



## Spring 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Reading</b>	<b>The Robot</b> 		<b>The Secret Sky Garden</b> 			
<b>Writing</b>	<b>Stories with repeating patterns</b>  We're Going on a Lion Hunt by David Axtell. Read the story and notice/draw on the repeating patterns when re-reading together. Retell parts of the story, then compose and write descriptive sentences about the different animals.	<b>Stories with repeating patterns</b>  Identify questions and statements and notice how we punctuate each type of sentence. Use the story to generate questions and answers, writing these using correct sentence punctuation.	<b>Information texts</b>  Children look at stories and information books and identify the differences. They write a list of nocturnal animals and then choose an animal to find a really interesting fact to record.	<b>Information texts</b>  Children read and pose questions about Bats. They identify the sentence punctuation used in writing questions and statements, then exclamations.	<b>Humorous Poems</b>  This humorous Poetry unit gives children an opportunity to explore how capital letters are used at the beginning of people's names and the beginning of sentences.	<b>Humorous Poems</b>  Children explore how and can be used to join ideas together and use sentences to express their ideas creatively.

	Grammar focus: - Begin to write in complete sentences.	Grammar focus: - Begin to punctuate sentences.	Grammar focus: - Punctuate questions with question marks and sentences with full stops and exclamation marks.	Grammar focus: Use grammatical terminology	Grammar focus: - Write proper names using capital letters.	Grammar focus: - Use capital letters for the start of lines in poems.
<b>Maths</b>	<b>Place Value within 50</b>  In this step, children count forwards and backwards between 20 and 50. Number tracks and half-hundred squares are useful representations to support children counting up to 50	<b>Place Value within 50</b>  children develop their understanding of place value for 2-digit numbers as they begin to partition numbers to 50. They use a part-whole model to partition a number into tens and ones. Children first investigate partitioning with representations, followed by numbers.	<b>Length and Height</b>  children compare lengths and heights of objects using language such as “longer than”, “shorter than” and “taller than”. Children understand that height is a type of length and that the language they use changes, depending on what type of length they are describing and comparing.	<b>Length and Height</b>  children measure the lengths and heights of objects using a ruler and a standard unit of measure: centimetres. They are introduced to the abbreviation “cm”.	<b>Mass and Volume</b>  children are formally introduced to mass for the first time. Children begin by holding objects to compare them, using the language of “heavier” or “lighter”. They then use balance scales to check their comparisons	<b>Mass and Volume</b>  children are introduced to volume and capacity for the first time. They begin by exploring practically the idea that capacity is the maximum amount that something can hold.