



Writing

Year 1

- Say out loud what is going to be written about
- Compose a sentence orally before writing it
- Sequence sentences to form short narratives
- Re-read what they have written to check that it makes sense
- Discuss what has been written with the teacher or other pupils
- Read writing aloud clearly enough to be heard by peers and the teacher
- Spell words containing phonemes already taught
- Spell common exception words

Year 2

- Plan or say out loud what is going to be written about
- Write down ideas, key words, new vocabulary
- Encapsulate what is to be written, sentence by sentence
- Make simple additions, revisions and corrections
- Evaluate writing with the teacher and other pupils
- Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently
- Proof-read to check for errors in spelling, grammar and punctuation
- Read aloud with intonation

Year 1 / 2 Spring Curriculum Overview

Maths

Year 1

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$
- add and subtract one-digit and two-digit numbers to 20, including zero
- recognise and name common 2-D and 3-D shapes, including:
- properties of shapes 2-D and 3D shapes.

Year 2

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- add and subtract numbers using concrete objects, pictorial representations, and mentally.
- identify and describe the properties of 2-D and 3D shapes, including the number of sides and line symmetry in a vertical line
- compare and sort common 2-D and 3-D shapes and everyday objects

Reading

Year 1

- Become familiar with key stories, fairy stories and traditional tales
- Retell stories and consider their particular characteristics
- Make inferences on the basis of what is being said and done
- Predict what might happen on the basis of what has been read so far
- Participate in discussion about what has been read to them

Year 2

- Discuss the sequence of events in books and how items of information are related
- Predict what might happen on the basis of what has been read so far
- Draw on what is already known or on background information and vocabulary provided by the teacher
- Make inferences on the basis of what is being said and done
- Participate in discussion about books, poems and other works
- Explain and discuss their understanding of books, poems and other material



Science

Working Scientifically

- *Gathering and recording data to help in answering questions.*
- *Using their observations and ideas to suggest answers to questions.*
- *Identifying and classifying.*
- *Observing closely, using simple equipment.*



Living things and their Habitats

- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- Identify and name a variety of plants and animals in their habitats, including microhabitats.
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
- Explore and compare the differences between things that are living, dead, and things that have never been alive.



History

Famous Queens



- use common words and phrases relating to the passing of time
- use a wide vocabulary of everyday historical terms
- develop an awareness of people, events and changes of the past
- know where the people and events they study fit within a chronological framework
- identify similarities and differences between ways of life in different periods
- ask and answer historical questions, using stories and other sources to show knowledge and understanding
- understand some of the ways in which we find out about the past
- identify different ways in which the past is represented

Geography

Animals Around the World

- To locate and name the seven continents.
- To identify and use vocabulary linked to the world's seas and oceans.
- To learn about hot and cold places in relation to the Earth's equator.
- To learn about animals in different seasons.
- To learn about national animals of various countries.
- To investigate animals in our local area.



Art

Animal Art

- To be able to create artwork
- To be able to manipulate paper to create African animal art.
- To be able to explore and create patterns.
- To be able to create animal art in the style of aboriginal dot art.
- To be able to make 3D artwork of a rainforest animal.
- To explore the use of animals as symbolism in Native American art.
- To be able to use paint to create animal artwork.



PE

- I can perform a dance about a cat using large body actions.
- I can remember and perform a dance in a sequence of different moves.
- I can create 3 different animal shapes with my body.
- I can perform a dance about a rainforest with some moves in unison.
- I can perform a dance with some help from prompts.

Computing

- To understand what a spreadsheet is and how to navigate one using 2Calculate.
- To edit and improve a spreadsheet so that information is organised clearly and displayed correctly.
- To explore how spreadsheets can complete calculations automatically.
- To explore the range of tools available in 2Calculate and understand how they can change the way data is used.
- To create and interpret block diagrams from data.
- To use our learning about spreadsheets to help us complete a project.



Design Technology

Teddy Bears Picnic

- To learn about different types of picnic food and where they have come from.
- To explore and taste different picnic food.
- How to make Teddy Bear biscuits using a set of instructions.
- How to design a food skewer to take on a picnic.
- To make picnic food using their design sheet.
- Evaluate our picnic food.

