

SPRING 1

MATHS

NATIONAL CURRICULUM

Place Value 1 week

- To partition numbers into hundreds, tens and units. I know what each digit represents in a 2 or 3-digit number
- To identify, represent and estimate numbers using different representations, including the number line
- To compare and order numbers from 0 up to 100; use $<$ $>$ and $=$ signs
- To read and write numbers to at least 100 in numerals and in words
- To use place value and number facts to solve problems

Addition & Subtraction 2 weeks

- To add and subtract numbers using concrete objects, pictorial representations, and mentally - a two-digit number and tens and two two-digit numbers
- To show that addition of two numbers can be done in any order (commutative)

Length & Height 1 week

- To choose and use appropriate standard units to measure length/height (cm/m) using a ruler or measuring tape
- To compare and order lengths/height using $<$ $>$ and $=$

ENGLISH - READING

NATIONAL CURRICULUM

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

Year 2

Long Term Overview: Spring 1

Guided Reading weekly
 Whole class teaching of reading
 Home readers
 Sharing stories/novels daily
 Reading throughout all areas of the curriculum

ENGLISH – WRITING

NATIONAL CURRICULUM

- To be able to identify and use expanded noun phrases, and adjectives to describe and specify
- To know what a simile is and be able to identify them in the story
- Use the subordinating conjunction that in a sentence, e.g. I hope that it doesn't rain on sports day
- 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
- Plan and discuss what to write about
- Orally rehearse each sentence prior to writing
- Develop a positive attitude to writing
- Develop stamina for writing in order to write at length
- Use specific text type features to write for a range of audiences and purposes e.g. entertain and inform
- Write about fictional and non-fiction events
- Evaluate their writing with adults and peers
- Proof read to check for errors in spelling, grammar and punctuation
- 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

GENRES:

Narrative Story –The Selfish Crocodile & Chinese New Year
 Non-Chronological Report – Asian Animals and facts about Asia

SCIENCE

NATIONAL CURRICULUM

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

Year 2

Long Term Overview: Spring 1

PLANTS – CONDITIONS FOR HEALTHY GROWTH

Identify and describe basic structure of flowering plants

Growth in plants

Observe and describe seeds and bulb, and spot similarities and differences between bulbs and seeds

Observe and describe how seeds and bulbs grow into mature plants

Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Plant seeds and bulbs in different conditions

GEOGRAPHY

NATIONAL CURRICULUM

- To name and locate the world's 7 continents and 5 oceans
- To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Naming and locating the 4 countries and the capital cities of the UK and their surrounding seas

Compare and contrast the human and physical features of a British locality with a non-European locality

ART

NATIONAL CURRICULUM

- 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

Exploring the World through Mono Print: Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership

Record what I can see in photos and films through close looking and drawing

Show an awareness of the relationship between drawing, looking and mark making when drawing small

Understand what a mono print is and to make my own mono print using carbon paper

Make a mono print that explores playful narrative or invention

Display the work made through the half term and reflect on the outcomes

DESIGN TECHNOLOGY

NATIONAL CURRICULUM

- To design purposeful, functional, appealing products for themselves and other users based on design criteria
- To select from and use a range of tools and equipment to perform practical tasks
- To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- To explore and evaluate a range of existing products
- To evaluate their ideas and products against design criteria
- To use the basic principles of a healthy and varied diet to prepare dishes
- To understand where food comes from

Explain why I need a balanced diet and a variety of food groups to stay healthy

Plan my own appealing dip and dipper and clearly show my ideas

Follow my plan to make my own dip

Evaluate my dip and dipper



Year 2

Long Term Overview: Spring 1

COMPUTING

NATIONAL CURRICULUM

- To use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school
- To recognise common uses of information technology beyond school
- To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies

Digital Art & E-Safety:

Understand that there are different ways that messages can be sent
Know that messages can be sent quickly electronically via a range of devices
Know the rules for staying safe online
Understand what is meant by personal information
Know that personal information should not be shared online without a trusted adult's permission
Know they should not ask to meet anyone they meet online
Understand that an e-mail has to be sent to a unique e-mail address and the address needs to be type accurately
Know that not everything on the internet is true
Know that I must report anything that is scary or worrying to me
Create an animation with sock puppets on the I-pad

PHYSICAL EDUCATION

NATIONAL CURRICULUM

- To plan and perform a sequence of movements
- To improve their sequence based on feedback
- To think of more than one way to create a sequence which follows some rules
- To work on own and with a partner
- To develop underarm throwing
- To use hitting, kicking, rolling or bouncing in a game
- To develop catching techniques using one and two hand

GYMNASTICS:

Lancs Scheme Gymnastics Prog 4-6

TEAM GAMES:

Lancs Scheme Net/Wall Prog 1-3

PSHE

JIGSAW – Dreams and Goals

Achieving realistic goals
Perseverance
Learning strengths
Learning with others
Group co-operation
Contributing to and sharing success



Year 2

Long Term Overview: Spring 1

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| RE |
| NATIONAL CURRICULUM 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. |
| Stories with Meaning: What is the most important part of the story? Hinduism, Islam, Sikhism, Christianity |
| MUSIC |
| Charanga – I Wanna Play in a Band |