



Subject	Prior Learning	Assessment	Oracy Opportunities	Learning Questions	Key Vocabulary	House Value
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<b>Maths</b>	<p>Read and write in numerals and words; recognise the place value of each digit: 0-100 (0-1000)</p> <p>Identify, represent and estimate numbers : 0-100</p> <p>Count in twos, threes, fives and tens</p>			<p>Number Sense and Exploring Calculation Strategies</p> <ul style="list-style-type: none"> <li>• compare and order numbers (up to 100)</li> <li>• find 10 more or less than a given number (Do Nows and transitions)</li> <li>• identify, represent and estimate numbers using different representations, including the number line</li> <li>• solve number problems and practical problems involving these ideas</li> <li>• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> <li>• add and subtract amounts of money to give change, using both £ and p in practical contexts</li> </ul>	<p>Place value ones, tens, hundreds, thousands Related facts Deriving facts Commutative Inverse More, less, greater, fewer Digit, number, amount, value Multiple</p>	<b>Fairness</b>
	<p>Recall and use number bonds within 20 fluently, and derive and use related facts up to 100</p> <p>Show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot</p> <p>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.</p>	<p>Diagnostic questions - in-class assessment.</p>	<p>Structured talk tasks that connect maths to real contexts from the do-now starters</p> <p>Emphasis on justification to explain findings.</p> <p>Collaborative problem-solving activities.</p>	<p>Place Value</p> <ul style="list-style-type: none"> <li>• find 10 or 100 more or less than a given number</li> <li>• recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>• compare and order numbers up to 1000</li> <li>• read and write numbers up to 1000 in numerals and in words</li> <li>• solve number problems and practical problems involving these ideas</li> <li>• count from 0 in multiples of 50 and 100</li> </ul> <p>Graphs</p> <ul style="list-style-type: none"> <li>• interpret and present data using bar charts, pictograms and tables</li> <li>• solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables</li> </ul> <p>Addition and Subtraction</p> <ul style="list-style-type: none"> <li>• add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds</li> </ul>	<p>Add/subtract Greater than / less than Partition Concrete, pictorial, abstract</p> <p>Graph/chart Pictogram Tally Table Data Plot Accuracy Scale Axis</p>	



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<b>Writing</b>	Non chronological report Y2 Subordinate and coordinate conjunctions Adverbials Commas in a list	Explanation text- hot and cold task.	Kagan pair dialogue, sentence starters.	LQ: What is a warning tale? LQ: What are the key features of a warning tale? LQ: How can I improve my writing using adverbs? LQ: How is a warning tale structured? LQ: How can I plan my own warning tale? LQ: How to write a warning tale? LQ: How do I use editing skills to improve my writing LQ: How do I write an information leaflet? LQ: What are the key features of an information leaflet? LQ: How can I organise my writing under headings and subheading? LQ: How can I use adjectives/ adverbs to describe? LQ: How do I write an information leaflet?	Journey tale, tale, information leaflet, technical vocabulary, adverbs, headings and subheadings	<b>Creativity</b>
	<b>Reading</b>	Carousel system - book bands from Y2 Book Band Tracker	Regular conversations about books in class, summarising skills in groups and practising new vocabulary	LQ: How can I answer vocabulary, inference, prediction, explanation, sequencing and retrieval questions?	skimming, scanning, inference, pictorial, discussion, summarising, analysing, evaluating, vocabulary, prediction, explanation, retrieval, stories, fiction, non-fiction	

**Resilience**



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Science	Grouping and classifying animals Dinosaurs Extinct Dead or alive	What are rocks? How are they formed?	Use the science vocabulary to explain each soil or rock type.	What's beneath our feet? How can I make a hypothesis to identify an igneous rock? How can I use a Venn diagram to compare metamorphic rocks? How can I investigate soils? How can I investigate fossils? What have I learnt about rocks and soils? (assessment)	igneous, sedimentary, and metamorphic rocks, types like sandstone and granite, fossil, magma, and lava for rocks, and for soil, terms like organic matter, topsoil, humus, sandy, clay, and loamy soil,	Resilience
Geography	Learning around the Savanna, climates and continents.	What causes earthquakes, volcanoes and mountains?	Discussing the reasons for earthquakes, volcanoes and mountains using the correct vocabulary.	L1: Paper Mache volcano L2: Paper Mache volcano L1: Why is our Earth dynamic (moving & changing). L2: How do the tectonic plates move? L1: What can I remember about how the tectonic plates move? L2: Why do volcanoes erupt? L1: Where are the continents, oceans and equator? L2: Where are the tectonic plates? L1: Where are the mountain ranges? L2: Discretionary lesson (improve and finish off) L1: How can I describe the location of an earthquake and understand its magnitude? L2: How have countries adapted to staying safe in earthquakes? L1: What and why are volcanoes active, extinct or dormant? L2: What are the advantages and disadvantages of living near volcanoes in Iceland? What have I learnt about volcanoes, mountain ranges and earthquakes? (assessment)	tectonic plate, crust, magma, lava, eruption, epicentre, earthquake, fault, active, dormant, extinct, mountain, and volcano	Creativity
History	N/A					Collaboration



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<b>DT</b>	N/A					Creativity
<b>Art</b>	Drawing spirals in Year 1. Inspired by nature in Year 2 - continuous line drawing.	Gallery walks Peer assessments Success criteria	class gallery walks, responding to artists, show me what you see drawing.	LQ: What is typography? LQ: how can I create my own typeface? LQ: How can I respond to an artist's work? LQ: What is continuous line drawing? LQ: How can I create my own 3D map? LQ: How can I create my own 3D map?	typography, typeface, artist study, continuous line drawing, 3D map	Creativity
<b>Computing</b>	Understanding of inputs and outputs Computers/devices making connections through email/calls/texts/bluetooth	Multiple choice questioning with teacher assessment throughout	Paired work. discussion of findings and ideas, quizzes.	1 How does a digital device work? 2 What parts make up a digital device? 3 How do digital devices help us? 4 How am I connected? 5 How are computers connected? 6 What does our school network look like?	Input, output, devices security, passwords, digital/non-digital, network, information sharing, wireless	Collaboration
<b>RE</b>	Sacred texts Islam - introduction and Mosques Judaism - rules and followings Christian festivals	Pre assessment looking at what children already know about world religions - poster page post assessment - see saw spoken fact file	hand up stand up pair up , paired work, fact file on see saw as post assessment	1. what does it mean to be a christian in Britain today 2. What do Christians do to show their beliefs at church ? 3.How do christians celebrate their communions 4. How and why do christians use music for worship ?	christianity, beliefs, church, worship	Kindness
<b>PSHE</b>	N/A - R.E Focus					Fairness



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Spanish	Days of the week and months on c No formal lessons	In class assessments from cor Written activities	Regular opportunities to talk Spani	<p>I can say and write a greeting and a farewell in Spanish</p> <p>I can ask and answer the question, "How are you?"</p> <p>I can say 'My name is' and 'What is your name?'</p> <p>I can say numbers between 1-10</p> <p>I can remember and write numbers between 0 and 10</p> <p>I can say some colours in Spanish</p>	<p>Greetings Numbers Colours</p> <p>Getting to know you: Hello – hola Goodbye – adios My name is – me llamo</p> <p>Numbers 0 – cero, 1 – uno, 2 – dos, 3 – tres, 4 – cuatro, 5 – cinco, 6 – seis, 7 – siete, 8 – ocho, 9 – nueve, 10 – diez</p> <p>Colours: The colours – Los colores Blue – Azul Green – Verde Pink – Rosa White – Blanco Yellow – Amarillo Black – Negro Red – Rojo</p>	<p>Collaboration</p>
Music	Year 2 topics on Pitch, Structure, Call and Response, and Dynamics	Students wil perform Frere Jacques and Three Little Birds singing and playing the ukelele.	Discuss and respond to questions about musical dimentions: Timbre, Texture, Structure, Dynmics, Duration Pitch and Tempo.	LQ: How can I play simple melodies using single strings san 3 chords?	<p>Chord charts; Melody; Harmony, Pitch; Duration; technique; note value; texture; Structure</p>	<p>Creativity</p>
PE Games	Handball introduced to the children in year 1, now developing thier understanding of tactics and rules.	Pre Assessment Game Post Assessment Game	Group work, Paired work, Discussion to make improvments to our dance,	<p>LQ: What different techniques can we use to pass and control the ball?</p> <p>LQ- When should we use our different techniques of dribbling in Handball - ?</p> <p>LQ- Why Should we Dribble and Finish with speed whilst approaching the goal?</p> <p>LQ - What do we have to do as a team to create space? .</p> <p>LQ- What are the different positions and when do we attack and defend?</p>	<p>Defence Attack Space Throw Catch Movement Block Aiming</p>	<p>Collaboration</p>



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<b>Dance</b> <b>Gymnastics</b>	Dance topics across year 2.	Pre assessment looking at childrens confidence in relation to dance and movement. Post assessment - A video will be posted on seesaw.	Group work, Paired work, Discussion to make improvements to	LQ: How can I use movement to create a motif? LQ: How can I travel in different ways showing different levels? LQ: How can I show good timing and control? LQ: How can I use a picture to inspire my movement? LQ: What is a cannon and how does it effect our dance? LQ: How does a poem inspire our movements? LQ: What makes a good performance? LQ: How can I use my peers to help my dance?	Motif Pairs Cannon Synchronization Free style Space Astroid Galaxy Rocket	Collaboration