

Maths Y2

National Curriculum Links

Multiplication and Division (continued from Spring 1)

- Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs.
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.
- Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Measurement: Money

- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
- Find different combinations of coins that equal the same amounts of money.
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

Money

- Count money – pence
- Count money – pounds
- Count money – pounds & pence
- Make amounts
- Make the same amount
- Compare amounts of money
- Find the total
- Find the difference
- Make a pound
- Find change
- Two-step problems
- temperature

Multiplication & Division

- Recognise equal groups
- Make equal groups
- Add equal groups
- Introduce the multiplication symbol
- Write multiplication sentences
- Use arrays
- Make equal groups – grouping
- Make equal groups – sharing
- The 2 times table
- Divide by 2
- Doubling and halving
- Odd and even numbers
- The 10 times table
- Divide by 10
- The 5 times table
- Divide by 5

PSHE

Healthy Me (Jigsaw)

Pupils should be taught to:

- Know what they need to keep their body healthy.
- Know some things that make them feel relaxed or stressed.
- Understand how medicines work in their body and how important it is to use them safely.
- Know which foods their body needs every day to keep them healthy.
- Explain why some healthy snacks are good for their body.
- Understand which foods to eat to give their body energy.

Learning Outcomes

Children will:

- Make healthy choices.
- Talk about what it means to feel relaxed or stressed.
- Be physically active and notice the effects on their body.
- Sort foods into the correct food groups.
- Design healthy snacks and meals.

Maths Y1

National Curriculum Link

Number: Addition and subtraction (within 20) continued from Spring 1

- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- Represent and use number bonds and related subtraction facts (within 20).
- Add and subtract one-digit (and two-digit numbers to 20), including zero.
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.

Number: Place Value (within 50)

- Count to and across 100, forwards and backwards, beginning with 0 or one from any given number.
- Count, read or write numbers to 100 in numerals; count in multiples of twos, fives and tens.
- Given a number, identify one more and one less.
- Identify and represent numbers using objects and pictorial representations, including the number line and use the language of: equal to, more than, less than (fewer), most and least.

Measurement: Money

Recognise and know the value of different denominations of coins and notes.

Addition & Subtraction (within 20)

- Add by counting on within 20
- Add ones using number bonds
- Find and make number bonds to 20
- Doubles
- Near doubles
- Subtract ones using number bonds
- Subtraction-counting back
- Subtraction-finding the difference
- Related facts
- Missing number problems

Place Value (within 50)

- Count from 20 to 50
- 20, 30, 40 and 50
- Count by making groups of 10.
- Groups of tens and ones.
- Partition into 10s and ones.
- The number line to 50.
- Estimate on a number line to 50.
- 1 more, 1 less.

Money

- Recognising coins
- Recognising notes
- Counting in coins

Down on the Farm

Ash Class

Spring 2



Physical Education

Attacking & Defending Invasion Games (NUF)

Net & Wall Games (NUF)

National Curriculum Links

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.

Learning Outcomes

Newcastle United Foundation will lead PE sessions focussing on:

- developing attacking and defending tactics
- developing skill in use of equipment, such as racquets
- applying fundamental movements & learnt skills in a range of games

English Y2

National Curriculum Links

Pupils should be taught to:

Reading Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- Discussing the sequence of events in books and how items of information are related.
- Becoming increasingly familiar with and retelling a wider range of stories...and traditional tales.
- Being introduced to non-fiction books that are structured in different ways.
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
- Discussing their favourite words and phrases.
- Understand both the books that they can already read accurately and fluently and those that they listen to by:
- Drawing on what they already know or on background information and vocabulary provided by the teacher.
- Checking that the text makes sense to them as they read and correcting inaccurate reading.
- Answering and asking questions.
- Predicting what might happen on the basis of what has been read so far.
- Participate in discussions about books, taking turns and listening to what others say.
- Explain and discuss their understanding of books that they listen to and read for themselves.

Spelling

- Segment spoken words into phonemes and represent these by graphemes.
- Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
- Learn to spell common exception words.
- Learn to spell more words with contracted forms.
- Write from memory simple sentences dictated by the teacher.

Handwriting

- Form lower-case letters of the correct size relative to one another.
- 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.

Writing

- Develop positive attitudes towards and stamina for writing by:
- Writing narratives about personal experiences and those of others (real and fictional).
- Writing about real events.
- Writing for different purposes.
- Consider what they are going to write before beginning by:
- Planning or saying out loud what they are going to write about.
- Writing down ideas and/or key words, including new vocabulary.
- Encapsulating what they want to say, sentence by sentence.
- Make simple additions, revisions and corrections to their own writing by:
- Evaluating their writing with the teacher.
- Re-reading to check that their writing makes sense.
- Proof-reading to check for errors in spelling, grammar and punctuation.

Vocabulary, Grammar & Punctuation

- Use familiar and new punctuation correctly (full stops, capital letters, exclamation marks and question marks).
- Learn how to use:
- Sentences with different forms [statements, questions & commands].
- Expanded noun phrases to describe & specify.
- The present and past tenses correctly.
- Subordination and coordination.
- Use and understand grammatical terminology [nouns, adjectives, verbs & adverbs].

Possible Texts:

The Best Bottom by Brigette Minee
A Puppy's Tale by Alan Windran
You're Not Ugly Duckling by Steve Smallman
Little Hen's Great Escape by Elizabeth Dale
The Fox and the Stork by Margaret Nash
Let's Talk About Animals by Britta Teckentrup
Over on the Farm by Christopher Gunnson

English Y1

(taught within the RWInc programme)

National Curriculum Links

Pupils should be taught to:

Word Reading

- Read other words of more than one syllable that contain taught GPCs.
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

Reading Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- Discussing word meanings, linking new meanings to those already known.
- Understand both the books they can already read accurately and fluently and those they listen to by:
- Making inferences on the basis of what is being said and done.

Explain clearly their understanding of what is read to them.

Spelling

Add prefixes and suffixes:

- Using -ing, -ed, and -est where no change is needed in the spelling of root words (for example helping, helped, helper, eating, quicker, quickest).

Apply simple spelling rules, as listed in English Appendix 1.

Handwriting

- Form capital letters

Writing

Read aloud their writing clearly enough to be heard by their peers and the teacher.

Vocabulary, Grammar & Punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

- Using a capital letter for names of people, places, the days of the week and their personal pronoun 'I'.

Computing

National Curriculum Links

- Use technology purposefully to create, organise and store digital content

Learning Outcomes

Children will:

- Research life on a farm using online sources (Q-Files or DK encyclopaedia).
- Learn how to add a label or caption to a digital image, photograph or digital poster.
- Learn how to add digital images or photographs to a digital poster.
- Learn how to create a digital poster to share information, using digital images, photographs and labels/captions.
- Create a digital poster or presentation e.g. about life on a farm/school trip (e.g. using Adobe Spark, Canva, Busy Publisher, Slides).

Geography

National Curriculum Links

Pupils should be taught to:

- Identify seasonal and daily weather patterns in the UK.
- Use basic geographical vocabulary to refer to key human and physical features.
- Use simple compass directions and locational and directional language to describe the location of features on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of {a farm} and the key human and physical features of its surrounding environment.

Learning Outcomes

Children will:

- describe the rural environment (in contrast to an urban environment)
- draw a sketch map of the farm using online mapping
- draw a map to show the location of the farm (*within the local area/Northumberland*)
- describe how the weather in Spring affects farming
- use geographical vocabulary to describe the human and physical features of a farm

DT Binca Coaster (Continued from Spring 1)

National Curriculum Links Pupils should be taught to:

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

- Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing).
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria.

Learning Outcomes

Children will:

- Look at examples of Binca products
- Generate ideas through talk and drawing
- Design a Binca pattern
- Learn how to thread a needle
- Select suitable thread and materials for their design
- Learn how to create 'stitch' designs on Binca material using running stitch (Y1), enhanced running stitch (Y2) and cross stitch (Y2)
- Learn how to attach enhancements, e.g. felt or sequins
- Add a suitable backing to their binca design.
- Evaluate their finished product by comparing it to their design

Science

National Curriculum Links

Living Things and their Habitats

Pupils should be taught to:

- Explore and compare the differences between things that are living, dead and things that have never been alive.
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for 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 micro-habitats.
- 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.

Animals, including Humans

Pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Learning Outcomes

Living Things and their Habitats

Children will:

- Learn about the life processes that define all living things.
- Sort and classify things into whether they are living, dead or were never alive.
- Be introduced to the terms 'habitat' (a natural environment or home of plants and animals) and 'micro-habitats' (a very small habitat).
- Consider and describe the conditions in various (micro-)habitats, including the Arctic and Antarctic.
- Find out how the conditions affect the number and type(s) of plants and animals that live there.
- In their local environment, identify British plants and animals within a habitat, including minibeasts in micro-habitats.
- Talk about the features of plants and animals that make them suited to their (micro)habitat.
- Observe how living things depend on each other.
- Compare animals in local habitats with animals found in less familiar habitats, including the Arctic and Antarctic.
- Construct simple food chains.
- Use scientific terminology (omnivore, herbivore, carnivore, producer, consumer, predator, prey).

Animals, including Humans

Children will:

- Learn about the basic needs of animals for survival.
- Understand the importance of exercise and nutrition for humans.
- Understand that animals, including humans, have offspring.
- Be introduced to the processes of growth in animals, e.g. lamb > sheep; baby > child > teenager > adult.
- Learn about life cycles and observe changes over time, e.g. frog spawn > tadpoles > frogs; egg > caterpillar > pupa > butterfly.

RE

Northumberland Agreed Syllabus

Theme: Easter – Palm Sunday

Religion: Christianity

Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?

Learning Outcomes

Children will:

- Listen to and re-tell the Easter story.
- Find out about and join in with Easter celebrations and customs.
- Discuss why Jesus received the welcome he did.

Investigation Possibilities

- Science
- What conditions do different minibeasts prefer for their habitat?
- How do the conditions in a habitat affect the number/type of plants/animals that live there?
- How would changing the conditions in a habitat affect plants?

Philosophy for Children

Science

- Should animals be kept on farms?
- R.E.
- Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?
- P.S.H.E.
- Why do lots of people look forward to spring?
- Does spring make everyone feel the same?

MUSIC In the Groove (Charanga)

National Curriculuam Links

- Use their voice expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned instruments musically
- Listen with concentration and understanding to a range of high quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

Learning Outcomes

Children will:

- Listen to and appraise the songs:
 - How Blue Can You Get by B.B. King
 - Let The Bright Seraphim by Handel
 - Livin' La Vida Loca by Ricky Martin
 - Jai Ho by J.R. Rahman
 - Lord Of The Dance by Ronan Hardiman
 - Diggin' On James Brown by Tower Of Power
- Learn to sing the song 'In the Groove' in six different musical styles: blues, baroque, latin, bhangra, folk and funk.
- Listen to and talk about each new musical style, the temp, instruments and rhythms.
- Know and compare some of the musical features of each style.
- Play the glockenspiel accompaniment to 'In the Groove' in different musical styles and using up to four notes (C, D, G and A).
- Improvise and compose in different musical styles.
- Perform in a chosen musical style.

Opportunities for Outdoor Learning

Geography

- Farm visit: children will take part in a visit to a farm in order to experience a working farm first hand, and to see the physical and man-made aspects of the farm.
- Map reading skills on the farm and in the school outdoor environment.

Science

- Researching and observing farm and wild animals first hand during farm visit.
- Observing minibeasts and pond dipping in school grounds.

Mastering Maths

Opportunities for children to develop deep learning:

Geography

- Using four compass directions when reading and creating maps.

DT

- Measuring accurately when creating soft toy.

Science

- Measuring and recording temperature

Mastering English

Opportunities for children to develop deep learning:

Applying new topic vocabulary when writing across the curriculum.
Using appropriate features when writing in different styles across topic areas.

Using their speech and language skills to question, discuss and explain their thinking.

Applying learnt grammar and punctuation conventions when writing across the curriculum.

For example:

Writing evaluations of their binca product.

Presenting their digital poster on farm life.

Writing a recount of their farm visit.