



Lets Go To China!				
Value		Respect		
No Outsiders		The Odd Egg - To understand how to make someone feel proud		
Educational Visits and Enrichment Experiences		Art Gallery St. Johns Church		
Subject	Week	National Curriculum Objective	Knowledge	Skills
English	1	<ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by: □ writing narratives about personal experiences and those of others (real and fictional) consider what they are going to write before beginning by: □ planning or saying out loud what they are going to write about □ encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: □ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous for □ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] learn how to use: □ sentences with different forms: statement, question, exclamation, command and some features of written Standard English □ expanded noun phrases to describe and specify [for example, the blue butterfly] □ the present and past tenses correctly and consistently including the progressive form □ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) use and understand the grammatical terminology when discussing their writing segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning 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 □ learning to spell more words with contracted forms □ learning the possessive apostrophe (singular) [for example, the girl's book] 	<ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by: □ writing narratives about personal experiences and those of others (real and fictional) consider what they are going to write before beginning by: □ planning or saying out loud what they are going to write about □ encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: □ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous for □ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] learn how to use: □ sentences with different forms: statement, question, exclamation, command and some features of written Standard English □ expanded noun phrases to describe and specify [for example, the blue butterfly] □ the present and past tenses correctly and consistently including the progressive form □ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 	<ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by: □ writing narratives about personal experiences and those of others (real and fictional) consider what they are going to write before beginning by: □ planning or saying out loud what they are going to write about □ encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: □ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous for □ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] learn how to use: □ sentences with

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			<ul style="list-style-type: none"> • use and understand the grammatical terminology when discussing their writing • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning 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 • □ learning to spell more words with contracted forms □ learning the possessive apostrophe (singular) [for example, the girl's book] 	<p>different forms: statement, question, exclamation, command and some features of written Standard English</p> <ul style="list-style-type: none"> • □ expanded noun phrases to describe and specify [for example, the blue butterfly] • □ the present and past tenses correctly and consistently including the progressive form • □ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • use and understand the grammatical terminology when discussing their writing • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning 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 • □ learning to spell more words with contracted forms □ learning the possessive apostrophe (singular) [for example, the girl's book]
	2	<ul style="list-style-type: none"> • develop positive attitudes towards and stamina for 	<ul style="list-style-type: none"> • develop positive 	<ul style="list-style-type: none"> • develop positive

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		<p>writing by: □ writing narratives about personal experiences and those of others (real and fictional)</p> <ul style="list-style-type: none"> consider what they are going to write before beginning by: □ planning or saying out loud what they are going to write about □ encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: □ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous for □ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] learn how to use: □ sentences with different forms: statement, question, exclamation, command and some features of written Standard English □ expanded noun phrases to describe and specify [for example, the blue butterfly] □ the present and past tenses correctly and consistently including the progressive form □ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) use and understand the grammatical terminology when discussing their writing segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning 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 □ learning to spell more words with contracted forms 	<p>attitudes towards and stamina for writing by: □ writing narratives about personal experiences and those of others (real and fictional)</p> <ul style="list-style-type: none"> consider what they are going to write before beginning by: □ planning or saying out loud what they are going to write about □ encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: □ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous for □ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] learn how to use: □ sentences with different forms: statement, question, exclamation, command and some features of written Standard English □ expanded noun phrases to describe and specify [for example, the blue butterfly] □ the present and past tenses correctly and consistently including the progressive form □ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) use and understand the grammatical terminology when discussing their writing segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more 	<p>attitudes towards and stamina for writing by: □ writing narratives about personal experiences and those of others (real and fictional)</p> <ul style="list-style-type: none"> consider what they are going to write before beginning by: □ planning or saying out loud what they are going to write about □ encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: □ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous for □ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] learn how to use: □ sentences with different forms: statement, question, exclamation, command and some features of written Standard English □ expanded noun phrases to describe and
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			<p>spellings are already known, and learn some words with each spelling, including a few common homophones</p> <ul style="list-style-type: none"> □ learning to spell more words with contracted forms 	<p>specify [for example, the blue butterfly]</p> <ul style="list-style-type: none"> □ the present and past tenses correctly and consistently including the progressive form □ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) use and understand the grammatical terminology when discussing their writing segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning 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 □ learning to spell more words with contracted forms
	3	<ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by: □ writing about real events and 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 □ encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: □ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous for □ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] learn how to use: □ sentences with different forms: statement, question, exclamation, command and some features of written Standard English □ expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by: □ writing about real events and 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 □ encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: □ re-reading to check that 	<ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by: □ writing about real events and 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 □ encapsulating

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		<p>[for example, the blue butterfly]</p> <ul style="list-style-type: none"> • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • use and understand the grammatical terminology when discussing their writing • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning 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 • learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] 	<p>their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous for</p> <ul style="list-style-type: none"> • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • learn how to use: sentences with different forms: statement, question, exclamation, command and some features of written Standard English • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • use and understand the grammatical terminology when discussing their writing • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning 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 • learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] 	<p>what they want to say, sentence by sentence</p> <ul style="list-style-type: none"> • make simple additions, revisions and corrections to their own writing by: re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous for • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • learn how to use: sentences with different forms: statement, question, exclamation, command and some features of written Standard English • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • use and understand the grammatical terminology
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				<p>when discussing their writing</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning 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 • □ learning to spell more words with contracted forms □ learning the possessive apostrophe (singular) [for example, the girl's book]
	4	<ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: □ writing about real events and 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 • □ encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: □ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous for • □ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • learn how to use: □ sentences with different forms: statement, question, exclamation, command and some features of written Standard English • □ expanded noun phrases to describe and specify [for example, the blue butterfly] • □ the present and past tenses correctly and consistently including the progressive form • □ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • use and understand the grammatical terminology when discussing their writing • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning 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 • □ learning to spell more words with contracted 	<ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: □ writing about real events and 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 • □ encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: □ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous for • □ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • learn how to use: □ 	<ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: □ writing about real events and 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 • □ encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: □ re-reading to check that their writing makes sense and that verbs

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		<p>forms – learning the possessive apostrophe (singular) [for example, the girl's book]</p>	<p>sentences with different forms: statement, question, exclamation, command and some features of written Standard English</p> <ul style="list-style-type: none"> – expanded noun phrases to describe and specify [for example, the blue butterfly] – the present and past tenses correctly and consistently including the progressive form – subordination (using when, if, that, or because) and co-ordination (using or, and, or but) – use and understand the grammatical terminology when discussing their writing – segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly – learning 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 – learning to spell more words with contracted forms – learning the possessive apostrophe (singular) [for example, the girl's book] 	<p>to indicate time are used correctly and consistently, including verbs in the continuous for</p> <ul style="list-style-type: none"> – proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] – learn how to use: – sentences with different forms: statement, question, exclamation, command and some features of written Standard English – expanded noun phrases to describe and specify [for example, the blue butterfly] – the present and past tenses correctly and consistently including the progressive form – subordination (using when, if, that, or because) and co-ordination (using or, and, or but) – use and understand the grammatical terminology when discussing their writing – segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly – learning new ways of spelling phonemes for which one or
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				<p>more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <ul style="list-style-type: none"> □ learning to spell more words with contracted forms □ learning the possessive apostrophe (singular) [for example, the girl's book]
	5	<ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by: □ writing about real events and 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 □ encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: □ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous for □ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] learn how to use: □ sentences with different forms: statement, question, exclamation, command and some features of written Standard English □ expanded noun phrases to describe and specify [for example, the blue butterfly] □ the present and past tenses correctly and consistently including the progressive form □ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) use and understand the grammatical terminology when discussing their writing segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning 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 □ learning to spell more words with contracted forms □ learning the possessive apostrophe (singular) [for example, the girl's book] 	<ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by: □ writing about real events and 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 □ encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: □ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous for □ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] learn how to use: □ sentences with different forms: statement, question, exclamation, command and some features of written Standard English □ expanded noun phrases to describe and specify [for example, the blue butterfly] □ the present and past tenses correctly and consistently including 	<ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by: □ writing about real events and 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 □ encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: □ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous for □ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of

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			<ul style="list-style-type: none"> the progressive form □ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) use and understand the grammatical terminology when discussing their writing segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning 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 □ learning to spell more words with contracted forms □ learning the possessive apostrophe (singular) [for example, the girl's book] 	<p>sentences punctuated correctly]</p> <ul style="list-style-type: none"> learn how to use: □ sentences with different forms: statement, question, exclamation, command and some features of written Standard English □ expanded noun phrases to describe and specify [for example, the blue butterfly] □ the present and past tenses correctly and consistently including the progressive form □ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) use and understand the grammatical terminology when discussing their writing segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning 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 □ learning to spell more words with contracted forms □ learning the
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				possessive apostrophe (singular) [for example, the girl's book]
	6	<ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by: □ writing poetry consider what they are going to write before beginning by: □ planning or saying out loud what they are going to write about □ encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: □ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous for □ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] learn how to use: □ sentences with different forms: statement, question, exclamation, command and some features of written Standard English □ expanded noun phrases to describe and specify [for example, the blue butterfly] □ the present and past tenses correctly and consistently including the progressive form □ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) use and understand the grammatical terminology when discussing their writing segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning 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 □ learning to spell more words with contracted forms □ learning the possessive apostrophe (singular) [for example, the girl's book] 	<ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by: □ writing poetry consider what they are going to write before beginning by: □ planning or saying out loud what they are going to write about □ encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: □ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous for □ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] learn how to use: □ sentences with different forms: statement, question, exclamation, command and some features of written Standard English □ expanded noun phrases to describe and specify [for example, the blue butterfly] □ the present and past tenses correctly and consistently including the progressive form □ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) use and understand the grammatical terminology when discussing their writing segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of 	<ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by: □ writing poetry consider what they are going to write before beginning by: □ planning or saying out loud what they are going to write about □ encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: □ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous for □ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] learn how to use: □ sentences with different forms: statement, question, exclamation, command and some features of written Standard English □ expanded noun phrases to describe and

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			<p>spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <ul style="list-style-type: none"> □ learning to spell more words with contracted forms □ learning the possessive apostrophe (singular) [for example, the girl's book] 	<p>specify [for example, the blue butterfly]</p> <ul style="list-style-type: none"> □ the present and past tenses correctly and consistently including the progressive form □ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) use and understand the grammatical terminology when discussing their writing segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning 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 □ learning to spell more words with contracted forms □ learning the possessive apostrophe (singular) [for example, the girl's book]
SPaG	1-8	<ul style="list-style-type: none"> spell by: □ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly □ learning 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 □ learning to spell common exception words write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	Review of Year 2 Rising star Spelling rules	
Guided Reading	Weekly	<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent □ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for 	<ul style="list-style-type: none"> 1a draw on knowledge of vocabulary to understand texts 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information 1c identify and explain the sequence of events in texts 1d make inferences from the text 	

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		<p>graphemes <input type="checkbox"/> read accurately words of two or more syllables that contain the same graphemes as above <input type="checkbox"/> read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately <input type="checkbox"/> re-read these books to build up their fluency and confidence in word reading.</p> <ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: <input type="checkbox"/> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<ul style="list-style-type: none"> I predict what might happen on the basis of what has been read so far <p>See additional planning.</p>	
Maths	1	<ul style="list-style-type: none"> <input type="checkbox"/> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers <input type="checkbox"/> calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs <input type="checkbox"/> show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot <input type="checkbox"/> solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 	<ul style="list-style-type: none"> To recognise equal groups in the $2 \times 5 \times$ and $10 \times$ tables. To make equal groups in the $2 \times 5 \times$ and $10 \times$ tables. To add equal groups in the $2 \times 5 \times 10 \times$ tables. To know what \times and $=$ mean. To know how to use an array to find the answer to a multiplication question. 	<ul style="list-style-type: none"> To recall and use multiplication facts for $2 \times 5 \times$ and $10 \times$ table. To use \times and $=$ correctly. To solve problems involving multiplication questions. To use arrays and repeated addition to solve multiplication questions.
	2	<ul style="list-style-type: none"> <input type="checkbox"/> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers <input type="checkbox"/> calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs <input type="checkbox"/> show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot <input type="checkbox"/> solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 	<ul style="list-style-type: none"> To recall the multiples of the $2 \times 5 \times$ and $10 \times$ table. To know which numbers are odd and which numbers are even. 	<ul style="list-style-type: none"> To recall and use multiplication facts for $2 \times 5 \times$ and $10 \times$ table. To use \times and $=$ correctly. To solve problems involving multiplication questions. To use arrays and repeated addition to solve multiplication questions.
	3	<ul style="list-style-type: none"> <input type="checkbox"/> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers <input type="checkbox"/> calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs <input type="checkbox"/> show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot <input type="checkbox"/> solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 	<ul style="list-style-type: none"> To know how to share objects into equal groups of up to 12. To know how to make equal groups of objects up to 12. To know what \div and $=$ means. 	<ul style="list-style-type: none"> To solve division questions by sharing into equal groups. To divide an amount into groups of 2, 5 and 10.
	4	<ul style="list-style-type: none"> <input type="checkbox"/> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers <input type="checkbox"/> calculate 	<ul style="list-style-type: none"> To know what \div and $=$ means. To know why odd 	<ul style="list-style-type: none"> To solve division questions by

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		mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs \square show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot \square solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	<p>numbers cannot be divided into 2.</p> <ul style="list-style-type: none"> To know division calculations cannot be reordered. 	<p>sharing into equal groups.</p> <ul style="list-style-type: none"> To divide an amount into groups of 2, 5 and 10. To show that division calculations cannot be reordered using knowledge of commutativity.
	5	<ul style="list-style-type: none"> \square interpret and construct simple pictograms, tally charts, block diagrams and simple tables \square ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity \square ask and answer questions about totalling and comparing categorical data 	<ul style="list-style-type: none"> To know what a tally chart is. To know what a 5 bar gate is. To know what a pictogram is. To know how to read a pictogram. 	<ul style="list-style-type: none"> To create tally charts. To count using 5 bar gates. To interpret tally charts. To create a pictogram. To interpret a pictogram.
	6	<ul style="list-style-type: none"> \square interpret and construct simple pictograms, tally charts, block diagrams and simple tables \square ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity \square ask and answer questions about totalling and comparing categorical data 	<ul style="list-style-type: none"> To know what a block chart is. To know how to read a block chart. 	<ul style="list-style-type: none"> To ask and answer simple questions using tally charts, pictograms and block charts. To compare data using tally charts, pictograms and block charts.
Science	1	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.	To describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships.	<ul style="list-style-type: none"> Identify and classify
	2	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.	To describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships.	<ul style="list-style-type: none"> Identify and classify
		To name different plants and animals and describe how they are suited to different habitats	To name different plants and animals and describe how they are suited to different habitats	<ul style="list-style-type: none"> Identify and classify Using their observations and ideas to suggest answers to questions
	3	<ul style="list-style-type: none"> \square notice that animals, including humans, have offspring which grow into adults 	<ul style="list-style-type: none"> To know what the word offspring means. To know that animals, including humans, have offspring which grow into adults. Plan for Focused Assessment in Science - Ordering animal life cycles 	<ul style="list-style-type: none"> Using their observations and ideas to suggest answers to questions

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	4	<ul style="list-style-type: none"> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<ul style="list-style-type: none"> To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<ul style="list-style-type: none"> using their observations and ideas to suggest answers to questions
	5	<ul style="list-style-type: none"> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<ul style="list-style-type: none"> To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<ul style="list-style-type: none"> using their observations and ideas to suggest answers to questions
	6	<ul style="list-style-type: none"> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<ul style="list-style-type: none"> To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<ul style="list-style-type: none"> using their observations and ideas to suggest answers to questions
RE	1	Follow Cheshire RE Scheme	<ul style="list-style-type: none"> To recall Christian stages of life 	<ul style="list-style-type: none"> I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them.
	2		<ul style="list-style-type: none"> To recall the key events in a christening To recall important objects used at a christening To explain why people are christened 	<ul style="list-style-type: none"> I have started to share my opinions and say what is important to myself and to others. I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them.
	3		<ul style="list-style-type: none"> To recall the key events in a wedding To know why people get married 	<ul style="list-style-type: none"> I have started to share my opinions and say what is important to myself and to others. I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find

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				out about the meanings behind them.
	4		<ul style="list-style-type: none"> To recall the key events in a wedding 	<ul style="list-style-type: none"> I have started to share my opinions and say what is important to myself and to others. I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them.
	5		<ul style="list-style-type: none"> To know why people get married 	<ul style="list-style-type: none"> I have started to share my opinions and say what is important to myself and to others. I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them.
	6		<ul style="list-style-type: none"> To know why Christians have funerals To know the key events of a funeral 	<ul style="list-style-type: none"> I have started to share my opinions and say what is important to myself and to others. I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them.
PE Ball Skills	1	<ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending 	<ul style="list-style-type: none"> Pupils will move between attack and defence as the game changes. Pupils will be able to move in to space when attacking and tag 	<ul style="list-style-type: none"> Pupils will begin attacking/defending as a team, Pupils will create and apply attacking/defensive

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			the opposition when defending	tactics
	2	<ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending 	<ul style="list-style-type: none"> Pupils will move between attack and defence as the game changes. Pupils will be able to move into space when attacking and tag the opposition when defending 	<ul style="list-style-type: none"> Pupils will begin attacking/defending as a team, Pupils will create and apply attacking/defensive tactics
	3	<ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending 	<ul style="list-style-type: none"> Pupils will understand the difference between attack and defense. 	<ul style="list-style-type: none"> Pupils will begin attacking/defending as a team, Pupils will show an understanding of the transition between defence and attack . Pupils will create and apply attacking/defensive tactics
	4	<ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending 	<ul style="list-style-type: none"> Pupils will understand the consequences of breaking the rules and not applying tactics successfully 	<ul style="list-style-type: none"> Pupils will begin attacking/defending as a team, Pupils will show an understanding of the transition between defence and attack . Pupils will create and apply attacking/defensive tactics
	5	<ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending 	<ul style="list-style-type: none"> Pupils will develop strong collaboration skills by working with their own team effectively and playing fairly against the opposition. Pupils will apply a competent understanding of honesty as they play by the rules and keep the score. Pupils will develop understanding of self discipline. 	<ul style="list-style-type: none"> Pupils will begin attacking/defending as a team, Pupils will show an understanding of the transition between defence and attack . Pupils will create and apply attacking/defensive tactics
	6	<ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending 	<ul style="list-style-type: none"> Pupils will move between attack and defence as the game changes. 	<ul style="list-style-type: none"> Pupils will begin attacking/defending as a team, Pupils will

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			<ul style="list-style-type: none"> - Pupils will be able to move in to space when attacking and tag the opposition when defending 	create and apply attacking/defensive tactics
Dance		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities □ participate in team games, developing simple tactics for attacking and defending □ perform dances using simple movement patterns. 	<p>Pupils can respond to the music with appropriate movements and actions, using their whole body. Pupils can ensure their movements are big and clear. Pupils will develop their concentration skills as they listen to the music and make decisions on how to move in response. Pupils will develop life skills such as courage and honesty, as they try their best to create sequences, giving feedback to others following their performances.</p>	<p>Responding to stimuli Developing our motif with expression and emotion Applying choreography in our motifs Extending our motifs Sequences, relationships and performance</p>
Geography and History	1	<ul style="list-style-type: none"> □ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 	<ul style="list-style-type: none"> To locate the UK on a map To locate China on a map To name the continent the UK is in To name the continent China is in 	<ul style="list-style-type: none"> Use NF books, stories, maps, pictures/photos and internet as sources of information.
	2	<ul style="list-style-type: none"> □ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 	<ul style="list-style-type: none"> To label the 4 countries and capital cities in the UK 	<ul style="list-style-type: none"> Ask simple geographical questions; Where is it? What's it like?
	3	<ul style="list-style-type: none"> □ name and locate the world's seven continents □ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 	<ul style="list-style-type: none"> To label the 7 continents of the world 	<ul style="list-style-type: none"> Ask simple geographical questions; Where is it? What's it like?
		<ul style="list-style-type: none"> □ name and locate the world's five oceans □ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 	<ul style="list-style-type: none"> To label the 5 oceans of the world 	<ul style="list-style-type: none"> Ask simple geographical questions; Where is it? What's it like?
	3	<ul style="list-style-type: none"> □ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country □ use basic geographical vocabulary to refer to: □ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather □ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> To name human features To name physical features 	<ul style="list-style-type: none"> Use NF books, stories, maps, pictures/photos and internet as sources of information.
	4	<ul style="list-style-type: none"> □ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country □ use basic geographical vocabulary to refer to: □ 	<ul style="list-style-type: none"> To name a town in England To name a town in China To understand geographical 	<ul style="list-style-type: none"> Use NF books, stories, maps, pictures/photos and internet as sources of information.

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		key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather □ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	similarities and differences of Northwich and a Chinese town.	
	5	<ul style="list-style-type: none"> □ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country □ use basic geographical vocabulary to refer to: □ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather □ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> To locate human features and physical features on a map To understand geographical similarities and differences of Northwich and a Chinese town. 	<ul style="list-style-type: none"> Use NF books, stories, maps, pictures/photos and internet as sources of information.
		<ul style="list-style-type: none"> □ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country □ use basic geographical vocabulary to refer to: □ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather □ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> To locate human features and physical features on a map To understand geographical similarities and differences of Northwich and a Chinese town. 	<ul style="list-style-type: none"> Use NF books, stories, maps, pictures/photos and internet as sources of information.
Art and Design (1 full afternoon fortnightly) Willow Plate Drawing	2	<ul style="list-style-type: none"> □ to use a range of materials creatively to design and make products □ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination □ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<ul style="list-style-type: none"> To understand the basic use of a sketchbook and work out ideas for drawings. 	<ul style="list-style-type: none"> Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. Record and explore ideas from first hand observation, experience and imagination.
	4	<ul style="list-style-type: none"> □ to use a range of materials creatively to design and make products □ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination □ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<ul style="list-style-type: none"> To understand how layer different media e.g. crayons, pastels, felt tips, charcoal and ball point to create an effect. 	<ul style="list-style-type: none"> Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the

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				<ul style="list-style-type: none"> basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. Record and explore ideas from first hand observation, experience and imagination.
	6	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<ul style="list-style-type: none"> Final piece - Willow Tree Plate - To understand how layer different media e.g. crayons, pastels, felt tips, charcoal and ball point to create an effect. 	<ul style="list-style-type: none"> Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. Record and explore ideas from first hand observation, experience and imagination.
Design Technology (2 days)	Day 1	<ul style="list-style-type: none"> Design to design purposeful, functional, appealing products for themselves and other users based on design criteria to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Technical knowledge to build structures, exploring how they can be made stronger, stiffer and more stable to explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	<ul style="list-style-type: none"> To know what purpose means To know how to identify the purpose of my product To explain what materials will be most efficient for what I am going to make To know how to test 	<ul style="list-style-type: none"> Generate ideas by drawing on their own and other people's experiences Develop design ideas through discussion, observation, drawing and

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			<ul style="list-style-type: none"> and evaluate a range of resources and make possible changes To know the correct vocabulary for the tools and materials I am going to use to make my product To know what a design criteria is 	<ul style="list-style-type: none"> modelling To identify a purpose for what they intend to design and make To identify simple design criteria Evaluate existing
	Day 2	<ul style="list-style-type: none"> Make □ select from and use a range of tools and equipment to perform practical tasks [for example, 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 	<ul style="list-style-type: none"> To know what purpose means To know how to identify the purpose of my product To explain what materials will be most efficient for what I am going to make To know how to test and evaluate a range of resources and make possible changes To know the correct vocabulary for the tools and materials I am going to use to make my product To know what a design criteria is 	<ul style="list-style-type: none"> Use hand tools safely and appropriately Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make Talk about their ideas, saying what they like and dislike about them
PSHE	1	Follow 1Decision	<ul style="list-style-type: none"> Assessment session - What feelings can you name? What feelings have you felt? 	<ul style="list-style-type: none"> To explore emotions and know those that are unpleasant / uncomfortable To explore ways to communicate / show feelings with and without words
	2		<ul style="list-style-type: none"> To name a range of feelings To say why you may feel a specific feeling 	<ul style="list-style-type: none"> To explore emotions and know those that are unpleasant / uncomfortable To explore ways to communicate / show feelings with and without words
	3		<ul style="list-style-type: none"> Jealousy Learn a range of skills for coping with unpleasant / uncomfortable emotions Understand that feelings can be communicated with and without words Be able to recognise 	<ul style="list-style-type: none"> To explore emotions and know those that are unpleasant / uncomfortable To explore ways to communicate / show feelings with and

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			and name emotions and their physical effects	without words
	4	•	Worry <ul style="list-style-type: none"> Learn a range of skills for coping with unpleasant / uncomfortable emotions Understand that feelings can be communicated with and without words Be able to recognise and name emotions and their physical effects 	<ul style="list-style-type: none"> To explore emotions and know those that are unpleasant / uncomfortable To explore ways to communicate / show feelings with and without words
	5		Anger <ul style="list-style-type: none"> Learn a range of skills for coping with unpleasant / uncomfortable emotions Understand that feelings can be communicated with and without words Be able to recognise and name emotions and their physical effects 	<ul style="list-style-type: none"> To explore emotions and know those that are unpleasant / uncomfortable To explore ways to communicate / show feelings with and without words
	6		Grief <ul style="list-style-type: none"> Learn a range of skills for coping with unpleasant / uncomfortable emotions Understand that feelings can be communicated with and without words Be able to recognise and name emotions and their physical effects 	<ul style="list-style-type: none"> To explore emotions and know those that are unpleasant / uncomfortable To explore ways to communicate / show feelings with and without words
Music	1	<ul style="list-style-type: none"> □ use their voices expressively and creatively by singing songs and speaking chants and rhymes □ play tuned and untuned 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 	<u>Instrument Focus</u> Know the stories, origins, history, traditions and social context of music that has been listened to, sang and played	<u>Instrument Focus</u> To know different types of music and where they originate from. To be able to discuss musical traditions and social contexts of music that are listened to and played. To know some of the musical history from the music model curriculum.
	2	<ul style="list-style-type: none"> □ use their voices expressively and creatively by singing songs and speaking chants and rhymes □ play tuned and untuned 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 	Know the stories, origins, history, traditions and social context of music that has been listened to, sang and played	To know different types of music and where they originate from. To be able to discuss musical traditions and social contexts of music that are listened to and played. To know some of the musical history from the music model curriculum
	3	<ul style="list-style-type: none"> □ use their voices expressively and creatively by singing songs and speaking chants and rhymes □ play tuned and untuned instruments musically 	Have knowledge of recorded music and live music watched live music in school or out of	To know different types of music and where they originate from.

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		<ul style="list-style-type: none"> □ 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 	school.	<p>To be able to discuss musical traditions and social contexts of music that are listened to and played.</p> <p>To know some of the musical history from the music model curriculum</p>
	4	<ul style="list-style-type: none"> □ use their voices expressively and creatively by singing songs and speaking chants and rhymes □ play tuned and untuned 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 	Have knowledge of recorded music and live music watched live music in school or out of school.	<p>To know different types of music and where they originate from.</p> <p>To be able to discuss musical traditions and social contexts of music that are listened to and played.</p> <p>To know some of the musical history from the music model curriculum</p>
	5	<ul style="list-style-type: none"> □ use their voices expressively and creatively by singing songs and speaking chants and rhymes □ play tuned and untuned 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 	Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).	<p>To know how to create own music after listening to a non-musical stimuli e.g. a storm</p> <p>To improvise music with a partner.</p>
	6	<ul style="list-style-type: none"> □ use their voices expressively and creatively by singing songs and speaking chants and rhymes □ play tuned and untuned 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 	Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).	<p>To improvise music with question and answer phrase with either a tuned or untuned instrument.</p> <p>To use graphic symbols, dot notation and stick notation.</p> <p>To use technology to change and combine sounds.</p>
Computing	1	<ul style="list-style-type: none"> □ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions 	<ul style="list-style-type: none"> To know what an algorithm is. 	<ul style="list-style-type: none"> To explain that an algorithm is a set of instructions to complete a task.
	2	<ul style="list-style-type: none"> □ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions 	<ul style="list-style-type: none"> To create an algorithm in a computer program. 	<ul style="list-style-type: none"> To design precise algorithms that can be converted into code.
	3	<ul style="list-style-type: none"> □ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions □ create and debug simple programs □ use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> To create an algorithm in a computer program. 	<ul style="list-style-type: none"> To design precise algorithms that can be converted into code.
	4	<ul style="list-style-type: none"> □ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions □ create and debug simple programs □ use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> To understand how use the Repeat command. To understand how to use the Timer command. 	<ul style="list-style-type: none"> Identify parts of a program that respond to specific events and initiate specific actions.
	5	<ul style="list-style-type: none"> □ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions □ create and debug simple programs □ use logical reasoning to predict the behaviour of 	<ul style="list-style-type: none"> To know what debugging means. To understand the need to test and debug a program repeatedly. 	<ul style="list-style-type: none"> To identify and correct errors within an algorithm.

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		simple programs	<ul style="list-style-type: none"> To debug simple programs. 	
	6	<ul style="list-style-type: none"> □ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions □ create and debug simple programs □ use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> To know what debugging means. To understand the need to test and debug a program repeatedly. To debug simple programs. 	<ul style="list-style-type: none"> To identify and correct errors within an algorithm.