

<p>Maths Numbers to 100 Place Value – represent numbers as tens and ones in a place value chart, show concrete representations in tens and ones, write numerals given a set of concrete representations and vice versa with or without a place value chart Comparing. Order, Pattern – compare number to 100 using terms ‘greater than/greatest’ and ‘smaller than/smallest’ with or without concrete representation, arrange numbers in ascending and descending order Addition – add a 2-digit number and a 1-digit number without regrouping, add a 2-digit number and another 2-digit number without re grouping, use the number bond strategy to add, use the addition strategy by adding the ones first, followed by the tens, add with regrouping Subtraction– subtract a 1-digit number from a 2-digit number without regrouping, subtract a 2-digit number from another 2-digit number without regrouping, use the ‘counting back’ strategy, subtract with regrouping Fractions Length Volume Money Shapes and patterns</p>	<p>English Fiction: Different stories by the same author (Jill Murphy) Non-Fiction: Explanations and Information Texts Poetry: Dread Cat Demarcate sentences with capital letters and full stops and with some use of question marks and exclamation marks. Use sentences with different forms in their writing (statements, questions, exclamations and commands). Use some expanded noun phrases to describe Use present and past tense correctly and consistently Use conjunctions such as, or, and, but, when, if, that, because Segment spoken words into phonemes and represent these by graphemes, spelling many correctly Spell many common exception words Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Use spacing between words that reflects the size of the letters.</p>	<p>Computing Spring 1 – Programming- Robot algorithms This unit develops learners’ understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them. Spring 2- Data and information Pupils will begin to understand what the term data means and how data can be collected in the form of a tally chart. They will learn the term ‘attribute’ and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.</p>	
<p>Geography Spring 2 Where do different animals live? This unit gives a geographical context to children’s interests in, and prior knowledge of, animals through a study of seven continents. It looks at pandas, penguins, sharks and elephants, as well as lesser-known birds, such as the swallow.</p>	<p>Science Spring 1 - Move It! In this unit the children will: Learn how different objects move How forces are used in making something move Compare wind-up toys Compare and test rockets, flying fish, marshmallow rockets Make things move in the air e.g. kites and rockets Compare how things move, changing objects so that they move in different ways and at different distances Change the shape of objects Compare wheels, rollers, etc. Spring 2 – Healthy Me In this unit children will learn how to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>D&T Spring 1 This unit builds on children’s experiences of joining and combining sheet and reclaimed materials and of using moving joints. They learn about wheels and axles and how to use these when making wheeled vehicles for a specific purpose. They are encouraged to develop their design ideas based on investigating vehicles in the world around them Art – Spring 2 We will focus upon the work of Claude Monet and Wassily Kandinsky. The children will practise both painting skills and use appropriate materials to explore reflection and movement.</p>	
<p>P.E. Games Activities – Spring 1 and 2 In this unit the children improve and apply their basic skills in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.</p>	<p>R.E. Spring 1 – Judaism: Why are they having a Jewish party? Children will be able to name the different Jewish festivals, ask and respond to questions about why these festivals are celebrated. Begin to describe similarities and differences between taught religions. Spring 2 -What is the story of Noah really about? Children will consider the different interpretations and understanding of the story of Noah. Consider why God chose to cleanse His creation of sin and understand the covenant formed. -Easter Symbols In this unit children will: Recognise religious symbols and talk about them Say what some Christian symbols stand for Use religious words to describe symbols</p>	<p>PSHE: Spring 1- What jobs do people do? Understanding the range of jobs available, reflecting on people they know who work in our community. Considering how different strengths and interests enable individuals to do different jobs. Spring 2- What helps us to stay safe? Understanding how rules are in place to keep us safe, identifying risks, online safety, trusted adults and what to do in uncomfortable situations.</p>	<p>Music - Spring 1 and 2 The children continue to develop their vocal control and, as they get older, their range increases, as does their naturally obtained understanding of music. The chosen songs for Year 2 reflect this. Class performances happen at Christmas and in the Summer. Number of beats in the bar (2/3/4) is explored through movement and musical notation. (DaCapo syllabus) Listening: Tchaikovsky, The Nutcracker, Arabian Dance</p>