



Hedgehogs Curriculum Overview - Spring 2

Phonics: Sounds-Write

All children should know their initial sounds and be able to use them to read and write words. Please read the Sounds-Write document for more information.

(Those children who are still learning their initial sounds and will have extra interventions to learn them.)

The children will be learning the following sounds:

Y1

<oo> <ew> <ue> <o> <u>

moon chew clue to use

<o> <oe>

blotch most

<ie> <i> <y> <igh>

lie find fly higher

Y2

Year 2

<j> <g> <ge> <dge>

jam gentle age budge

<g> <gg> <gh> <gu>

begin egg ghost guess

<f> <ff> <gh> <ph> <gh>

before effort enough photo ghetto

We will spend 2 weeks on each sound.

Reading

Read every day; fiction or nonfiction. This should be a mixture of you reading to your child and them reading to you. If your child is a struggling reader, do not expect them to be able to read sounds that they haven't learnt and encourage them to say the sounds and read the word (blend). If they come to tricky words that they are struggling to read, say it for them. If they have not read the page/paragraph fluently (with the exception of 1 or 2 words that they may have struggled with), read it again to build up fluency.

In Guided Reading, we will be looking at the text '*Animals in the Sky*' by Sara Gillingham.

This half term, our class reader will be 'Flat Stanley' by Jeff Brown.

Writing

Write sentences that make sense using initial sound words and words with the extended sounds that we have learnt (read the Sounds-Write document for more information). Remind them to sound out (segment) each word as they write it - breaking a word into syllables is helpful. Also remind them to start sentences with a capital letter and end with a full stop, exclamation mark or question mark. We will also be talking about the structure of sentences; how they need a subject (who or what the sentence is about) and a verb (doing, being or having word).

This half term we will be starting off with a non-chronological report called 'Wolves'.

Maths

Y1

- Continue to practise number bonds for 10 and 20. E.g. $7 + 3 = 10$, $10 = 2 + 8$, $10 - 4 = 6$, $15 + 5 = 20$, $20 = 11 + 9$. $20 - 2 = 18$
- Tell the time (o'clock and half past) on analogue and digital clocks.
- Count up to 50 accurately
- Recap addition and subtraction to 20
- Measuring using centimetres
- Identifying objects as heavier or lighter
- Comparing the mass of objects using cubes
- Identifying containers as empty or full
- Comparing volume
- Measuring and comparing capacity

Y2

- Continue to practise number bonds for 10 and 20. E.g. $7 + 3 = 10$, $10 = 2 + 8$, $10 - 4 = 6$, $15 + 5 = 20$, $20 = 11 + 9$. $20 - 2 = 18$
- Tell the time (o'clock and half past) on analogue and digital clocks.
- Count to 100 accurately
- Recapping addition and subtraction - using the column method
- Identifying properties of 2D and 3D shapes
- Counting in 2s, 5's and 10s and start to learn multiplication facts.
- Dividing by 2, 5 and 10
- Identifying notes and coins
- Counting pounds and pence
- Comparing amounts of money
- Finding change

Mathletics - your child should aim to get at least 500 points but even better 1000 points a week. Log ins are in the back of reading records and children could earn certificates in assemblies.

History

Famous explorers

- Captain Cook
- Joseph Banks
- Neil Armstrong

Science

Weather -

- Continue to observe changes across the four seasons.
- Continue to observe and describe weather associated with the season and how day length varies.

Sound and hearing-

- Name and recognise different sounds.
- What sounds do you like or dislike - why - what are your reasons?
- Compare and group sound by volume or pitch.
- How can we protect our ears from loud sounds?
- Measure the distance at which you can hear quite or loud sounds outdoors.
- Look at different parts of the ear.

Design and Technology

Solid Structures - bridges.

- Make vertical cardboard tubes more stable by adding a base and using flanges.
- Make a washing line with poles (two pieces of dowel or pencils) anchored in Plasticine.
- Build a brick wall using Lego or something similar.
- What's the difference between a stacked bond and a running bond?
- What difference does the size of the base make? - experiment building towers.
- Design and make a bridge to cross an imaginary river.
- Remember the think, make, break cycle.

RE

What does it mean to belong?

PSHE

Being healthy

PE

Gymnastics and floor skills (Tuesday) and continuing with Forest School (Wednesday)

Please send in long sleeved old clothes, waterproofs, wellies and a change of socks as we will be out in all weather types.