

Maths

Place value TU.

Use diennes, drawn strategies to identify Tens and Units

Counting on in tens from any number.

Position on a number line. 0 to 20, 0 to 100 in tens.

Addition/subtraction involving pictorial representations.

Use of Diennes including drawing of Diennes. Less reliance on Number squares.

Mental/written strategies for TU + U. Counting on from the biggest number.

Addition/subtraction facts to 20. Use cut out hands for number bonds to 10.

Addition in any order. It's commutative.

Recall multiplication/division facts 2s, 5s, 10s (X in any order.)

Use fingers to help to count.

Odd/even numbers

Temperature: Celsius. Use of number lines.

Standard units: height, length, weight k and g. Practical activities.

Art and Design / DT / expressive arts/music

To take inspiration from the greats.

To master techniques.

To develop ideas.

Study different genres of art including African art (patterns, pictures with collage i.e. tissue paper.)

To create and compose a simple piece of music (African drumming - reflect a weather type i.e. storm.) Use symbols to create a simple score. Use a range of instruments to represent mood and atmosphere.

Textiles: create your own glove puppet.

Make a musical instrument (attaching) Rainmakers.

PSED

I know about the importance of protecting and respecting the environment.

I can respect personal and private property.

I know about community services.

ICT

Produce a weather forecast using power-point, recording using video, identify websites which provide weather forecasts. Beebot: Follow the yellow brick road.

Medium Term Planning

Spring Term 1

Year 2

Africa

RE

GOD/CREATION

I can talk about my beliefs (religious and non-religious)

I can share experiences of living in the world

I can identify and share things that I value

I can find out about what other people value in life

Africa

PE

See PE scheme of work

English /Literacy

Reading

To read words accurately

To understand text

Letters and Sounds Revisit phase 5 phonemes, Work within phase 6

Reading comprehensions based on Africa. Book reviews of Handa's Surprise and Lila and the Secret of Rain.

Daily guided reading sessions, fiction and non fiction FOCUS; direct speech

Weekly individual reading of own book.

Weekly visit to the school library as a class.

Writing

To write with a purpose

To use imaginative description

To organize writing appropriately

To use paragraphs

To use sentences appropriately

To present neatly

To spell correctly

To punctuate accurately

Analysis of writing

To present writing

Core Text - Lila and the secret of rain, Handa's Surprise, The Drop Goes Plop, Wizard of Oz.

Animal fact files

Book reviews (Lila and the Secret of Rain)

Descriptive writing (adjectives and adverbs) based on Handa's Surprise.

Write a playscript and their own version of an imaginary place to visit. (Wizard of Oz).

Factual writing (weather forecast).

Weather related diary (How do we know it's Winter?)

Gather and record data.

Writing labels and captions to go with diagrams

(Continents of the world, African countries).

Weather poem. Pattern poems, writing descriptions.

Wanted poster for the Witch. Was it Dorothy's fault that the house landed on the Witch?

Write a report (ziq zaq tree book.)

Geography /History

To understand similarities and differences between the UK and Africa.

To discuss differences and patterns in weather and locate hot and cold areas of the world.

To name and locate the world's 7 continents and 5 oceans.

To discuss and understand the key physical features of Africa

Name, locate and identify characteristics of the 4 countries of the UK and surrounding seas.

Identify seasonal and daily weather patterns in the UK.

To collect, analyse and communicate with a range of data. (making own weather forecast and keeping weather chart throughout the term)

Use compass directions (North, South, East and West), near and far. Devise a simple map with basic symbols in a key. (A1, B1).

Science Plants/Earth:

Living things and their Habitats

To name and identify common animals and know about herbivores, omnivores and carnivores.

To understand the basic needs of animals and to know that animals have offspring.

To understand that animals live in habitats to which they are suited.

To understand simple food chains.

Continue to work scientifically including observing, pattern seeking, relationship with data and fair testing. (Weather charts, predicting weather.)

Observe changes in seasonal weathers.

Forest School

Identify and name a variety of common plants: garden, wild, trees and those classified as deciduous and evergreen.

Observe and describe how plants and bulbs grow into mature plants.

Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Could continue into Term 4 for growing/Spring Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers).
