

St Margaret's at Cliffe Curriculum Overview for Rabbits Class Term 1 2024-2025

English

Year 2

Spoken Language

- listen and respond appropriately to adults and their peers
- participate in discussions, presentations, performances, role-play/improvisations and debates

Reading

- read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

Comprehension

- participate in discussion about what is read to them, taking turns and listening to what others say
- clearly explain their understanding of what is read to them

Phonics and Spelling

- revise phonemes taught in year 1, including all digraphs and trigraphs
- revision of key spelling words from year 1
- common exception words for year 2 – Appendix 1 on National Curriculum

Handwriting and Presentation

- understand which letters belong to which handwriting 'families' (i.e., letters that are formed in similar ways) and to practise these

Composition

- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- read their writing aloud clearly enough to be heard by their peers and the teacher

Vocabulary, grammar & punctuation

- using capital letters at the beginning of a sentence, names of people, places, days of the week and the personal pronoun 'I'
- correct choice and consistent use of present tense and past tense throughout writing

Mathematics

Year 2

Number & Place Value

- to revisit numbers from 1 to 20, making comparisons between numbers
- count objects to 100 by making groups of 10s
- recognise tens and ones using the help of a place value chart
- partition numbers to 100
- write numbers to 100 in words and expanded form
- find 1s and 10s on number line to 100
- estimate numbers on a number line
- compare and order objects and numbers
- count in 2s, 3s, 5s and 10s

Addition & Subtraction

- identify number bonds to 10
- find fact families when adding and subtracting with number bonds to 20
- identify bonds to 100 when adding or subtracting 10s
- add and subtract 1s from a number
- add by making 10
- add three 1-digit numbers together
- add to the next 10
- add and subtract across a 10
- subtract from a 10
- subtract a 1-digit number from a 2-digit number (across a 10)

Year 1

Spoken Language

- Listen and respond appropriately to adults and their peers
- Maintain attention and participate actively in collaborative conversations, staying on topic
- Speak audibly and fluently with an increasing command of Standard English

Handwriting and Presentation

- Sit correctly at a table, holding a pencil comfortably and correctly
- Begin to form lower-case letters in the correct direction, starting and finishing the right place

Composition

Write sentences by:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing

Phonics and Spelling

- Revise phonemes taught in EYFS, including all digraphs and trigraphs
- Revise blending and segmenting multi-syllabic words
- Review all tricky words and high frequency words taught in EYFS, for both reading and spelling

Year 1

Number and place value

- Count reliably with numbers from one to 10, place them in order and say which number is one more or one less than a given number. Using quantities and objects add and subtract two single-digit numbers and count on or back to find the answer.
- Solve problems, including doubling, halving and sharing.
- Count, read and write numbers to 10 in numerals
- Identify one more and one less of a given number

Addition and Subtraction

- Read, write and interpret mathematical statements involving addition, subtraction and equals sign

Music

West African call & response song

Using instruments to represent animals, copying rhythms, learning a traditional Ghanaian call and response song and recognising simple notation, progressing to creating call and response rhythms.

History

The Great Fire of London

- use information to describe the past and differences between then and now
- look at evidence to give and explain reasons why people in the past may have acted in the way they did
- recount the main events from a significant event in history
- confidently describe differences and similarities in artefacts
- understand why some people in the past did things
- compare pictures or photographs of people or events in the past

Computing

Coding

- 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

PSHE

Being Me in My World

- hopes and fears for the year
- rights and responsibilities
- rewards and consequences
- safe and fair learning environment
- valuing contributions
- choices
- recognising feelings

Art and Design

Weather and Seascapes

Drawings

- exploring tone using different grades of pencil, pastel and chalk

Collages

- experiencing different adhesives and deciding on the most effective choice for a given task
- developing skills of overlapping and overlaying

Physical Education

Multiskills and Agility

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending

RE

What is a Muslim and what do they believe?

- identify some ways a Muslim might describe God
- respond sensitively to what matters to Muslims and what matters to me
- retell a story about the prophet Muhammad
- say why Muslims try to follow Muhammad and have great respect for him
- identify what makes a place special, or holy
- recognise and describe the significance of particular objects and places to Muslims
- use the right words to describe some things that are important in Islam

Design and Technology

To be taught across Terms 1, 2 & 3

Textiles - Waistcoat for a bear

- plan a waistcoat based on a brief
- measure, mark out, cut, shape and join textile materials
- explain what they are making and the tools they are using
- join fabrics by stitching or gluing
- decorate fabrics using a range of materials such as ribbons, sequins, buttons and beads
- use subject specific vocabulary to describe process and product
- evaluate the final product

Science

Living Things and Their Habitat

- 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
- identify and name a variety of plants and animals in their habitats
- describe how animals obtain their food from plants and other animals, using a simple food chain