

## Aberdare Park Primary School Flow Diagram –UFP Year 2: Spring Term 2019

N.B Your child may be working above or beyond this level and will be differentiated for in class.

**Mathematics and Numeracy**

**Number**

**Numicon**

- Using 4 operations –addition, subtraction, multiplication and division
- Counting in, 3's 4's.
- Times tables – 10's, 5's 2's.
- Rounding up
- Problem solving
- Near doubles adding and subtracting 9 and 11.
- Fractions – ordering
- Let's think activities- problem solving
- Compare and order numbers

**Shape/Space**

- 2D and 3D shape
- Right angles

**Measure**

- Use standard units of mass, e.g. kg and g.
- Time – o'clock, half past, quarter to and quarter past on digital and analogue clocks.
- Use capacity/weighing when cooking,

**Data Handling**

- Create tally chart/ tables/bar charts, discuss what they show.
- Sorting different objects by two or more criteria using venn and carol diagrams

**Clic Maths**

- Counting past 100
- Partitioning 2 digit numbers
- Couting backwards
- Doubles and halving, 35, 44, 80, 70, 45 etc
- 5 and 2 times tables, write repeated addition
- Know fact families within 10.
- Subtracting a 2 digit number from a 1 digit number.

**Health and Wellbeing**

- Circle time
- E safety
- Easter
- Cooking
- Chinese New year
- St David's Day
- Eisteddfod

**P.E**

- Gymnastics

**Languages, Literacy & Communication**

**Oracy**

- Ask and answer questions linked to theme.
- Role play – rocket/space ship
- Class discussions – about space, astronauts, planets, the moon etc.
- Retell familiar stories.
- Hot seating
- Story sequencing.

**Reading**

- Share stories and poems linked to theme about space.
- Read non-fiction, posters and leaflets linked to theme.
- Visit the school library- use alphabetic knowledge to find books.
- Topic box of books
- Story – What Ever Next.
- Class Novel – The Magic Faraway Tree

**Writing**

- Non – fiction about St David's Day
- Recount – Letter
- Story writing
- Persuasive writing – advert for a spaceship
- Poetry - Based on the Sound Collector
- Instruction writing

**Welsh Oracy**

Dw l'n hoffi coch,	Dw l'n ddim un hoffi glas.
Sut mae'r tywydd heddiw?	Dydy hi ddim yn bwrw eira.
Ydy hi'n bwrw glaw?	
Wyt ti'n gwisgo het?	Ydw / Nag ydw
Beth wyt ti eisiau gwisgo?	Dw i eisiau gwisgo cot.
Faint ydy'r het?	
Beth wyt ti'n bwyta?	Dw i'n bwyta banana a chreision.

**Reading**

- Reading above phrases
- Reading stories linked to phrases, e.g. Y Tywydd' Dewi Dinosor, Hwyl yn y parc yn yr hydref, Dora' Ar y Ffordd and Fflop' Ar y Ffordd.
- Traditional welsh stories

**Writing**

- Writing these phrases
- Surveys – asking Welsh questions.
- Writing about themselves
- Non- fiction writing about St David

**Science and Technology**

**Knowledge & Understanding of the World/Science**

- Choose the best material for a parachute for the alien.
- Balloon powered rocket investigation.
- Investigate which fruit rolls furthest down the ramp.

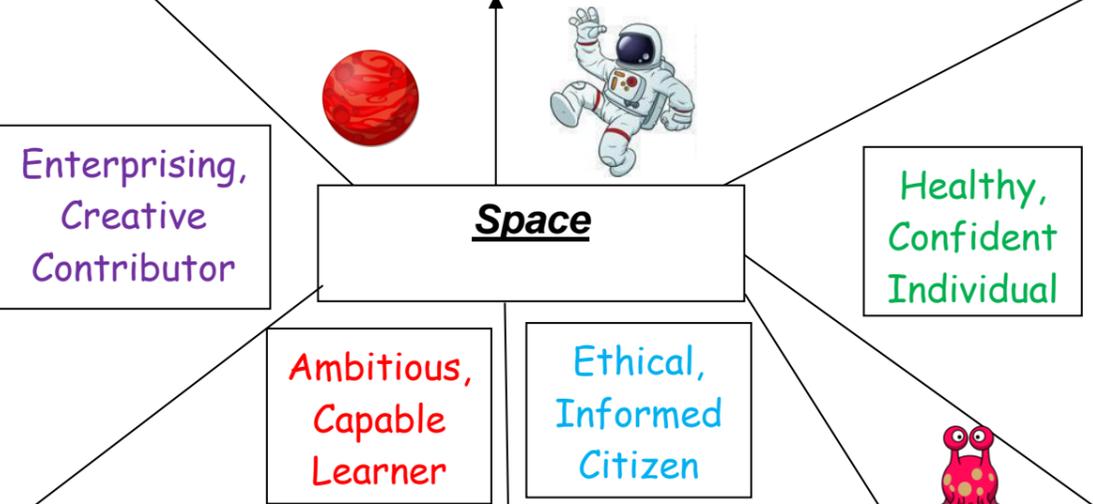
**D&T**

- Design a Mother's Day card
- Design and make an alien space ship
- Cooking

**Science and Technology**

**ICT**

- Understand that information put online leaves a digital footprint or trail
- Identify the steps that can be taken to keep personal data and hardware secure
- Begin to identify the advantages and disadvantages of digital media and devices on their lives.
- Add name and date to work they have created and give reasons why this is important
- Use digital technology to communicate with other
- Use J2e and Bee-Bots to code programmes.
- Data handling – J2e bar graph and pictograms.
- Use hyperlinks/websites
- Use search engines



**Expressive Arts**

**Music**

- Compose a musical story related to space.
- Sing songs, Easter, space, St David's Day
- Elements of music e.g. pace, beat, duration, dynamic, pitch.

**Art/Design**

- Draw planets while listening to the planet music.
- Using chalk/charcoal and water colours to paint the moon.
- Design a pop up Easter card
- Design and make an alien space ship.

**Dance/movement**

- Welsh Folk Dancing
- Dance – sequencing phases and movements
- Move like the astronauts
- Retell a story through movement
- Represent a planet

**Humanities**

**Knowledge and understanding fo the world/History**

- Moon Landing
- Tim Peake
- Space travel
- St David's Day/ St Dwynwen

**Knowledge and understanding of the world/Geography**

- Observe earth, space, star constellations
- Compass directions on maps
- Differences between two places

**RE**

- Visit a church to look at the building
- Chinese New Year
- Easter
- Mother's Day
- St David's Day

**Numeracy Skills**

- Transfer mathematical skills to play and classroom activities.
- Identify steps to complete the task or reach a solution.
- Select appropriate equipment and resources.
- Use knowledge and practical experience to inform estimations.
- Use every day and mathematical language to talk about their own ideas and choices.
- Present work orally, pictorially and in written form, and use a variety of ways to represent collected data.
- Use checking strategies to decide if answers are reasonable.
- Interpret information presented in charts and diagrams and draw appropriate conclusions.
- Count sets of objects by grouping in 2s, 5s or 10s.
- Recite numbers beyond 100, forwards and backwards and from different starting points.
- Compare and order 2-digit numbers.
- Demonstrate an understanding of place value up to at least 100.
- Use mental recall of number facts to 10 to derive other facts, i.e.: – doubling and halving, e.g. derive  $40 + 40$  from knowing  $4 + 4$  – bonds of 10, e.g. derive  $60 + 40$  from knowing  $6 + 4$ .
- Recall and use 2, 5 and 10 multiplication tables.
- Use and record ordinal numbers in practical situations.
- Find halves and quarters in practical situations.
- Mentally add and subtract 10 or 20 to a given number up to 100.
- Find small differences within 20 by using 'counting on' strategies.
- Solve one- and two-step problems that involve addition and subtraction, multiplication and simple division including missing number problems, e.g.  $40 - \text{ } = 19$ .
- Use partitioning strategies to double and halve 2-digit numbers.
- Understand that multiplication is repeated addition, e.g.  $2 + 2 + 2$  is the same as 'three twos'.
- Add/subtract 9 or 11 from given number by adding/subtracting 10 and adjusting.
- Make a sensible estimate of measurement in length, height, weight and capacity that can be checked using standard measures.
- Use different combinations of money to pay for items up to £1.
- Read 'half past', 'quarter past' and 'quarter to' on an analogue clock.
- Read hours and minutes on a 12-hour digital clock.
- Compare daily temperatures using a thermometer ( $^{\circ}\text{C}$ ).
- Recognise half and quarter turns, clockwise and anti-clockwise.
- Recognise and name regular and irregular 2D and 3D shapes, understand and use the properties of shape.
- Identify a line of symmetry for 2D shapes and complete symmetrical pictures.
- Sort and classify objects using more than two criterion.

**Literacy Skills****Oracy**

- Express opinions, giving reasons, and provide appropriate answers to questions.
- Talk in detail about things they have made or done, explaining the process.
- Extend their ideas or accounts by sequencing what they say and including relevant details.
- Build on previous experience, speaking confidently and making themselves clear by: – organising what they say – choosing words deliberately – including relevant detail.
- Adopt a specific role, using appropriate language in structured situations.
- Prepare and ask a variety of questions, e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?', for a variety of purposes and to clarify understanding.
- Use alliteration and rhyme in a range of contexts.
- Listen to others with concentration, understanding the main points and asking for clarification if needed.
- Join in with, repeat or memorise a range of stimuli including rhymes, songs and poems, including nonsense verse.
- Retell narratives or information that they have heard, sequencing events correctly.
- Demonstrate an understanding of prepositions within their play and structured activities.
- Show understanding of what they have heard by asking relevant questions to find out specific information.
- Contribute to discussion, keeping a focus on the topic and taking turns to speak.
- Share activities and information to complete a task.
- Interpret, respond to and use non-verbal cues such as facial expressions and gestures.

**Literacy Skills****Reading**

- Choose reading materials independently giving reasons for their choices.
- Use contents page and glossary within a range of texts.
- Recognise and use an increasing number of phonemes and their corresponding graphemes when blending and segmenting words of up to two syllables.
- Apply the following reading strategies with increasing independence to a range of familiar and unfamiliar texts: – phonic strategies – recognition of high-frequency words – context clues, e.g. prior knowledge – graphic and syntactic clues – self-correction, including re-reading and reading ahead.
- Decode text with unfamiliar content or vocabulary sustaining comprehension throughout.
- Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks, varying intonation, voice and pace.
- Look for key words to find out what the text is about.
- Refine and revise predictions in fiction and non-fiction texts.
- Make links between texts read and new information about the topic.

**Writing**

- Write for different purposes.
- Write text which makes sense to another reader, which may include details and pictures.
- Use talk to plan writing.
- Re-read and improve their writing to ensure that it makes sense.
- Follow a structure in their writing with support, e.g. reports, lists.
- Organise writing with a beginning, middle and end.
- Follow and build upon a form modelled by the teacher.
- Form upper- and lower-case letters accurately and with consistent size.
- Understand and use language appropriate to writing, e.g. noun, verb, adjective.
- Use capital letters, full stops and question marks accurately, and sometimes use exclamation marks.
- Use connectives to write compound sentences.
- Use ordering words, e.g. first, next, then, lastly.
- Use a dictionary.
- Spell high-frequency words correctly.

