

## Curriculum Planning – Yearly Overview 2022/23

**Class: P2**

	<b>Term 1</b>
<p><b><u>Literacy</u></b></p> <p><b>Text</b></p> <p><b>Sentence Word</b></p> <p><b>Talking &amp; Listening</b></p>	<p>Children will:</p> <ul style="list-style-type: none"> <li>•Complete personal writing tasks eg My name is, I like.. news (Have a Go)</li> <li>**Collins Connect, new resource introduce**</li> <li>•Complete Linguistic Phonics activities – Stage 1 week- SATPIN, 1 week MOCUFRDH, 1 week GKHJEVXL, 1 week QWYZ and blends sh, ch, wh ,th, Continue to introduce Stage 2 CCVCC, CCCVC &amp; VCC, CCVC.</li> </ul> <p>Introduce multisyllabic words.</p> <p>Someone Special Unit 7 Collins (Fiction)</p> <ul style="list-style-type: none"> <li>•Write simple sentences to describe their special someone; orally explore rhyming words; look at the initial and final phonemes of CVC words; identify capital letters and full stops and look for SATPIN sounds in a text.</li> </ul> <p>Clucking Hens( Little Red Hen) Unit 3 Collins (Fiction)</p> <ul style="list-style-type: none"> <li>•Identify features of traditional tales; make and write predictions based on what they know and what they have read; highlight capital letters and full stops in a given text, complete a cloze procedure based on text</li> </ul> <p>The Three Billy Goats Gruff Unit 19 Collins (Fiction)</p> <ul style="list-style-type: none"> <li>•Write spoken words using speech bubbles, explore the final sound of ff, explore adjectives and how they are used to give greater details on story characters - explore adjectives to describe the troll –they will draw their own troll and give them a title (written/oral sentence)</li> </ul> <p>Little Red Riding Hood Pelican Big Books (Fiction)</p> <ul style="list-style-type: none"> <li>•Identify speech in text, sequence the traditional tale, discuss fairytale beginnings and explore other endings to the LRRH, write a sentence to describe their favourite part of story</li> </ul> <p>Ourselves (Book B) Citizenship and Personal and Health Education (Non-Fiction Text)</p> <ul style="list-style-type: none"> <li>•Explore the term Non-Fiction. Class discussion on the front cover, title.</li> <li>**My Special Person – independent writing task in Have A Go book**</li> </ul> <p>Fiction Vs Non-Fiction</p> <p>**Collins Connect – Sequencing Fairytales Pg 42-50 Teacher’s Guide**</p> <p>Children will predict what the book might be about. Look at features of fiction text - discuss the contents page –explore the Index (being made aware of how it is in alphabetical order) and use it find different words in the book.</p> <ul style="list-style-type: none"> <li>•Write captions under a range of ‘feeling situations’</li> <li>•Write captions for hair/eye colour</li> <li>•Draw a picture of someone who has helped them recently and write a caption which identifies who the person is and what they did.</li> </ul> <p>During play children will have the opportunity to take on the roles of the various members of the people around them and role play what they do in their lives</p> <ul style="list-style-type: none"> <li>•Listen to stories and poems on Halloween and construct ‘Witches Spells’</li> </ul> <p>Sequence instructions for carving pumpkin &amp; Christmas Angels/Snowmen</p>
<p><b><u>Numeracy</u></b></p> <p><b>Number</b></p> <p><b>Measure</b></p>	<p>Children will...</p> <p>Know numbers and their names up to 10 and beyond up to 20.</p> <ul style="list-style-type: none"> <li>•Read, write and order numbers 0-10/20</li> <li>•Form numbers correctly.</li> <li>•Introduce the concept of addition. Record procedures progressing from word based instructions to using addition symbol. (Number Stories/ Larry the Ladybird)</li> <li>•Investigate the sets that make up 3-10</li> <li>•The children will know that there are seven days in the week and name them.</li> </ul>

<p><b>Data-Handling</b></p> <p><b>Shape and Space</b></p> <p><b>Processes</b></p>	<ul style="list-style-type: none"> <li>•Sequence yesterday, today, tomorrow.</li> <li>•Recognise the shapes; square, circle, rectangle, triangle, pentagon, hexagon and recognise name and properties.</li> <li>•DH – Collect data, record and interpret on class eye colour/hair colour-pictogram</li> </ul>
<p><b><u>ICT</u></b></p> <p><b>Explore</b></p> <p><b>Express</b></p> <p><b>Edit</b></p> <p><b>Evaluate</b></p> <p><b>Exhibit</b></p>	<p><b>Explore:</b> Use the IWB pen to select and drag and drop items on screen</p> <p><b>Express:</b> Use drawing tools to create a picture on IWB</p> <p><b>Edit:</b> Identify and talk about ways of communicating digitally (such as Google Classroom).</p> <p><b>Evaluate:</b> Talk about their work</p> <p><b>Exhibit:</b> Know that work can be saved</p>
<p><b><u>WAU</u></b></p>	<p><i>Weather-seasonal changes – Daily Chart.</i></p> <p>Autumn: Birds migration.</p> <p>Cultural traditions at Halloween.</p> <p>Stages of growth from baby to 6 years. <b>Compare similarities and differences.</b></p> <p>Investigate our 5 senses.</p> <p>Road Safety keeping safe in the dark-why do we not wear dark colours?</p> <p>Discuss changes that have occurred from Autumn &gt; Winter.</p> <p>Make bread and investigate permanent change when bread goes in oven. <i>Investigate process from seed to loaf.</i></p> <p>Investigate the materials used to build a house and why they are used. Investigate the different types of houses we live in-detached, semi- detached etc <b>Compare similarities and differences</b> of living in the town and the country.</p>
<p><b><u>RE/PDMU</u></b></p>	<p><b>Grow In Love Programme.</b></p> <p>We begin together. I am Special, I am me. Special people (cc Literacy). Anytime. Inside Time. Time Moves on. We belong together. We remember together. Autumn Colours. Let's remember. Caring. They care for me. I care for them. The Christmas Story.</p> <p><u>PDMU</u></p> <p><b>Living, Learning Together Pack.</b></p>
<p><b><u>ARTS</u></b></p>	<ul style="list-style-type: none"> <li>• Share experiences that are fun and enjoyable (birthdays, celebrations, holidays...) Use body to make shapes that are associated with excitement and happiness. Explore using oil pastels, making a range of marks. Make self -portraits.</li> <li>• Explore the use of graphite sticks. Discussion on times you were sad, cross or bored. Make drawings of such times using graphite. Bring together all the pupils work to celebrate and share in a gallery session.</li> <li>• Explore the use of paint mixing freely to create new colours. Take time to try and name emotions portrayed.</li> <li>• Discuss the main body parts thinking about how they move and change shape. Explore using a pencil and make a drawing of themselves. Use drawings as a guide.</li> </ul>

	<ul style="list-style-type: none"><li>• Music: Days of the week song; Head, Shoulders, Knees and Toes and other traditional songs.</li></ul>
<u>PE</u>	<ul style="list-style-type: none"><li>➤ Listening to instructions.</li><li>➤ Spatial awareness</li><li>➤ Familiarisation with equipment</li><li>➤ Balance on one foot</li><li>➤ Movement and Dance</li><li>➤ Jumping and Landing</li></ul> <p><b>(Healthy Kids)</b></p>