

SUMMER 1

MATHS

KEY LEARNING

Place Value 1 week

- To count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- To recognise the place value of each digit in a two-digit number (tens, ones)
- 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
- To add 2 2-digit numbers by partitioning into tens and ones
- To compare 2 2-digit numbers

Addition & Subtraction 2 weeks

- To add and subtract numbers using concrete objects, pictorial representations, and mentally - a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers
- To show that addition of two numbers can be done in any order (commutative)
- To solve mixed addition and subtraction calculations
- To solve missing number addition and subtraction calculations

Mass, Capacity, Temperature 2 weeks

- To choose and use appropriate standard units to estimate and measure mass (kg/g); temperature ($^{\circ}$ C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- To compare and order mass, volume/capacity and record the results using $>$, $<$ and $=$
- To solve calculations using the four operations with volume and capacity

Year 2

Long Term Overview: Summer 1

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 use conjunctions in writing– when, if, that, because, or, and, but
- Select, generate and effectively use verbs
- Use past tense for narrative
- Plan and discuss what to write about
- Use specific text type features to write for a range of audiences and purposes
- Write about fictional events
- Proofread to check for errors in spelling, grammar and punctuation
- To use conjunctions of time to write in chronological order
- Use of the progressive form of verbs in the present and past tense to mark actions in progress

Year 2

Long Term Overview: Summer 1

GENRES:

Recount Writing – Visit to the castle

Information text – Features of a castle

Narrative story - Tale with a twist – Little Red Riding Hood and the Sweet Little Wolf

SCIENCE

KEY LEARNING

- To know that animals have offspring which grow into adults
- To find out about and describe basic needs of animals for survival

Basic needs for survival

Care for animals

Life cycle of a butterfly

Life cycle of a frog

Life cycle of a chicken

Animals and their babies

HISTORY

KEY LEARNING

- To compare/contrast the past and present with some understanding and reasoning as to the importance of the impact of historical events

What is a castle?

Understand that there are different types of castles and be able to compare and talk about advantages and disadvantages of them.

What were castles like?

What were they used for?

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 designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Explore & Draw: Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills

Artists are collectors and explorers

Collecting items and observational drawings

Continuous lines and feely drawings

COMPUTING

KEY LEARNING

- To know that we use programming in our everyday lives
- To know that an algorithm is a series of instructions that need to be carried out in the correct order
- To know that instructions need to be precise
- To understand the terms debug, algorithm, program, instructions
- To know that an algorithm is a series of instructions that need to be carried out in the correct order



Year 2

Long Term Overview: Summer 1

PROGRAMMING

Programming BeeBot
Devising own algorithms
Following & creating routes

PHYSICAL EDUCATION

KEY LEARNING

- To change speed and direction whilst running
- To jump accurately from a standing position
- To throw a variety of objects with one hand
- To throw overarm for distance accurately
- To explore a push throw
- To recognise a change in temperature and heart rate during exercise
- To throw overarm for distance accurately
- To use hitting, kicking, rolling or bouncing in a game
- To decide the best space to be in during a game
- To use a tactic in a game
- To follow game rules

ATHLETICS:

Lancs Scheme prog 1-6

TEAM GAMES:

Lancs Scheme Striking/Fielding Prog 1-3 (rounders)

PSHE

JIGSAW – Relationships

Different types of family
Physical contact boundaries
Friendship and conflict
Secrets
Trust and appreciation
Expressing appreciation for special relationships

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:

Ascension and Pentecost – What happened at the Ascension and the Pentecost? - Christianity

MUSIC

Charanga – Friendship Song