

# St Margaret's at Cliffe Curriculum Overview for Rabbit Class Term 2 2024-2025

## English

### Spoken Language

- Listen and respond appropriately to adults and their peers.
- Participate in discussions, presentations, performances, role-play/improvisations and debates linking to our Nativity.
- Speak confidently and fluently during Nativity rehearsals.

### Reading

- Read words with contractions, and understand that the apostrophe represents the omitted letter(s).
- 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

Write sentences by:

- 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.

### Year 1

#### Reading:

- Read accurately by blending sounds.
- Read phonics books aloud.
- Link reading to own experiences.
- Join in with predictable phrases.
- Discuss significance of title & events.

#### 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.
- Form capital letters.

#### Writing and Composition:

- Write sentences by saying aloud what they are going to write about.
- Composing a sentence orally before writing it.

## Mathematics

### Year 1 and 2

#### Place Value

- Use number lines
- Estimate on number lines
- Find 1 more and 1 less than a number
- Compare numbers with the same number of tens
- Compare any two numbers
- Order object and numbers

#### Shape

- Recognise 2-D and 3-D shapes.
- Count sides on 2-D shapes.
- Count vertices on 2-D shapes.
- Draw 2-D shapes.
- Lines of symmetry on shapes.
- Use lines of symmetry to complete shapes.
- Sort 2-D shapes.
- Count faces on 3-D shapes.
- Count edges on 3-D shapes.
- Count vertices on 3-D shapes.
- Sort 3-D shapes.
- Make patterns with 2-D and 3-D shapes.

<p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;"><b>Nativity Songs and Actions</b></p> <ul style="list-style-type: none"> <li>- Use their voices expressively when singing, including the use of basic dynamics (loud and quiet).</li> <li>- Singing short songs from memory, with melodic and rhythmic accuracy.</li> <li>- Recognising timbre changes in music they listen to.</li> <li>- Recognising structural features in music they listen to.</li> </ul>	<p style="text-align: center;"><b>Geography</b></p> <p style="text-align: center;"><b>What a Wonderful World (Continents and Oceans)</b></p> <ul style="list-style-type: none"> <li>- Name and locate the world's seven continents and five oceans.</li> <li>- Use world maps, atlases and globes to identify countries, continents and oceans studied.</li> <li>- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> <li>- Basic Geographical vocabulary - physical (e.g. beach, cliff, coast, forest, hill, sea, ocean, river, vegetation, seasons and weather)</li> <li>- Basic Geographical vocabulary - human (e.g. city, town, village, farm, house, shop)</li> </ul>	<p style="text-align: center;"><b>Computing</b></p> <p style="text-align: center;"><b>Online Safety</b></p> <ul style="list-style-type: none"> <li>- To know how to refine searches using the Search tool and understand more about global sharing on the Internet.</li> <li>- To introduce Email as a communication tool using 2Respond simulations.</li> <li>- To understand how we should talk to others in an online situation.</li> <li>- To understand that information put online leaves a digital footprint or trail.</li> <li>- To identify the steps that can be taken to keep personal data and hardware secure.</li> </ul> <p style="text-align: center;"><b>Spreadsheets</b></p> <ul style="list-style-type: none"> <li>- To use 2Calculate to copy and paste, collect data, produce a graph and use different tools to make calculations.</li> <li>- To use a spreadsheet for money calculations.</li> </ul>
<p style="text-align: center;"><b>Design and Technology</b></p> <p style="text-align: center;"><b>Textiles - Waistcoat for a bear</b></p> <ul style="list-style-type: none"> <li>- Measure, mark out, cut, shape and join textile materials.</li> <li>- Explain what they are making and the tools they are using.</li> <li>- Join fabrics by stitching or gluing.</li> <li>- Decorate fabrics using a range of materials such as ribbons, sequins, buttons and beads.</li> <li>- Use subject specific vocabulary to describe process and product.</li> </ul>	<p style="text-align: center;"><b>PSHE</b></p> <p style="text-align: center;"><b>Celebrating Differences</b></p> <ul style="list-style-type: none"> <li>- I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes).</li> <li>- I understand that bullying is sometimes about difference.</li> <li>- I can recognise what is right and wrong and know how to look after myself.</li> <li>- I understand that it is OK to be different from other people and to be friends with them.</li> <li>- I can tell you some ways I am different from my friends.</li> <li>- I can celebrate differences and remaining friends.</li> </ul>	<p style="text-align: center;"><b>Physical Education</b></p> <p style="text-align: center;"><b>Dance and Basketball</b></p> <ul style="list-style-type: none"> <li>- Perform body actions with control and coordination.</li> <li>- Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling.</li> <li>- Link actions together.</li> <li>- Remember and repeat dance phrases</li> <li>- Perform short dances, showing an understanding of expressive qualities.</li> <li>- Participate in team games, developing simple tactics for attacking and defending.</li> </ul>
<p style="text-align: center;"><b>RE</b></p> <p style="text-align: center;"><b>What can we learn from sacred books?</b></p> <ul style="list-style-type: none"> <li>- Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</li> <li>- Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.</li> <li>- Ask and suggest answers to questions arising from stories Jesus told and from another religion.</li> <li>- Talk about issues of good and bad, right and wrong arising from the stories.</li> </ul>	<p style="text-align: center;"><b>Science</b></p> <p style="text-align: center;"><b>Living Things and Their Habitat</b></p> <ul style="list-style-type: none"> <li>- Explore and compare the differences between things that are living, dead and things that have never been alive.</li> <li>- 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.</li> <li>- Identify and name a variety of plants and animals in their habitats.</li> <li>- Describe how animals obtain their food from plants and other animals, using a simple food chain.</li> </ul>	