

“Learn, Sparkle and Shine”



Curriculum guidance for Year 2 Parents.

Spring term



Unlocking your child's potential!

Dear Parents, Guardians and Carers,

The information within our leaflet has been put together by our teaching staff. Research tells us that children who are supported with their education at home and read regularly do better at school than children who do not!

Please use this curriculum information document as a guide to what your child should be doing regularly to ensure they are becoming a confident learner.

Reading ;

Children in **Year 2** will make good to outstanding progress in reading if they;

- read for a minimum of 10 minutes; at least 5 nights a week to an adult;
- are encouraged to spend time reading books on their own;
- have a Reading Age of above 7 years;
- are encouraged to make predictions on the story based on knowledge of the author/title and front cover and talk about similarities and differences between books;
- are encouraged to find and answer questions making reference to the text;
- use punctuation to help read with expression – pausing at full stops and will begin to change voice for exclamation, questions and speech marks;
- begin to understand how authors use words to make stories funny, scary or sad;
- read unfamiliar words using segmenting and blending as well as putting the words into the context of the sentence;
- learn to read without hesitation all of the first 100 and next 200 high frequency words from the lists provided.
- read in an environment that is comfortable, and with few distractions.

By the end of **Year 2** children will be reading with more fluency recognising a greater number of words and more importantly, enjoying their reading.

Writing ; During Year 2 children should be able to:

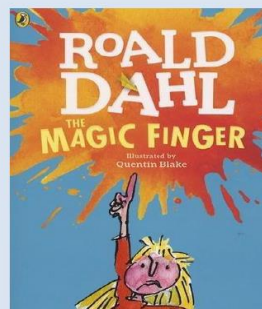
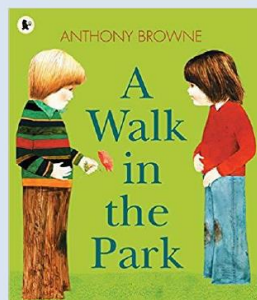
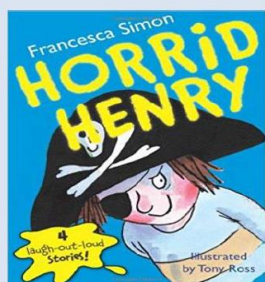
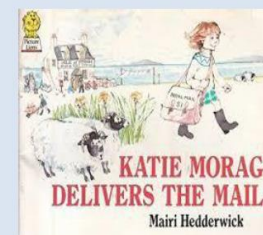
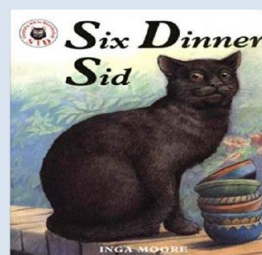
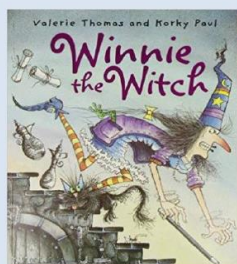
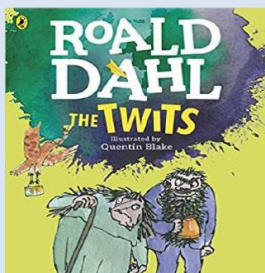
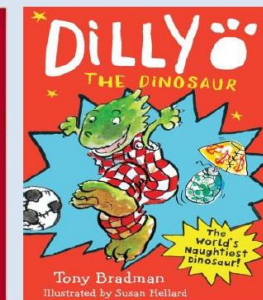
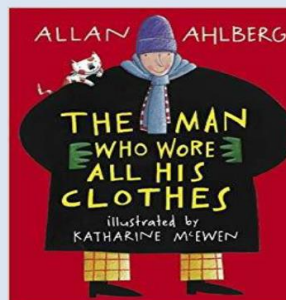
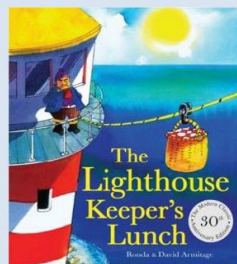
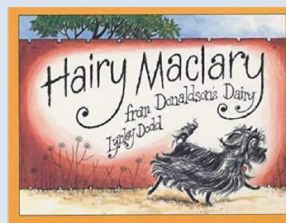
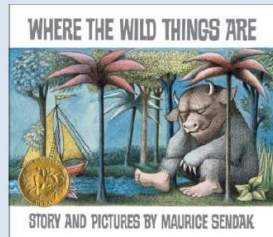
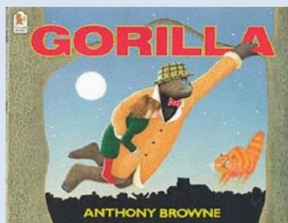
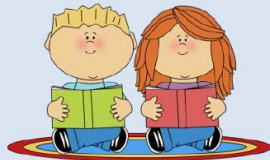
- use their own words to write for a range of purposes
- retell a story in writing
- write their own imaginative stories
- write a report, advertisement, set of instructions
- record information accurately
- express their feelings through writing
- use capital letters, full stops and question marks and begin to use speech marks, commas and exclamation marks
- present their work neatly and begin to use a joined/cursive style

Reading Challenge!

This year we are having a reading challenge throughout school! Each year group has a set of 15 books that we are asking the children to read across the school year. As they achieve 5 books, then 10 and finally 15 books there will be rewards and treats for this! All the books are available in school so look out for your children bringing one home!

St. Peter's CE Primary School, Farnworth

Year 2 reading challenge



“Learn, Sparkle & Shine...”

Spelling

These are the common exception words that all year 2 children should be able to spell.

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

I can use Vocabulary, Grammar and Punctuation.

Minimum Expectations

- Formation of nouns using suffixes – ness, -er
- Formation of adjectives using suffixes – ful, -less
- Use the suffixes –er and –est to form comparisons of adjectives and adverbs
- Subordination (when, if, that or because) and co-ordination (or, and, or but)
- Expanded noun phrases
- Statements, question, exclamation and commands
- Capital letters, full stops, question marks and exclamation marks
- Commas to separate items in a list
- Apostrophes to mark contracted spellings



I can use the suffixes –er, –est in adjectives	I understand how the grammatical patterns in a sentence indicate its function as a ; statement, question, exclamation or command	I can use apostrophes to mark where letters are missing	I can form lower case letters of the correct size relative to one another
I understand how to add –ly to turn adjectives in to adverbs	I can use expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)	I can use apostrophes to mark singular possession in nouns e.g. the girl's name	I am starting to use some of the diagonal and horizontal strokes needed to join letters, when adjacent to one another, are best left unjoined
I can form adjectives using suffixes such as –ful, –less	I can use coordination (using or, and or but)	I can use exclamation marks to demarcate sentences	I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
I can form nouns using compounds e.g. whiteboard, superman	I can use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting.	I can use commas to separate items in a list	I can use question marks to demarcate sentences
I can form nouns using suffixes such as –ness, –er	I can use subordination (using when, if , that or because)	I can use full stops to demarcate sentences	I can use capital letters to demarcate sentences
		I can use tenses consistently throughout my writing Past tense Present tense	

Word

Sentence

Text

Punctuation

Terminology

Handwriting

Year 2 Medium Term Planner for English

Spring Term

Key Objectives taken from the National Curriculum (coverage over the whole term)

Word reading: secure phonic decoding until reading is fluent.
read accurately by blending, including alternative sounds for graphemes.
read multisyllable words containing these graphemes
read common suffixes
read exception words, noting unusual correspondences
read most words quickly & accurately without overt sounding and blending

Reading comprehension:

Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
recognising simple recurring literary language in stories and poetry
continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
discussing and clarifying the meanings of words, linking new meanings to known vocabulary
Discussing their favourite words and phrases
discussing the sequence of events in books and how items of information are related
drawing on what they already know or on background information and vocabulary provided by the teacher
checking that the text makes sense to them as they read and correcting inaccurate reading
making inferences on the basis of what is being said and done
answering and asking questions
predicting what might happen on the basis of what has been read so far
being introduced to non-fiction books that are structured in different ways
participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say
explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Transcription:

Write from memory simple sentences dictated by the teacher that include words using the GPC's, common exception words and punctuation taught so far.

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 (for some children)

Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

Use spacing between words that reflects the size of letters

Composition:

Write narratives about personal experiences and those of others (real and fictional)

Write about real events

Write poetry

Write for different purposes

Plan or say out loud what they are going to write about

Write down ideas and or key words, including new vocabulary

Encapsulate what they want to say, sentence by sentence

Evaluate their writing with the teacher and other pupils

Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

Proof read errors to check for errors in spelling, grammar and punctuation

Read aloud what they have written with appropriate intonation to make the meaning clear.

Vocabulary, grammar and punctuation:

Expanded noun phrases to describe and specify

Sentences with different forms; statement, question, exclamation, command

Use the present and past tenses correctly and consistently including the progressive form

Subordination, using; when, if ,that,or, because and co-ordination using; or, and or but

Some features of standards written english

Suffixes to form new words (-ful, -er, -ness)

Sentence demarcation

Commas in lists

Apostrophes for omission and singular possession

Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly

Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones

Learning to spell common exception words

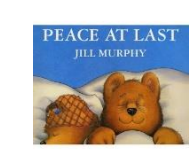
Distinguish between homophones and near homophones

Learning the possessive apostrophe (singular)

Learning to spell more words with contracted forms

Add suffixes to spell longer words –ment, -ness, -ful, -less, - ly

Apply spelling rules and guidelines from appendix 1

Spring 1 – ensure coverage is given to each of these areas below: (6 weeks)	Spring 2 - ensure coverage is given to each of these areas below: (5 weeks)
Topic – Africa – Ghana Topic Science – Plants	Topic – The Great Fire of London Science – Sound (short)
Fiction: (4 weeks)   Jack and the Beanstalk Stories with Queens/palaces/royalty in – Snow White Performance Poetry: (1 week) Rhythm of Life Michael Rosen – link to plants. Visual literacy: (1 week) Taking Flight (Literacy shed – Adventure shed about older generations/in the past)	Fiction: (4 weeks)   Peace at last by Jill Murphy (linked to sound) The bakers boy/Great fire of London Non-Fiction: (1 week) Environment conservation – looking after our surroundings e.g. our plants
Genres to be taught: - Fairy tales - Diary - Story - Retell (linked to Jack and the Beanstalk) - Poetry	Genres to be taught: - write a descriptive setting - Retell - Newspaper - Leaflet /poster
Cross curricular genres: - Topic – fact file, information text. - Science – Diary of a plant, chronological report - RE - retell, newspaper report	Cross curricular genres: - Topic - timeline, diary - RE - poetry, fact file

My Maths Targets



I can use place value and number facts to solve problems.

I can read and write numbers to 100 in numerals and in words.

I can use $<$, $>$ and $=$ signs.

I can compare and order numbers from 0 to 100.

I can identify, represent and estimate numbers.

I can recognise the place value of each digit in a two-digit number.

I can count in tens from any number, forward and backward

I can count in steps of 2, 3 and 5

I can recognise and use the inverse relationship between addition and subtraction.

I know addition can be done in any order, but subtraction can't.

I can add three one-digit numbers.

I can add and subtract two 2-digit numbers and ones.

I can add and subtract 2 digit numbers and tens.

I can add and subtract 2 digit numbers and ones.

I can derive and use related facts to 100.

I can recall and use addition and subtraction facts to 20.

I can solve one-step addition and subtraction problems.

I can solve one-step problems involving $\times$ and $\div$.

I know that division of one number by another cannot be done in any order.

I know that multiplication of two numbers can be done in any order.

I calculate division statements.

I can calculate multiplication statements.

I can recognise odd and even numbers.

I can recall and use $\times$ and $\div$ facts for 2, 5 and 10 times table.

I know the number of minutes in an hour and the number of hours in a day.

I can tell and write time to 5 minutes, including $\frac{1}{4}$ past/to the hour and draw hands on a clock.

I can compare sequence intervals of time.

I can find different ways of putting coins together that make the same amount.

I can recognize and use symbols for pound (£) and pence (p).

I can compare and order lengths, mass, volume/capacity.

I can measure to the nearest unit using rulers, scales, thermometers and measuring vessels.

I can choose and use appropriate standard units to estimate and measure.



I can write simple fractions and recognise equivalence.

I can recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a set of objects.

I can recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a quantity.

I can recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a shape.

I can recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length.

I can use mathematical vocabulary to describe position, direction and movement.

I can order and arrange combinations of objects in patterns and sequences.

I can compare and sort common 2-D and 3-D shapes.

I can identify 2-D shapes on the surface of 3-D shape.

I can identify and describe the properties of 3-D shapes.

I can identify lines of symmetry in 2-D shapes.

I can identify and describe the properties of 2-D shapes.

I can ask and answer questions when comparing categorical data.

I can answer questions about totalling.

I can ask and answer simple questions by sorting categories by quantity.

I can interpret and construct simple tables.

I can interpret and construct simple block diagram.

I can interpret and construct simple tally charts.

I can interpret and construct simple pictograms.

Number and Place Value

Addition and Subtraction

Multiplication and Division

Measurements

Fractions

Geometry

Statistics

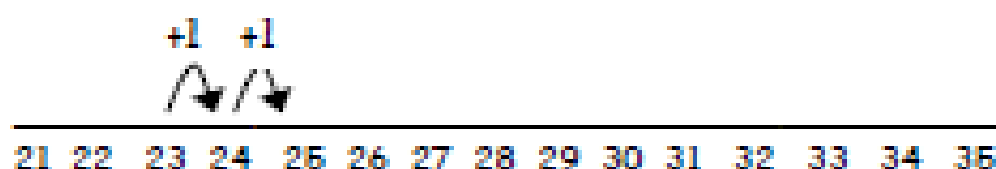
ADDITION

Throughout year 2, children use number lines as well as apparatus to show their learning in addition.

The number line, with practical apparatus

Children experience a variety of number lines and use them to support calculations. Help your child by demonstrating the use of the number line, and helping them to fill them in themselves

Eg. $23 + 2 = 25$



Children then begin to use numbered lines to support their own calculations to count on in ones, and over a group of 10

Eg. $28 + 5 = 33$

Try to revise number facts to 10 and 20 as they will really help your child

Eg $6 + 4 = 10$

$12 + 8 = 20$

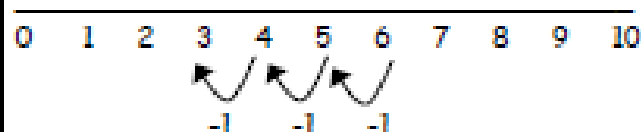
$20 - 12 = 8$

SUBTRACTION

Number line and practical methods

Children progress in year 2 to use number lines and practical resources. Help your child by demonstrating how to use the number line.

$$6 - 3 = 3$$



Children will begin to use empty number lines to support calculations.

Counting back

First counting back in tens and ones.

$$47 - 23 = 24$$



Then helping children to become more efficient by subtracting the units in one jump (by using the known fact $7 - 3 = 4$).

$$47 - 23 = 24$$



SUBTRACTION cont...

The empty number line helps to record or explain the steps in mental subtraction.

It is an ideal model for counting back and bridging (going over) ten, as the steps can be shown clearly. It can also show counting up from the smaller to the larger number to find the difference

Subtraction by counting back (or taking away)

Subtracting the tens in one jump and the units in one jump.

$$47 - 23 = 24$$



Bridging through ten can help children become more efficient.

$$42 - 25 = 17$$

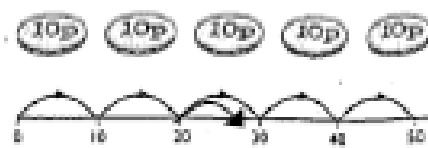


Children will also use number lines to solve missing number sums

MULTIPLICATION

Counting back in groups, using the number line

Children will develop their understanding of multiplication and use jottings to support calculation: They continue to count on and back in 2s, 5s, 10s and 100s in songs, rhyme and in practical ways, such as with coins...

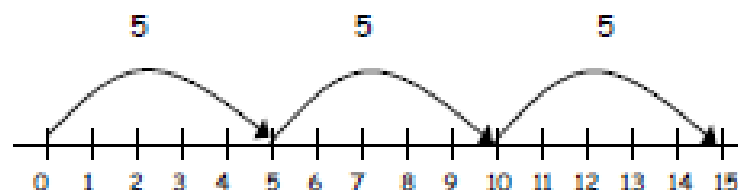


Multiplication is introduced as repeated addition

3 times 5 is $5 + 5 + 5 = 15$ or 3 lots of 5 or 5×3

Repeated addition can be shown on a number line:

$$5 \times 3 = 5 + 5 + 5$$



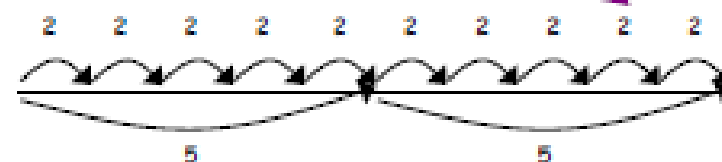
MULTIPLICATION continued...

Arrays

Build on the understanding that multiplication is repeated addition, using arrays and number lines to support the thinking.

Using a number line

$$2 \times 10 = 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2$$



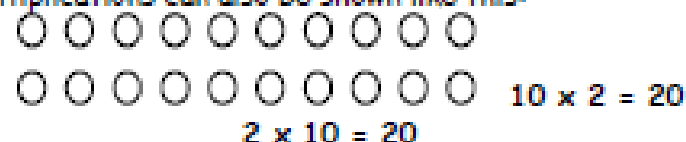
You can still help your child with practical apparatus such as coins or counters.

$$10p + 10p + 10p + 10p + 10p = 50p$$

$$10p \times 5 = 50p$$

5 hops of 10

Multiplications can also be shown like this:



This is called an array

Word problems are used to encourage children to make choices about strategies too.

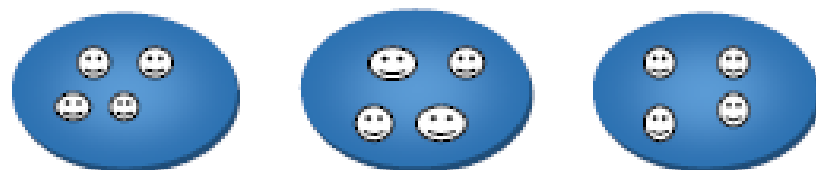
Eg. Six children have 2 sweets each. How many sweets have they got altogether?

DIVISION

Sharing and grouping

During Year 2, children will develop their understanding of division and use jottings to support calculation

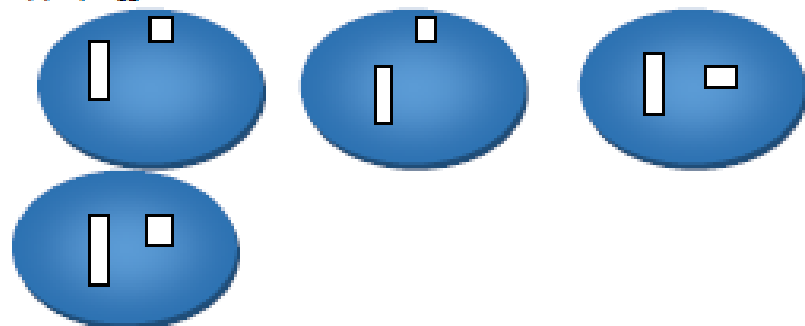
Sharing equally $12 \div 3 = 4$



Grouping or repeated subtraction

Children will use practical equipment to share groups of amounts. *
44 take away 10 then take another 10 and then another etc.

$$44 \div 4 = 11$$



Division continued...

Number line division and mental division

Continuing with the number line is an excellent way of linking division to multiplication. It can show division both as repeated subtraction, and as counting forward to find how many times one number 'goes into' another.

$$30 \div 5$$



It also helps the children deal with remainders:

$$25 \div 5 = 4 \text{ r } 3$$



The methods included in this booklet are taken from St Peters Calculation Procedure.

Staff use these as guidance, so you will be supporting your child in the same ways.

All children learn at different paces. Some will be using strategies from lower in school, and others will progress to the next ones. This booklet is provided as a guide only, but if you would like a copy of the years below/ above your child's school year, please come and see your class teacher. They will be happy to discuss this with you.

Mega Measures – base line questions
Year 2

We ask the children to learn key measures facts at home that are linked to their maths work in school. These are called Mega Measures and we test the children on these each half term. By the end of Year 2 the children should know all of these facts as they are so helpful for their work and life skills.

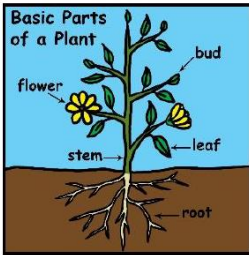
1. How many minutes in an hour?
2. How many hours in a day?
3. How many days in a week?
4. How many months in a year?
5. What do we measure in cm and m?
6. What do we measure in g and kg?
7. What do we measure in ml and l?
8. How many cm in 1 m?
9. How many g in 1 kg?
10. How many ml in 1 l?



Plants



What we already know



There are different types of plants and trees. Some plants have flowers.



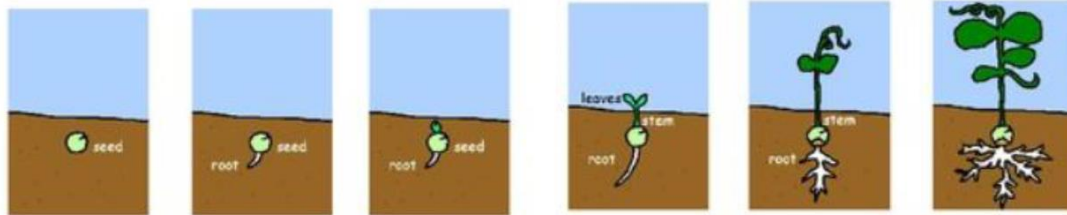
Evergreen trees always have green leaves



Deciduous trees' leaves change in different seasons and fall off.

What we will learn

Plants need the right amount of water, light and the right temperature to grow and stay healthy. Seeds and bulbs grow into mature plants.



germination

Key words

plant		Living thing that grows from the ground like bushes, trees and grass
root		At the bottom of the plant and underground.
stem		The longer middle part of the plant.
leaves		These are usually green and are attached to the stem. Some plants' leaves fall off.
bud		A small part on the plant that develops into a leaf, shoot or flower.
Seeds		A small unit that the young plant will grow from.
flower		Usually at the end of the stem. It is colourful and is where the seeds come from.
fruit		Some plants have fruits which contain the seeds.
temperature		How hot or cold somewhere or something is
germination		When a seed starts to grow into a plant.

Spellings we will learn

water

wild

grass



Sound



What we already know

- Ears are a part of our bodies.
- We can notice sounds around us.

What we will learn

- We will notice that we hear with our ears.
- Something that makes a noise is a source of sound.
- Volume is how loud or quiet a sound is.
- A sound gets fainter and harder to hear as we move further away from the source of the sound.



some
sources
of
sound



Spellings

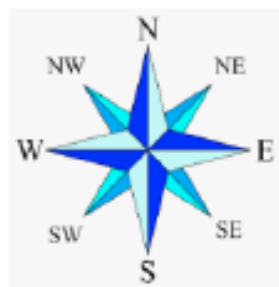
because

both

move

Key vocabulary

sound source	Where the sound starts
ears	An organ of the body that helps us to hear sounds.
distance	The length of space between two points.
volume	How loud or quiet a sound is.
increase	When there is more of something.
decrease	When there is less of something.
fainter	Becoming less, softer and quieter.



Africa

Ghana and Kenya



What I already know:

I can name the 7 continents. I can name the 4 countries of the UK and their capital cities. I can name the seas surrounding the UK.

I can use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right).



Africa is a hot and dry continent. This is very different to the United Kingdom where the climate is much cooler and wetter. There are villages and towns in Africa where lifestyles are very different to one another. Some people in the villages are poor and live very differently to people in the United Kingdom. The towns in Africa can be very busy and crowded.

Ghana is a country in West Africa. Cocoa is produced in Ghana and is used to make chocolate.

Kenya is a country in East Africa. It is popular for tourists to visit on safari to see the many interesting animals that come from the area, for example: elephants, leopards, cheetahs, giraffes and rhinoceros.

What we will learn:

- There are five oceans: Arctic Ocean, Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean.
- Name the oceans surrounding the continent of Africa.
- Use locational and directional language to describe the location of features and routes on a map.

Key Vocabulary

ocean	a large area of water
country	a named area of land
compass	something used for finding where places are
inhabitants	a person or animal that lives in or occupies a place
population	the whole number of people or inhabitants in a country or region
climate	the weather conditions in an area in general or over a long period

Spellings

move

climb

many

child

money

beautiful

The Great Fire of London

What I already know:

I know the difference between past and present.
I can sort events or objects into groups (i.e. then and now.)
I can use timelines to order events or objects.
I can tell stories about the past.
I can talk, write and draw about things from the past.



KEY VOCABULARY

What key facts and dates will we be learning?

The Fire of London started on 2nd September 1666 and lasted for 5 days. The weather in London was hot and hadn't rained for months. Houses in London were mainly built from wood which is flammable, especially when it is very dry. The houses were also very close together, so fire could easily spread.

2nd September 1666 - 1.30am: A fire starts in Thomas Farriner's bakery on Pudding Lane.

2nd September 1666 - 7am: Samuel Pepys wakes up and finds out that the fire had already burnt down 300 houses!

3rd September 1666 - The firemen try to put the fire out by using leather buckets of water and then pulling down houses with fire hooks.

4th September 1666 - St Paul's Cathedral burns down.

6th September 1666 - The Fire of London finally stops but many people are left homeless because their houses are burnt down.

Bakery: a shop where bread and cakes are made.

Oven: a place where food is cooked. Today we use gas or electricity to heat ovens but in 1666 they burnt wood to heat the oven.

Leather bucket: Leather is a material and was what buckets were made from before plastic was invented.

Fire hooks: Giant hooks used to pull houses down.

Fire break: When buildings are destroyed to make a break so the fire can't spread to the next building.

Flammable: when something burns easily.

King Charles II: the King of England in 1666.

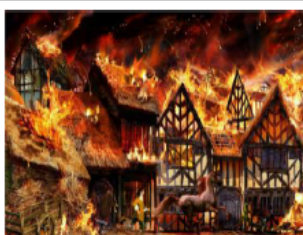
Samuel Pepys: a famous man who wrote a diary about the fire.

Eyewitness: a person who saw an event and can therefore describe it.

St Paul's Cathedral: A famous Christian church which burnt down during the fire. It was rebuilt and still exists today.

Tower of London: Where the King lived in 1666. It did not catch fire because the fire was stopped just before it reached the place.

Spellings: after because break everybody great hour last water many past





Packaging



What do I already know?

People design things by drawing them. They then make things by looking at the drawing. They sometimes change their ideas and make them better.

When we buy some foods they are in packages.

What will I learn next?

Design

Designers draw useful things that they can make for themselves and other people. They have a list of ideas.

They draw, make models, and talk about their ideas.

Make

Designers choose their tools and equipment to make their products.

They select from and use a wide range of materials and ingredients.

Evaluate

Designers have to evaluate a range of existing products to make sure they work.

They think about whether their design has been good or bad and if they need to improve.

Cooking and nutrition

We should wash our hands and make sure we have a clean and safe environment when preparing food.

We know that too much of some foods can be bad for us.

Ingredients for different foods come from many places.



Spellings:

money
sugar
improve
who

	Key Vocabulary
functional	Something that has a special job e.g. keeping the product fresh.
products	An object that you can buy.
packaging	The container that the product is in.
ingredients	The items inside the food.
buyer	A person who purchases the product.
slogan	A short phrase that people will remember used in advertising such as Kit Kat – Have a break, have a Kit Kat!
font	A style of writing.
advertisement	Something that lets people know about the product e.g. a poster, an advert on TV.
evaluate	Think about how good the product is

Packaging is a material used to wrap or protect goods.

Packaging can come in different shapes, colours and sizes.

The information on the package is important to the buyer.

Food packages include ingredients for the buyer.



Buildings - GFOL



What do we already know?

Artists use different materials. Some artists use pencils to create different lines. Sketching is used to make a rough drawing of something and it records the ideas of the artist.

New learning

Some artists use pattern in their work. Patterns can be drawn in different ways.

Art can be three dimensional (3D) which is a solid figure. Sculptures are 3D.

Clay can be used to create 3D models. Texture can be represented using clay and other materials.

Clay can be shaped and moulded to represent the form of buildings.

Clay can appear in various colours from white to dull grey or brown to deep orange-red.

Water is used to stick pieces of clay together. This is called 'slip'



Focus spellings

door
because
many
most
people
old
past

Vocabulary	Definition
artist	a person who creates paintings or drawings.
clay	A sticky material used for 3D work that becomes hardened when it dries.
slip	a slip is a liquid mixture of clay used to stick pieces together
materials	what an artist and designer uses to create their work
sculptures	a piece of 3d artwork
3D	the length, height and width of a model
texture	the feel and appearance of a material
construct	to build or make something
techniques	a skilful or efficient way of doing something
sketch	to make a rough drawing of something
join	to link or connect something

Tudor buildings were black and white in colour.

They had tall roofs and panels of pattern.

The buildings of the Great Fire were made from wood.





Jesus, friend to everyone



What we already know

The Bible is a special book which is made up of the Old and New Testaments. The New Testament teaches us about the life of Jesus. Jesus is the son of God.

What we will learn

The New Testament is made up of books called Gospels. The Gospels tell us stories about Jesus meeting and being kind to people. Jesus was very kind and welcomed everyone.

Jesus performed miracles. A miracle is a happy, amazing event that can't be explained.

The stories we will learn

Let The Children Come



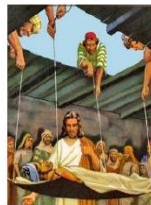
The Lost Son



The Good Samaritan



Blind Bartimaeus



The man lowered from the roof

Christian values

trust
love
respect
friendship

Key Vocabulary

New Testament	The second part of the Bible contains stories about the life of Jesus, God's son.
Gospels	These are 4 parts of the Bible in the New Testament that tell us about the life of Jesus. They are written by followers of Jesus called Matthew, Mark, Luke and John.
faith	To trust and really believe in someone or something.
trust	To rely on someone and know that they will tell the truth and they will do what they have say they will.
followers	People who listen to Jesus and try to live the way he teaches.
disciples	The people who followed Jesus. There were 12 disciples who were Jesus special friends and were the start of the Church.
parable	A story from the New Testament that teaches us a lesson

Spellings

poor
kind
should
child
children
people

WHAT WE ALREADY KNOW

- We know the story of Easter week.
- We know how the Easter story resembles the way in which nature comes back to life in Spring time. The miracle of growth and new life is like the miracle of Jesus rising from the dead.

WHAT WE WILL LEARN

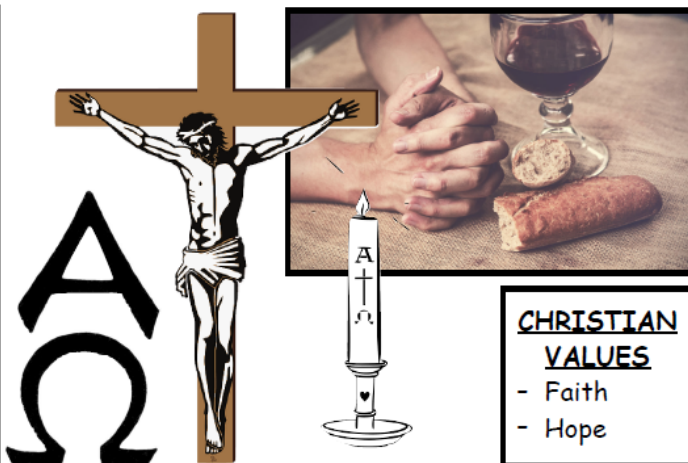
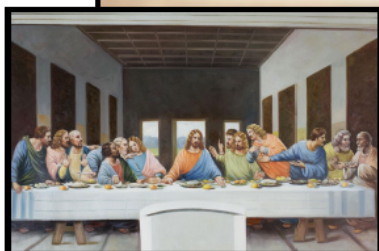
- The church celebrates Easter by coming together to share communion like the disciples did before Jesus' death. The bread and wine they eat and drink in communion represents the body and blood of Jesus as he was sacrificed on the cross.
- Easter is important to Christians everywhere because it is the moment that Jesus took the punishment that they deserved for the bad things they had done.
- We will look at our own experiences of Easter and how we have celebrated it before. There are many different parts of the festival today. But which is the most important? The chocolate? The chicks? The cross?

THE SYMBOLS OF EASTER

Paschal Candle	Special candle burned at Easter that represents the light of Christ
The Cross	Place where Jesus died
Alpha and Omega	The first and last letters of the greek alphabet, representing the beginning and the end. Jesus was the end of death and sin and the beginning of new life - the alpha and omega.
The Year	Represents the fact God is present with his people all through the year.
The Five Grains of Incense	The five grains of incense represent the five wounds of Christ.
The Bread and the Wine	The bread and wine mirror what the disciples ate at the last supper and represent Jesus' body and his blood.

SPELLINGS

- again
- because
- clothes
- everybody
- father
- last
- people



CHRISTIAN VALUES

- Faith
- Hope

KEY VOCABULARY

The Cross	Place where Jesus died
Crucifix	Model of a cross with a figure on it.
Paschal Candle	Special candle burned at Easter that represents the light of Christ
Resurrection	Something coming back to life after it had died
The Last Supper	The last meal shared by the disciples before Jesus' death
Eucharist	A religious ceremony performed to remember Jesus
Symbol	An image or model that represents something
Light Of the World	A name Jesus is given.
Sacrifice	When you give up something to help someone else.
Celebration	A moment to celebrate, a happy day.

National Curriculum Links: KS1 Computing

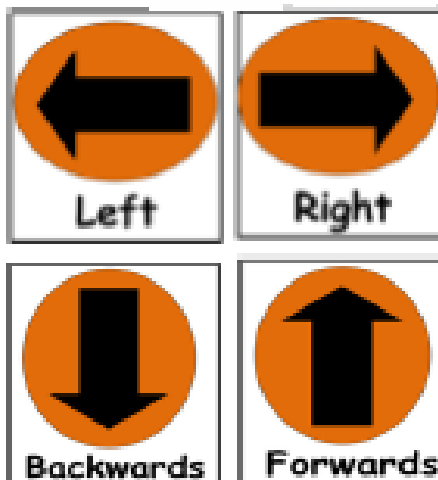
- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
 - create and debug simple programs
 - use logical reasoning to predict the behaviour of simple programs
- | | |
|---|---|
| <ul style="list-style-type: none"> • I can tell you what a program is • I can tell you what an event is • I know programs need an event to begin • I can give and follow instructions, which include direction and turning command – several in order | <ul style="list-style-type: none"> • I know that computers need precise instructions • I can plan use logical reasoning to predict outcomes • I can create a program that contains several commands for a device or software programme • I can debug a program independently that has caused an unexpected outcome • I can use different events to start my programs – timing / on click / on button press |
|---|---|

Computer Science Vocabulary

computer science	BBC Bitesize Computing KS1 Computer scientists design new software, solve computing problems and develop different ways to use technology.
computational thinking	Involves looking at a problem and working out a way a computer might be able to help you solve it.
algorithm	a set of instructions in everyday language, e.g 'get ready for school', 'go out to play'
program	a precise set of instructions for a computer
decompose	breaking a program down into smaller steps
debugging/degitching	Identifying and correcting mistakes when the program doesn't work as expected
abstraction	being able to focus on the problem and ignoring detail, focus on program before look and feel e.g. colour, size, background
Input / output	data or information that a computer receives in or displays out
unplugged	computer science without using the computer
event blocks	all programs need an event which acts like a start button
mathematical language	Directional language- backward, left, right, angles, clockwise / Anti-clockwise

What is the difference between an algorithm and a program?

Important:
Always plan your program
Then test your program
If the out-come was not what you predicted
Debug
Re test



When planning your program you need to think about:
Where do I want my program to start?
What do I want my BeeBot / sprite to do?
How many sprites do you need?
Does my BeeBot/sprite need to pause, change direction?
Input program / test / debug

Use an event block to start your Program



SPRITE



Choose Background

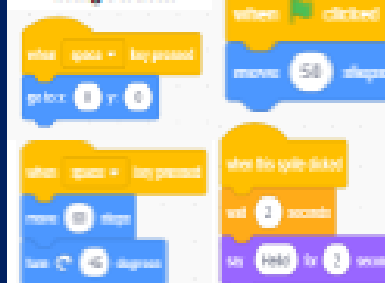
New sprite:

Add new sprite

Introduction to Scratch



Reset program using Scratch



Music 	I wanna play in a band I Wanna Play In A Band is a rock song written especially for children. In this song you learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic rock songs.	Zootime This is a six-week Unit of Work. All the learning is focused around one song: Zootime. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.
Computing 	C, D Minims C, D Crotchets The children will work on the Computer Science objectives that include, giving and following instructions, one command at a time. They will learn how to debug a simple program and solve problems.	