

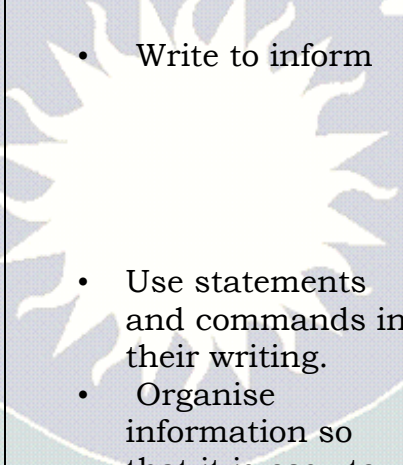
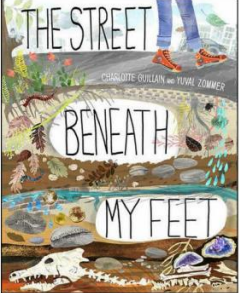


**Heyhouses C.E. Primary School Termly Overview**

**Spring Term 1 Year 2**

<b><u>Subject</u></b>	<b><u>Unit</u></b>	<b><u>Outcome</u></b>	<b><u>Hands on Experience-visitors etc.</u></b>
<b><u>English and SPaG</u></b>	Week 1 – The Quangle Wangle	<ul style="list-style-type: none"> <li>• Can summarise a section of text</li> <li>• Can retrieve multiple items from a text</li> </ul>	
	Week 2 – Coming to England  	<ul style="list-style-type: none"> <li>• Make a reasoned prediction</li> <li>• Use text features to retrieve specific details quickly</li> <li>• Maintain the present tense.</li> </ul>	
	Week 3 – Non-Chronological Reports  	<ul style="list-style-type: none"> <li>• Use simple subordinating conjunctions (e.g. when, if, because).</li> <li>• Write to inform</li> </ul>	
	Week 4 – Invites  	<ul style="list-style-type: none"> <li>• Use statements and commands in their writing.</li> <li>• Organise information so that it is easy to understand.</li> </ul>	

	<p>Week 5 – The Street Beneath My Feet</p> 	<ul style="list-style-type: none"> <li>• Use sub-headings to locate information.</li> <li>• Infer a character's feelings from their actions</li> </ul>	
<p><b><u>Spelling</u></b></p>	<p>CUSP Spelling</p>		<p>Weekly Spelling Homework</p>
<p><b><u>Maths</u></b></p>	<p>Unit 5 Money</p>	<ul style="list-style-type: none"> <li>• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>• Recognise and know the value of different denominations of coins and notes</li> <li>• Find different combinations of coins that equal the same amounts of money</li> <li>• Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul>	
	<p>Unit 6 Multiplication and Division</p>	<ul style="list-style-type: none"> <li>• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul>	

		<ul style="list-style-type: none"> <li>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</li> </ul>	
	Unit 7 Multiplication and division	<ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</li> <li>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul>	
<b><u>Science</u></b>	Healthy Humans	<ul style="list-style-type: none"> <li>To describe the importance for humans to eat the right amounts of different types of food.</li> <li>To describe the importance of exercise for humans.</li> <li>To describe the importance of hygiene for humans.</li> </ul>	

		<ul style="list-style-type: none"> <li>• To know medicines are useful and harmful.</li> </ul>	
<b><u>Computing</u></b>	Programming A – Robot algorithms	<ul style="list-style-type: none"> <li>• Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li> <li>• Create and debug simple programs</li> <li>• Use logical reasoning to predict the behaviour of simple programs</li> </ul>	
<b><u>Geography</u></b>			
<b><u>History</u></b>	The Great Fire of London	<ul style="list-style-type: none"> <li>• To say what they already know about London including landmarks, events &amp; transport .</li> <li>• To know where London is and be able to mark our Capital City on a map of Great Britain.</li> <li>• To recognise and label iconic London landmarks.</li> <li>• To know where, when and why the Great Fire broke out.</li> <li>• To be able to describe the main</li> </ul>	

		<p>events of the fire, including why it spread so far for so long.</p> <ul style="list-style-type: none"> <li>• To understand the catastrophic results of the fire.</li> <li>• To be able to sequence the events correctly</li> </ul>	
<b><u>Art and DT</u></b>	Fire Art and Sculpture	<ul style="list-style-type: none"> <li>• Manipulate malleable materials in a variety of ways including rolling and kneading</li> <li>• Explore sculpture with a range of malleable media</li> </ul>	
<b><u>Music</u></b>	Pitch and rhythm	<p>Hold a steady beat</p> <p>Recognise high and low</p>	N/A
<b><u>RE</u></b>	Jesus	<ul style="list-style-type: none"> <li>• Talk about their own feelings and experiences.</li> <li>• Retell the stories covered in this unit.</li> <li>• Make the connection between the Bible stories and Christian belief.</li> <li>• Talk about the work of Christian charities and make the connection to Jesus teaching and actions.</li> </ul>	

<b><u>PSHE</u></b>	Safety First	<ul style="list-style-type: none"> <li>• Identify some everyday dangers.</li> <li>• Know what to do if they feel in danger.</li> <li>• Identify which information they should never share on the Internet.</li> <li>• Know that their private body parts are private.</li> <li>• Recall the number to call in an emergency.</li> <li>• List some people who can help them stay safe.</li> </ul>	
<b><u>PE/Games</u></b>	Gymnastics		Mr Nay sports sessions

