MUSIC- How do we add rhythm and what is pitch?

-To improvise their own rhythm within the pulse, and to accurately pitch their voices high and low to match a given note.

-To accurately learn the words to the songs for their Christmas performance

P.E.

Dance

How can we use dance to show feelings?

Attacking and Defending

What are the key skills required to

MATHS

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

Count, read and write numbers to 100 in numerals count in multiples of twos, fives and tens (Yr1)

Count in steps of 2, 3, and 5 from 0, and in10s from any number, forward and backward (Yr2)

Compare and order numbers from 0 up to 100

Identify and represent numbers using objects and pictorial representations (Yr1) using different representations, including the number line (Yr2)

Read and write numbers from 1 to 20 in numerals and words (Yr1) to at least 100 in numerals and in words (Yr2)

Given a number identify one more and one less(Yr1)

Recognise the place value of each digit in a two-digit number (10s, 1s)

Use place value and number facts to solve problems (Yr2)

Represent and use number bonds and related subtraction facts (Yr1) Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 (Yr 2)

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s; a two -digit number and 10s; 2 two -digit numbers; adding 3 one - digit numbers

Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs (Yr1)

Show that addition of two numbers can be done in any order (commutative) and subtraction of 1 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 (Yr2)

Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures (Yr2)

D&T

Mechanisms – Moving Pictures.

Purpose – Can you make a moving Christmas card?

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Select from and use a range of tools and equipment to perform practical tasks.

Evaluate their ideas and products against design criteria.

Explore and use mechanisms in their products.

RE: Forgiveness

What do Christians believe God is like?

Paws, Claws and Whiskers

Term 2 2026 - Years 1 and 2



SCIENCE – <u>Living things</u> and their habitats

Observation enquiry – What are animals eating?

Deep thinking time – How do we know that plants are living things?

Simple tests – How does a habitat provide for the needs of the plants that live there

Secondary sources research – How do plants and animals depend on each other?

Geography-

<u>What's happening beside the seaside?</u>

What would we see at the seaside?

What can we notice at the seaside?

ENGLISH: Focus Texts: A tiger who came to tea by Judith Kerr and Big Cats – DK Eyewonder' Yr 1 and Yr 2

Sound out most phonemes and identify common digraphs

Read a range of words on sight and am able to use my phonic strategies to read more complex words.

Read words with common suffixes.

Understand the features of a book and use these to help me understand what it is about. E.g. Title, blurb…

Join in in with group reading of familiar stories.

Ask what unfamiliar words mean and remember them the next time

Understand the key events or features of a text.

Simply comment on beginning, middle and end.

Work with a group to answer questions about texts.

Plan or say aloud what I am going to write about.

Compose a sentence orally before writing.

Repeat my sentence before writing so that it is clear in my head and helps me to remember it

Begin to write simple narratives from personal experiences.

Plan or say out loud what I am going to write, sentence by sentence.

Reread my writing with the teacher to check for improvements.

Sequence sentences to form short narratives

Leave spaces between my words to help the reader see what I have written.

Use full stops.

Use 'and' or 'but' to join my sentences

WWO: Trust

Taking turns with things

Random Grouping

Life Skills

Safe relationships, Respecting ourselves and Others and families and friendships.

Computing – Using a computer to write

Identify the choices that I make when using IT

Use IT for different types of activities

Explain the need to use IT in different ways