

We aim to begin teaching in this term...

Values and Virtues/ Golden Thread: Who lives here?	<ul style="list-style-type: none"> Eloquent and Truthful – see notes underneath Topics. Learned and Wise - see notes underneath Topics.
Catholic Social Teaching:	<ul style="list-style-type: none"> Family and Community Week – Mary’s Birthday Stewardship of God’s Creation – Creation, New Beginnings, Harvest Festival, St Francis of Assisi Dignity of the Human Person – Christmas Shoe Box Appeal, Migrants and Refugees, Advent
Book options:	<ul style="list-style-type: none"> Florence Nightingale (Usborne) A Walk in London (Salvatore Rubbino)

R.E.	<p>Old Testament Stories and Prayers</p> <ul style="list-style-type: none"> know the two parts of the Bible – The Old and New Testament know a number of stories about different people in the Old Testament who were called into friendship with God recognise that psalms are special songs to praise God highlight some of the messages of the Old Testament <p>Sharing in the Life of Jesus</p> <ul style="list-style-type: none"> know important stories from the New Testament know that the Rosary is a special form of Christian prayer understand how the saints examples guide our lives reflect on important features of prayer and stillness <p>Advent</p> <ul style="list-style-type: none"> know Advent is the season of preparation for Christmas explain the symbolism of the Advent wreath know the story of John the Baptist preparing the way for Jesus <p>Christmas</p> <ul style="list-style-type: none"> know and be able to sequence the story of Christmas from the annunciation to the flight into Egypt Be able to trace the journey of Mary and Joseph on a map Understand some of the difficulties faced by Mary and Joseph and why their journeys to Bethlehem and Egypt were necessary
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Reading-Word Reading

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Read words containing common suffixes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Reading -Comprehension

- Understand both the books that they can already read accurately and fluently and those that they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading.
- Understand both the books that they can already read accurately and fluently and those that they listen to by making inferences on the basis of what is being said and done.
- Understand both the books that they can already read accurately and fluently and those that they listen to by answering and asking questions.

Writing Composition

- Develop positive attitudes towards and stamina for writing by writing for different purposes.
- Develop positive attitudes towards and stamina for writing
- Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional).
- Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].

Handwriting

- Form lower-case letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

Grammar, Punctuation and Spelling

- Spell by learning to spell common exception words.
- Spell by learning to spell some words with contracted forms.
- Spell by distinguishing between homophones and near-homophones.
- Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
- Use grammatical terminology for Year 2 learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks.

Learn how to use sentences with different forms: statement, question, exclamation, command. • Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly].

<p style="text-align: center;">Maths</p>	<p>Number: Place Value</p> <ul style="list-style-type: none"> • Read and write numbers to at least 100 in numerals and in words. • 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. • Use place value and number facts to solve problems. • Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward. <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers. • Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. • Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods. • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. <p>Measurement: Money</p> <ul style="list-style-type: none"> • 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. <p>Multiplication and Division</p> <ul style="list-style-type: none"> • Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign. • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. • Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
<p style="text-align: center;">Science</p>	<ul style="list-style-type: none"> • Gathering and recording data to help in answering questions • Explore and compare the differences between things that are living, dead, and things that have never been alive • Observing closely, using simple equipment • Performing simple tests • Identifying and classifying • Using their observations and ideas to suggest answers to questions • 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, stretching and twisting • Observe and describe how seeds grow into bulbs • Asking simple questions and recognising that they can be answered in different ways

P.E.	<p>Dance perform dances using simple movement patterns master basic movements including running, jumping</p> <ul style="list-style-type: none">• Demonstrate star and arch shapes• Use the space to create different formations• Develop relationships – Using the dance techniques copying with a partner <p>Team Sports participate in team games, developing simple tactics for attacking and defending</p> <ul style="list-style-type: none">• Accurately pass and receive a range of balls• Further increase their understanding of space• Pass a ball using different parts of the body
Computing	<p>Coding –</p> <ul style="list-style-type: none">• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.• Create and debug simple programs• Use logical reasoning to predict the behaviour of simple programs.

P.S.H.E / RSE	<ul style="list-style-type: none"> • To learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health • to recognise what makes them special • to recognise the ways in which we are all unique • to recognise what makes them special • to recognise the ways in which we are all unique • to identify what they are good at, what they like and dislike • to recognise the ways in which they are the same and different to others • to recognise the ways they are the same as, and different to, other people • that everyone has different strengths • to recognise what makes them special • to recognise the ways in which we are all unique • to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private • about how to treat themselves and others with respect; how to be polite and courteous • to recognise the ways in which they are the same and different to others • about what rules are, why they are needed, and why different rules are needed for different situations • to recognise the ways they are the same as, and different to, other people • about what keeping healthy means; different ways to keep healthy • about foods that support good health and the risks of eating too much sugar • about how physical activity helps us to stay healthy; and ways to be physically active everyday • about why sleep is important and different ways to rest and relax • simple hygiene routines that can stop germs from spreading • about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health • about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
Topic Autumn What has happened before?	
Local links:	<ul style="list-style-type: none"> • Black Country Living Museum • NHS – Russell’s Hall Hospital, Dudley Guest • School Nurse
Planning resources	<ul style="list-style-type: none"> • Florence Nightingale (History) • Secret World (Science) and Everyday materials (Science) • Paper Art (Art) and Lamps (D and T)
Subj	Learning Aims

	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	"WOW" Experience Ideas
History	<p>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>events beyond living memory that are significant nationally or globally</p>	<ul style="list-style-type: none"> To know what makes people significant To understand how Florence Nightingale improved nursing To order events in the life of Florence Nightingale To know about Mary Seacole To compare the lives of Florence Nightingale and Mary Seacole To identify similarities and differences between medical care now and in Victorian times. <p>This links to generous and grateful because the children can see how generous Florence was and generate ideas for how they can be generous in their lives. It also highlights how we should be grateful for what people have done in the past to get us to where we are now. They can be attentive in understanding that God called Florence to this job. What vocation does he call them to do? It helps us to be discerning to choose to do the right things to help others in life.</p> <p>BV – Individual Liberty – WOW wall of work.</p> <p>Mutual respect – children complete group work.</p>	<p>Florence Nightingale Mary Seacole Nurse Soldier medical care Scutari Hospital Conditions Victorian Lamp Crimean War patients</p>	<p>Dress up as Florence Nightingale or a soldier. Set the classroom up like a hospital and rein act a scene.</p>
Art	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

	<ul style="list-style-type: none"> • to use a range of materials creatively to design and make products. • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • To know about 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. 	<ul style="list-style-type: none"> • To explore what a collage is. • To use paper to create a collage. • To create a collage inspired by Georgia O’ Keefe • To explore sculptures by ‘Lauren Clay • To create a papier mache sculpture <p>This links to grateful and generous because the children can be grateful for the wide curriculum they are accessing as well as being generous with ideas during these lessons. They can be generous in sharing resources and helping each other when working in groups. The children can be attentive to the experiences being offered to them. They can be discerning in the positive impact that lights would have on peopl’es lives. BV – Freedom of speech through Art.</p> <p>Democracy – to reflect on the teaching and learning. Complete a reflection journal.</p> <p>Individual liberty – choices about which materials they are going to use to make their product. Also choices about what they are going to make.</p>	<p>materials</p> <p>creatively</p> <p>drawing</p> <p>painting</p> <p>imagination</p> <p>collage</p> <p>papier mache</p>	<p>Art Exhibition showcase</p>
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DT	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	
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	<ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • select from and use a wide range of materials and components, including construction materials, according to their characteristics • evaluate their ideas and products against design criteria • 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. 	<ul style="list-style-type: none"> • To research modern lamps. • To investigate levers and sliders. • To investigate ways of creating the body of the lamp. • To design a lamp. • To make a lamp based on a design • To evaluate a finished product. <p>This links to Topic because the children are learning about Florence N. It will give them an understanding of the developments that have occurred over time and the importance of the NHS nowadays.</p> <p>This links to attentive and discerning because God has called these people to be nurses for the good of the people. He has also called the nurses to this vocation. Children to discuss the vocation they may be called on.</p> <p>BV – Rule of the Law – children to explore a nurses job when the school nurse comes in.</p> <p>Individual Liberty – show off their WOW work to the rest of the school.</p>		
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		Mutual respect – sharing ideas of others during lessons and respecting them		
Music	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	Children to make a lamp and display in the school – assembly on Florence Nightingale to show the school the lamps.

	<p>To play tuned and untuned instruments musically</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p>	<ul style="list-style-type: none"> • To understand that sounds can be made in different ways. • To explore how music is created through pitch, tempo, beat etc. • To experiment with and select sounds for a composition. • To match instrumental sounds to people. • To make improvements to their performance work. <p>Christmas play</p> <ul style="list-style-type: none"> • The small steps will be added here when we have purchased the play we are acting out. <p>This link to the V and V of Attentive and Discerning as we need to be attentive in what God is telling us through the Christmas Story. We can use our gifts and talents that God has given us and perform these during the play.</p> <p>BV – Mutual Respect – performing in groups during the play.</p> <p>Individual Liberty – show off their talents.</p>	<p>music</p> <p>instrument</p> <p>play</p> <p>tuned</p> <p>untuned</p> <p>tempo</p> <p>composition</p> <p>voices</p> <p>singing</p> <p>songs</p> <p>concentration</p> <p>listen</p> <p>recorded</p> <p>live</p> <p>music</p>	
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				Perform in front of the school during assembly.
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Geography	<p>National Curriculum Outcome</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas 	<p>Small Steps to learning (assessment criteria)</p> <ul style="list-style-type: none"> To name and locate where Florence Nightingale lived? To explore characteristics of London. To explore characteristics of Edinburgh. To explore characteristics of Dublin. To explore characteristics of Cardiff. To compare London to Cardiff, Dublin and Edinburgh. <p>This links to Curious and Active as the children can demonstrate curiosity about the different cities in the UK and be active in their knowledge about them.</p>	<p>Key vocab includes:</p> <p>Locate Characteristics Countries Capital London Cardiff Dublin Edinburgh</p>	<p>WOW experience</p> <p>Virtual tours of these cities</p>
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