

**Engage:**

**Express:**

### 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 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 by: Make simple additions, revisions and corrections to their own writing

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:

To explore ways of making movements  
To create and select movements to communicate a mood  
To link movements together in a short dance  
To repeat movements in a short dance  
To remember, perform and practise a short dance

#### Gym:

To learn and understand the basics of rhythmic gymnastics  
Be able to roll and catch a hula hoop with a partner  
Be able to roll and catch a ball with a partner  
Use core stability to be able to perform ball skills individually  
Use equipment to perform different tasks using a range of body parts  
Be able to incorporate balance and jumping with hand apparatus  
Be able to perform a 3/5 sequence with a pair or group using hand apparatus

### Personal, Social and Emotional Development

#### PSCHE: Going for Goals

Children should learn to:

Take responsibility for their successes and when things go wrong  
Wait for what they want; persistence (keeping going)  
Showing resilience – bouncing back or maintaining effort through a difficult experience or after a mistake or failure Set, monitor and achieve goals

#### R.E.: The Christian Bible

##### The bible is the special book for Christians

-Christians read from the bible which contains both the old and new Testaments  
-Christians read the bible in order to learn about God and how this affects their daily life  
-The new Testaments 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

### SPRING TERM 1 2018

#### Objectives

*William Morris Time Travellers -  
Who's Henry?  
Year 2*

### Mathematics

### Understanding of the World

#### HISTORY: Significant lives

Learn about the lives of significant individuals in the past who have contributed to national and international achievements – Henry VIII

Develop an awareness of the past, using common words and phrases relating to the passing of time. Know where the people and events they study fit within a chronological framework Identify similarities and differences between ways of life in different periods.

Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

#### SCIENCE: Cross-curricular, Ourselves and Growing

Identify and name basic body parts

Learn how humans change as they grow

Work scientifically, including:

asking simple questions and recognising that they can be answered in different ways

observing closely, using simple equipment

performing simple tests

identifying and classifying

using their observations and ideas to suggest answers to questions

gathering and recording data to help in answering questions.

#### Computing: Digital Literacy

Use technology to organise digital content and produce a multimedia document

Choose appropriate tools to create and present digital content

### Expressive Art and Design

#### ART: Print-making

Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.

Demonstrate experience at impressed printing: drawing into ink, printing from objects.

Use equipment and media correctly and be able to produce a clean printed image

Make simple marks on rollers and printing palettes

Take simple prints i.e. mono -printing.

Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work.

Experiment with overprinting motifs and colour.

Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

#### Music:

Use their voices expressively and creatively by singing songs and speaking chants and rhymes