

SPRING 2

MATHS

KEY LEARNING

Multiplication 2 weeks

- To understand that repeated addition is the same as multiplication
- To work out the answer to a multiplication sentence, by drawing jottings or arrays, or by using concrete resources
- To know that multiplication of 2 numbers can be done in any order (commutative).
- To recall and use multiplication and division facts for the 2, 3, 5 and 10 multiplication tables
- To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
- To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs

Money 2 weeks

- To recognise and use symbols for pounds (£) and pence (p)
- To combine amounts to make a particular value
- To find different combinations of coins that equal the same amounts of money
- To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

Statistics 1 week

- To interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- To ask and answer questions about totalling and comparing categorical data

Year 2

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ENGLISH - READING

KEY LEARNING

Word Reading

- To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- To read words containing common suffixes
- To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- To reread books to build up their fluency and confidence in word reading

Comprehension

- To develop pleasure in reading, motivation to read, vocabulary and understanding by
 - i. 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
 - ii. discussing the sequence of events in books and how items of information are related
 - iii. becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - iv. being introduced to non-fiction books that are structured in different ways
 - v. recognising simple recurring literary language in stories and poetry
 - vi. discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - vii. discussing their favourite words and phrases
- To understand both the books that they can already read accurately and fluently and those that they listen to by
 - i. drawing on what they already know or on background information and vocabulary provided by the teacher
 - ii. checking that the text makes sense to them as they read, and correcting inaccurate reading
 - iii. making inferences on the basis of what is being said and done
 - iv. answering and asking questions
 - v. predicting what might happen on the basis of what has been read so far
- To 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

Guided Reading weekly

Whole class teaching of reading

Home readers

Sharing stories/novels daily

Reading throughout all areas of the curriculum

ENGLISH – WRITING

KEY LEARNING

- To know how to write a question, using varied question
- To understand what an adverb is and how to use it correctly in a sentence
- To be able to punctuate a sentence correctly using commas in lists
- To be able to use noun phrases and adverbial phrases
- Use sentences with different forms: statement, question, exclamation
- Use subordination for reason with 'because/so'
- Plan and discuss what to write about e.g. text mapping, collecting new vocabulary, key words and ideas
- Use specific text type features to write for a range of audiences and purposes e.g. to inform
- Proofread to check for errors in spelling, grammar and punctuation
- Use the subordinating conjunction 'that' in a sentence
- Use subordination for time using when, before and after
- Write simple poems based on models
- Evaluate their writing with adults and peers
- Select, generate and effectively use adverbs
- Use the suffix -ly to turn adjectives into adverbs e.g. slowly, gently, carefully
- Use past tense for narratives, recounts and historical reports
- Orally rehearse each sentence prior to writing
- Develop a positive attitude to writing
- Develop stamina for writing in order to write at length
- Write about fictional events

GENRES:

Non-Chronological Report– Dinosaurs
 Narrative Story – Dinosaur Time by Michael Foreman
 Poems with a structure
 Dinosaur Riddles

SCIENCE

KEY LEARNING

Working Scientifically:

- To ask simple questions and recognise that they can be answered in different ways
- To observe closely, using simple equipment
- To use their observations and ideas to suggest answers to questions
- To gather and record data to help in answering questions

Knowledge and Understanding:

- To observe and describe how seeds and bulbs grow into mature plants
- To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

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PLANTS – SEEDS AND BULBS

Describe how plants that they have grown from seeds and bulbs have developed over time
Identify plants that grew well in different conditions
Know some differences between deciduous and evergreen bushes and plants
Know there is a variety of leaf shapes in plants
Know the different ways plants protect themselves
Plant summer bulbs

GEOGRAPHY

KEY LEARNING

- To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map
- To 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
- To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Using simple compass directions and directional language to describe the location of features and routes on a map
Understand how co-ordinates can describe a position
Use and construct basic symbols in a map key and know that symbols mean something on maps
Draw a simple map of a dinosaur island

ART

KEY LEARNING

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- To know about the work of a range of artists, craft makers and, describing the differences and similarities between different practices and disciplines, and making links to their own work

Stick Transformation Project

Exploring how you can transform a familiar object into new and fun forms
Use imagination to play and explore using materials
Use imagination to reinvent the stick
Display the work made through the half term and reflect on the outcomes.

COMPUTING

KEY LEARNING

- To know the Smart Rules
- To begin to understand that some websites are more useful than others when searching topics
- To begin to understand that not everything on the website is true
- To know that technology can give rapid access to a variety of resources - internet, DVD, photographs etc
- To be able to locate specific, teacher defined, age appropriate websites through a favourite menu and/or by typing a URL into the address bar
- To be able to retrieve work
- To be able to speak for an audience



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TECHNOLOGY IN OUR LIVES

Locate specific, teacher defined, age appropriate websites through a favourite menu and/or by typing a URL into the address bar

Be able to retrieve work

Be able to speak for an audience

Know how to stay safe online

PHYSICAL EDUCATION

KEY LEARNING

- To change rhythm, speed, level and direction in their dance
- To dance with control and co-ordination
- To make a sequence by linking sections together
- To use dance to show a mood or feeling
- To develop underarm throwing
- To use hitting, kicking, rolling or bouncing in a game
- To develop catching techniques using one and two hands
- To use a tactic in a game
- To follow game rules

Dance:

Dinosaur Dance

TEAM GAMES:

Lancs Scheme Net/Wall Prog 4-6

PSHE

JIGSAW – Healthy Me

Motivation

Healthier choices

Relaxation

Healthy eating and nutrition

Healthier snacks and sharing food

RE

KEY LEARNING

The non-statutory guidance (2010) for Religious Education states that RE has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. High quality learning experiences in RE are designed and provided by careful planning through locally agreed syllabuses and in schools, taking into account the need to offer breadth of content, depth of learning and coherence between concepts, skills and content. At Audley Infant School, we follow the guidance from Blackburn with Darwen Diocese.

Easter:

Exploring symbols of faith - Christianity

MUSIC

Charanga – Zoo Time