

Year 2		Our Heroes		Autumn 2
<b>ROOTS Link:</b> Taking Care How have doctors and nurses helped take care of us in the past and the present?	<b>Whole School Project:</b>	<b>Ignites, Trips, Visits &amp; Visitors:</b>	Arrange a visit from a nurse or doctor Trip to Hazard Alley	
<b>Vision:</b> During this project, children will be exploring the creation of the NHS and how it impacted us. They will look at what a nurse does and how nurses help us. We will specifically explore the question: 'How have doctors and nurses helped take care of us in the past and present?' Children will research how Mary Seacole and Florence Nightingale changed the face of nursing for the future. They will look into who founded the NHS and why it was created. We will use primary resources such as photographs and artefacts to find out more about the past. Through this project, in writing, children will explore different heroes such as the fire service and the police. Our science will explore the importance of humans keeping healthy and how medicine can help when we get ill.			<b>Key Texts:</b> <ul style="list-style-type: none"> <li>The Unstoppable Maggie McGee</li> </ul>	
History/ Geography				
NC Links	Knowledge		Skills	
<ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally</li> <li>Significant historical events</li> <li>Changes within living memory</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements</li> </ul>	<ul style="list-style-type: none"> <li>The NHS was founded on the 5th of July 1948 under the Labour Government.</li> <li>That Florence Nightingale is regarded the founder of modern nursing. What is nursing?</li> <li>How Mary Seacole overcame challenges to become a key nursing figure</li> <li>A nurse's role in a hospital setting.</li> <li>Understand the changes in nursing and why</li> <li>How the NHS has adapted to deal changing situations</li> </ul> <p>OL: - OL: Can I interview a nurse and describe their role?</p> <p>OL: Can I say why the NHS was set up?</p>		<ul style="list-style-type: none"> <li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>Show an understanding of how a significant historical event changed how people live today</li> <li>Use artefacts, pictured, stories, online sources, databases including primary resources to find out about the past.</li> <li>Describe significant people from the past.</li> </ul>	

	<p>OL: Can I explain why Florence Nightingale is seen as the founder of modern nursing?</p> <p>OL: Can I explain why Mary Seacole is seen as a key nursing figure in the Crimean role?</p> <p>OL: Can I explain how the NHS supports me?</p> <p>OL: Can I explain how the NHS has adapted to change?</p> <p>OL: Can I compare nursing in the Crimean war to now?</p>	<ul style="list-style-type: none"> <li>Recognise that there are reasons why people in the past acted as they did.</li> </ul>
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English		
<p><b>Writing Focus</b> Non Fiction Non chronological report</p> <p><b>Purpose and Audience:</b> To provide information about a particular subject</p> <p><b>Cold Write:</b> Fact file about fish</p> <p><b>WAGOLL:</b> Fact file about the NHS</p> <p><b>Hot Write:</b> Change to fact file about the police (GDS explanation text – how do the police help us?)</p> <p><b>Writing Focus</b> Fiction portal story</p> <p><b>Purpose and Audience:</b> To entertain the reader and explore events of the past</p> <p><b>Cold Write:</b> Write a time machine story</p> <p><b>WAGOLL:</b> The magic key</p> <p><b>Hot Write:</b> Change to visiting Florence nightingale. (GDS write a play script)</p>	<p><b>Short Burst Non-fiction:</b></p> <ul style="list-style-type: none"> <li>Writing a letter to a doctor (questions)</li> <li>Recount based on hazard alley (commas in a list)</li> </ul> <p><b>Short burst Fiction:</b></p> <ul style="list-style-type: none"> <li>Write a diary as Mary Seacole. (adjectives)</li> <li>Advert for a nurse (conjunctions)</li> </ul>	
NC Links	Knowledge (Grammar)	Skills (Punctuation, Composition)
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>Using coordinating and subordinating conjunctions to join clauses.</li> <li>Using questions and commands. question command</li> </ul>	<p>Punctuation</p> <ul style="list-style-type: none"> <li>Demarcate sentences:</li> <li>Capital letters</li> <li>Full stops</li> <li>Question marks</li> <li>Exclamation marks</li> <li>Commas to separate items in a list</li> </ul>

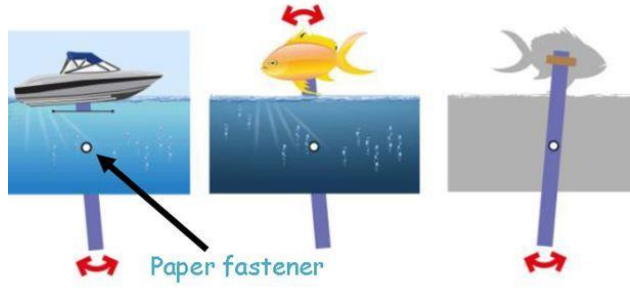
<ul style="list-style-type: none"> <li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul> <p><b>GPS</b></p> <ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly - see <a href="#">English appendix 2</a>, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>the present and past tenses correctly and consistently, including the progressive form</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>some features of written Standard English</li> </ul> <p><b>Plan and write:</b> Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> </ul> <p><b>Evaluate and edit:</b> Make simple additions, revisions and corrections to their own writing by:</p>	<ul style="list-style-type: none"> <li>Begin to list items in a list (i.e. adjectives to describe personal qualities)</li> <li>Ensure capital letters are accurate for names/new sentences</li> <li>Introduce subordination (my hero is ... because...)</li> </ul>	<ul style="list-style-type: none"> <li>Comma after –ly opener e.g. Fortunately,</li> </ul> <p>Composition</p> <ul style="list-style-type: none"> <li>Structure a story into the 5 key areas</li> <li>Use planning documents such as story maps</li> <li>Use related facts</li> <li>Create grabbing introductions</li> <li>Use present tense consistently</li> <li>Create imaginative locations and settings</li> </ul>
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<ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> </ul>		
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Speaking & Listening		
Speaking & Listening	Debating	
<ul style="list-style-type: none"> <li>listen to talk by an adult, remember some specific points and identify what they have learned</li> <li>respond to presentations by describing characters, repeating some highlight and commenting constructively</li> <li>speak with clarity and use intonation when reading and reciting texts</li> </ul>	<ul style="list-style-type: none"> <li>ensure everyone contributes, allocate tasks, and consider alternatives and reach agreement</li> <li>work effectively in groups by ensuring each group member takes a turn challenging, supporting and moving on</li> <li>listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member</li> </ul>	
Spelling & Phonics		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> <li>spell by:             <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>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</li> <li>learning to spell common exception words</li> </ul> </li> </ul>	<p>Phonics See phonics progression map</p> <p>Spelling</p> <ul style="list-style-type: none"> <li>sounds spelt as ge and dge at the end of the words</li> <li>s/sound spelt 'c' before 'e', 'i' and 'y'</li> <li>/n/ sound spelt 'kn' and 'gn' at the beginning of words</li> <li>homophones (here/hear, one/ won, sun/son)</li> </ul> <p>Revise homophones taught so far</p>	<ul style="list-style-type: none"> <li>Knowing set 1, 2 and 3 sounds.</li> <li>Alternative pronunciations</li> </ul> <p>Look cover write check</p> <ul style="list-style-type: none"> <li>Segmenting</li> <li>Blending</li> <li>Highlighting</li> <li>Using spelling journey</li> <li>Sound mat</li> </ul>

<ul style="list-style-type: none"> <li>• learning to spell more words with contracted forms</li> <li>• learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>• distinguishing between homophones and near-homophones</li> <li>• add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</li> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>• homophones (to/two/too)</li> </ul>	<ul style="list-style-type: none"> <li>• Proof reading</li> </ul>
Handwriting		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• 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 un-joined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters</li> </ul>	<ul style="list-style-type: none"> <li>• Continue development of single letters using cursive handwriting.</li> <li>• Know how to form all digits</li> </ul>	<ul style="list-style-type: none"> <li>• Write single letters using cursive handwriting</li> <li>• Write capital letters in correct orientation</li> <li>• Form letters in correct size in relation to one another</li> </ul>

Design & Technology

NC Links	Knowledge	Skills
<p><b>Design</b></p> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical</b></p> <ul style="list-style-type: none"> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</li> </ul>	<p><b>Focus: Mechanisms sliders and levers</b></p> <p>Get well cards</p> <ul style="list-style-type: none"> <li>Know that get well cards can make people feel better.</li> <li>Know what a design brief is</li> <li>Know that a lever mechanism involves a pivot point</li> <li>Know that a slider must include a track for it to follow along.</li> </ul> <p>OL: Can I explore existing products? OL: Can I create a simple a lever? OL: Can I create a simple slider? OL: Can I design my get well card? OL: Can I make my get well card?</p>	<ul style="list-style-type: none"> <li>Explain features of a card</li> <li>Compare how levers are different to sliders</li> <li>Create a design that fits the design brief</li> <li>Select tools that are appropriate for purpose</li> <li>Select materials that are suitable for the purpose</li> <li>Manipulate materials to create an affect</li> <li>Evaluate my end product</li> </ul> <p><b>More Able:</b></p> <ul style="list-style-type: none"> <li>Chn to have a go at including a double lever point in their design i.e. a character is moving both arms or legs up and down</li> </ul> <p><b>Levers can be used with or without a slider</b></p>  <p>card strip is used as a lever. The fish and boat are tied to the lever which is used as a handle.</p>

Art & Design		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<p><u>Focus: Printing</u></p> <p>Chn to create their own NHS inspired print</p> <ul style="list-style-type: none"> <li>Know that different objects can be used to print with</li> <li>Know what relief printing is</li> <li>Know what mono printing is</li> <li>Know that printing ink is needed to print properly</li> <li>Know about pop art</li> <li>Know some of Andy Warhol's work</li> </ul> <p>OL: Can I explore how to use different materials to print?            OL: Can I create simple relief print?            OL: Can I explore the work of Andy Warhol?            OL: Can I learn how to mono print?            OL: Can I create my own mono print about the NHS?</p>	<ul style="list-style-type: none"> <li>Create patterns and pictures by printing from objects using more than one colour.</li> <li>Develop impressed images with some added pencil or decorative detail.</li> <li>Relief printing - string, card, etc.</li> <li>Use appropriate language to describe tools, process, etc.</li> </ul>

Science		
<p><u>Enquiry Questions:</u></p> <p>What do you think would happen if we didn't exercise?            Why is sleep important to our health?            Why do animals (including humans) need food?</p>	<p><u>Key Vocabulary:</u> Exercise, Healthy, Hygiene, Germ, Fitness, Muscle, Vegetable</p>	
NC Links	Knowledge	Skills
<p><u>Work scientifically by:</u></p> <ul style="list-style-type: none"> <li>Explore, observe what happens without exercise, or right nutrients, ask and answers their own questions to deepen understanding and encourage scientific questioning.</li> </ul>	<ul style="list-style-type: none"> <li>Know that exercise and eating the right amount of different types of food is important to keep us healthy.</li> <li>Know that materials can be used for a variety of purposes.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how exercise helps us stay healthy</li> <li>Describe what makes me happy</li> <li>Say the link between exercise and being healthy</li> <li>Record observations when exercising</li> <li>Name different materials and properties</li> </ul>

<p><b>Animals (including humans)</b></p> <ul style="list-style-type: none"> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Know how to stay safe and healthy</li> <li>Know that exercise is beneficial</li> <li>Know that personal hygiene is important</li> <li>Know that different activities help exercise different body parts</li> </ul> <p>OL: Can I say what makes me happy? OL: Can I say how I like to keep fit? OL: Can I say why exercise is important? OL: Can I explore how exercise effects my body? OL: Can I design and make a cycling helmet? OL: Can I explain why we need different food? OL: Can I sort foods into food groups? OL: Can I make a healthy snack?</p>	<ul style="list-style-type: none"> <li>Make predictions</li> <li>Create a test helmet</li> <li>Evaluate the success of the helmet</li> <li>Name and sort food into groups</li> <li>Create a healthy snack</li> </ul>
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Music		
<p><b>Termly Focus:</b> Chime Bars – Diwali</p> <p>Diwali Twinkle Twinkle</p>	<p><b>Key Vocabulary:</b> Note, beater, bar, pitch, noise, note, pattern, rhythm, phrases, melody, tune, symbols, signs, cue, pitch, duration, dynamics, sequence, pattern, graphic notation.</p>	
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> <li>play tuned and un-tuned instruments musically</li> </ul>	<ul style="list-style-type: none"> <li>Know what the Diwali festival is</li> <li>Know the story of Rama and Sita</li> </ul>	<ul style="list-style-type: none"> <li>Can explore rhythmic patterns when given phrases or time values to work with.</li> <li>Can create simple clapped or played patterns.</li> <li>Can explore freely or within the confines of a given remit e.g. a high piece or piece that moves by step or skip</li> <li>Children pick out tunes by ear, encouraging aural awareness.</li> <li>They follow signs and symbols</li> </ul>



- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music

## Diwali Twinkle, Twinkle

(Sing to the tune of 'Twinkle, Twinkle, Little Star'. )

Twinkle, Twinkle, Diwali light,  
How you sparkle in the night.  
Let's Celebrate Di-wa-li,  
Everyone, you and me.  
Twinkle, Twinkle, Diwali light,  
Keep on shining oh so bright.

- know the tune of twinkle twinkle little star
- know which notes I need to play twinkle twinkle little star
- know that I can change the words in a song to represent a new theme

- They begin to use two hands when playing
- They respond to changing tempi and start to play together in large groups/as a class
- Follow pictorial cues and puppets to show changes in pitch, duration and dynamics
- They start to use graphic notation to mark down ideas in a sequence, in a pattern or in a combination of sounds.
- They use simple graphic representation of H/L and H/M/L sounds to notate their ideas and play those of other children

Computing		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</li> <li>Recognise common uses of information technology beyond school</li> </ul>	<p><b>Focus: Creating Media – Digital photography</b></p> <ul style="list-style-type: none"> <li>Know what devices can be used to take photographs</li> <li>Know the process needed for taking a good photograph</li> <li>Know that light can affect a photograph</li> <li>Know that photographs can be changed on the computer</li> <li>Know what portrait and landscape is</li> </ul> <p>OL: Can I sort devices that can take photographs?            OL: Can I use a digital device to take a photograph?            OL: Can I describe what makes a good photograph?            OL: Can I say how photographs can be improved?            OL: Can I use tools to change photographs?            OL: Can I recognise when a photograph has been changed?</p>	<ul style="list-style-type: none"> <li>Sort devices into old and new</li> <li>Discuss how to take a good photograph</li> <li>Take photos in landscape and portrait</li> <li>Identify what is wrong with a photograph</li> <li>Explore the effects of light on a photograph</li> <li>Experiment with different light sources</li> <li>Apply my skills to capture a good image</li> <li>Identify which images are real and which have been changed</li> </ul>
RE		
NC Links	Knowledge	Skills
<p>See RE guidance non-statutory 2010</p>	<p><b>Focus: Christmas - Jesus as a gift from God</b></p> <p>Key Question: Why do Christians believe God gave Jesus to the world?</p> <ul style="list-style-type: none"> <li>Know that Jesus was born in a stable in Bethlehem because His mother and father, Mary and Joseph had to go there on a donkey. Wise men followed a star to find Him and gave Him special presents like</li> </ul>	<ul style="list-style-type: none"> <li>Say how I could help solve a problem by showing love.</li> <li>Retell the Christmas story and start to explain that Christians believe Jesus was a gift from God.</li> <li>Explain why Christians think God gave Jesus to the world.</li> <li>Explain how I show love to the world</li> <li>Retell the story of Zacchaeus</li> <li>Compare how I prepare for Christmas and how Christians prepare for Christmas</li> </ul>

	<p>gold. God gave Jesus to the world so that He could show people how to look after each other.</p> <ul style="list-style-type: none"> <li>• Know that Christians think God gave Jesus to the world so that He could save it and make it a better place by teaching people to be kind to each other.</li> </ul> <p>OL: Can I understand that some people are seen as 'saving' the world?          OL: Can I retell the Christmas story?          OL: Can I understand how Christians prepare for Christmas?          OL: Can I understand why Christians believe Jesus came to save the world?          OL: Can I say why Christians believe Jesus came to save the world?          OL: Can I say how I show love to the world?</p>	
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PSHE		
NC Links	Knowledge	Skills
See non-statutory guidance NC	<p><b>Focus: Celebrating Differences</b></p> <ul style="list-style-type: none"> <li>• Know that bullying is sometimes about difference</li> <li>• Know that it is ok to be different from other people and to be friends with people who are different</li> <li>• Know why we shouldn't judge people if they are different</li> <li>• Know what friendship is</li> <li>• Know that differences make us special and unique</li> </ul> <p>OL: Can I understand what a stereotype is?          OL: Can I understand how we are different?          OL: Can I say how someone feels if they are bullied?</p>	<ul style="list-style-type: none"> <li>• Accept that everyone is different</li> <li>• Understand that sometimes people make assumptions about boys and girls (stereotypes)</li> <li>• Understand some ways in which boys and girls are similar and feel good about this</li> <li>• Tell you how someone who is bullied feels</li> <li>• How to be kind to children who are bullied</li> <li>• Recognise what is right and wrong and know how to look after myself</li> <li>• Know when and how to stand up for myself and others</li> <li>• Know how to get help if I am being bullied</li> <li>• Know how it feels to be a friend and have a friend</li> <li>• Explain some ways I am different from my friends</li> </ul>

OL: Can I explain what to do if someone is being bullied?  
 OL: Can I explain that it is OK to be different?  
 OL: Can I explain how I am different from my friends?

PE		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>Indoor Focus:</b> Gymnastics</p> <ul style="list-style-type: none"> <li>Know a variety of gymnastic positions            Straddle            Pike            Arabesque            Bridge            Side lift            Foot stand            T balance</li> <li>Know what a contact point is</li> <li>Know a variety of jumps and turns that can be linked in a sequence</li> <li>Know how to begin and end my sequence with gymnastic poise</li> </ul> <p>OL: Can I perform a position of stillness?            OL: Can I explain what a point of contact is?            OL: Can I transfer weight from one position to the next?            OL: Can I link movements together?            OL: Can I create a phrase of linking movements?</p>	<ul style="list-style-type: none"> <li>Perform a position of stillness with 2 or more contact points showing control</li> <li>Perform a position of stillness with 1 contact point showing control</li> <li>Transfer weight from one position of stillness to another position of stillness showing control</li> <li>Link one position of stillness another action smoothly</li> <li>Create, remember and repeat a movement phrase combining 2 varying positions of stillness with at least one other action.</li> <li>Improve and perform a movement phrase combining 2 varying positions of stillness with at least one other action.</li> </ul>

	OL: Can I perform a phrase of linking movements together?	
•	<b>Outdoor Focus:</b>	•

Maths		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> <li>• Solve problems with addition and subtraction:</li> <li>• Using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>• Applying their increasing knowledge of mental and written methods</li> <li>• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:               <ul style="list-style-type: none"> <li>○ a two-digit number and ones</li> <li>○ a two-digit number and tens</li> <li>○ two two-digit numbers</li> <li>○ adding three one-digit numbers</li> </ul> </li> <li>• Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>	<p><b>Focus: Week 4- 8 Number: Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>• Know that fact families help us with addition and subtraction</li> <li>• Know that related facts are helpful in calculations</li> <li>• Know that I need to check my calculations</li> <li>• Know that tens and ones are important in addition and subtraction especially when using the column method.</li> </ul> <p><b>Focus: Week 9 – 10: Money</b></p> <ul style="list-style-type: none"> <li>• Know UK coins and notes</li> </ul>	<ul style="list-style-type: none"> <li>• Can find fact families within 20</li> <li>• Can check calculations</li> <li>• Compare number sentences</li> <li>• Find related facts</li> <li>• Find number bonds to 100 (tens)</li> <li>• Add and subtract 1's</li> <li>• Add by making 10</li> <li>• Find 10 more or 10 less</li> <li>• Add and subtract 10's</li> <li>• Add by making 10</li> <li>• Add a 2 digit number and 1 digit number crossing ten</li> <li>• Subtract crossing 10</li> <li>• Subtract 1 digit from a 2 digit crossing tens</li> <li>• Add two 2 digit numbers – not crossing</li> <li>• Add two 2 digit numbers – crossing</li> <li>• Subtract a 2 digit number from a 2 digit number not crossing</li> <li>• Subtract a 2 digit number from a 2 digit number crossing</li> <li>• Find and make number bonds</li> <li>• Bonds to 100 (tens and ones)</li> <li>• Add three 1 digit numbers</li> </ul> <ul style="list-style-type: none"> <li>• Recognise coins</li> </ul>

<ul style="list-style-type: none"><li>• recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li><li>• find different combinations of coins that equal the same amounts of money</li><li>• solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li></ul>	<ul style="list-style-type: none"><li>• Know the value of different coins/ notes</li><li>• Understand what numbers are bigger and smaller</li><li>• Understand that pounds are bigger than pence</li><li>• Understand subtraction using money</li><li>• Understand how to approach a two-step problem.</li></ul>	<ul style="list-style-type: none"><li>• Count money in pence</li><li>• Count money in pounds</li><li>• Count money in notes and coins</li><li>• Select money</li><li>• Make the same amount</li><li>• Compare money</li><li>• Find the total</li><li>• Find the difference</li><li>• Find change</li><li>• Solve two step problems</li></ul>
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