitats.

**Computing: Multimedia**  
Use technology purposefully to create, organise, store, manipulate and retrieve digital content

**Engage:**

**Express:**

## Expressive Art and Design

**ART: 3D Models**  
Use a range of materials creatively to design and make products  
Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

**Music: Singing**  
Children should learn to use their voices expressively and creatively by singing songs and speaking chants and rhymes