

# YEARS 1 & 2 LEARNING OVERVIEW



Spring 2025

## PHONICS

These are the spelling rules/patterns that your child will be taught during the Spring term. If you would like, you are more than welcome to work with them at home:

Mrs Hanson's and Miss Field's Phonics Groups	
phoneme and graphemes	Examples of words
/ai/ ai -ay eigh -ey /ai/ a a-e -ae -ea	Paint, play, eight, shape, table, sundae, break
/ee/ ee e -y ey /ee/ ea e-e -ie	Feet, me, happy, donkey, field, eat, compete
/igh/ -igh i -y /igh/ -ie i-e	Bright, find, cry, tie, bike
/oa/ oa ow o /oa/ -oe o-e, ough -eau	Oak, bow, old, toes, rose, dough, plateau.

Mrs Slater's Phonic Group	
Spelling Rules	Examples of words
ur, ow, oi, ear	Purse, owl, oil, ear
air, er, er,	Hair, builder, herbs
ue, ue, ure, ture	rescue, glue, pure, picture

## BOOKS

In English, we will be reading:



## MATHEMATICS

During maths lesson this half term, your child will be looking at:

Year 1	Year 2
<ul style="list-style-type: none"> <li>Numbers to 20</li> <li>Addition and subtraction within 20</li> <li>Numbers to 50</li> <li>Measurement- Introducing length and height</li> <li>Measurement- Introducing weight and volume</li> </ul>	<ul style="list-style-type: none"> <li>Money</li> <li>Multiplication and division</li> <li>Measurement – length and height</li> <li>Measurement – mass, capacity, and temperature</li> </ul>

Your child will be developing their mental maths by practising:

Year 1: Subitising to 10 (recognising numbers of objects without counting), recall of doubles to 5, number bonds to 10 including subtraction facts, one more and less of numbers to 50.

Year 2: Adding and subtracting single digits, recall of number bonds to 100, counting in 2s, 5s and 10s including 5x and 2x table recall, ten more or less than a number to 100.

**LOVING, GROWING and SUCCEEDING TOGETHER**

# WIDER CURRICULUM

Skills and Knowledge that will be taught	
<b>Science</b>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>To identify and name some common garden and wild plants.</li> <li>To name and describe the parts of a flowering plant.</li> <li>To identify, name and describe parts of a tree.</li> <li>To identify and name some common trees.</li> <li>To identify and compare some common plants and trees.</li> <li>To set up a test to answer a question.</li> <li>To sort and group fruit and vegetable plants.</li> <li>To understand how seeds grow into mature plants.</li> <li>To describe how bulbs grow into mature plants.</li> <li>To understand what plants needs to grow.</li> <li>To identify how plants are suited to their habitats.</li> <li>To gather and record data.</li> </ul>
<b>RE</b>	<p><b>What is important to Muslims?</b></p> <ul style="list-style-type: none"> <li>Shahadah, the role of the Prophet Muhammad (PBUH) as a model for behaviour, the importance of the Qur'an and how it guides the daily behaviour and choices of Muslims.</li> </ul> <p><b>Why does Easter matter to Christians?</b></p> <ul style="list-style-type: none"> <li>The stories of Holy Week, the concept of salvation, the role of Jesus as a model for behaviour, understanding how Christians show their beliefs about Jesus' death and resurrection.</li> </ul>
<b>History</b>	<p><b>The Gunpowder Plot</b></p> <ul style="list-style-type: none"> <li>To know the location of London and what Parliament is.</li> <li>To understand what life was like during 1605.</li> <li>To know who the significant people were in the Gunpowder plot.</li> <li>To know and understand the events of the Gunpowder plot.</li> <li>To understand what happened after the Gunpowder plot.</li> <li>To understand why we remember the gunpowder plot and celebrate Bonfire night.</li> </ul>
<b>Geography</b>	<p><b>London</b></p> <ul style="list-style-type: none"> <li>LO: I can locate the main cities in the UK and understand what a city is.</li> <li>LO: I understand where London is within the UK.</li> <li>LO: I can recognise physical features of UK and in London including the River Thames.</li> <li>LO: I recognise the different human features- landmarks in London</li> <li>LO: I can confidently use aerial photos of famous landmarks and mark them on a map of London</li> <li>LO: I can use positional and directional language to describe where physical and human features are in London.</li> </ul>
<b>Art</b>	<p><b>Drawing – Tell A Story</b></p> <ul style="list-style-type: none"> <li>To develop a range of mark making techniques.</li> <li>To explore and experiment with mark making to create textures.</li> <li>To create an observational drawing.</li> <li>To understand how to apply expressions to illustrate a character.</li> <li>To develop illustrations to tell a story.</li> <li>To evaluate their illustrations.</li> </ul>
<b>Computing</b>	<p><b>Information Technology – Grouping and Sorting</b></p> <ul style="list-style-type: none"> <li>To sort various items offline using a variety of criteria.</li> </ul> <p><b>Information Technology – Pictograms</b></p> <ul style="list-style-type: none"> <li>To understand that data can be represented in picture format.</li> <li>To contribute to a class pictogram.</li> <li>To use a pictogram to record the results of an experiment.</li> </ul>

*You can speak to your child's teacher at the end of the school day, message them on ClassDojo or arrange an appointment by speaking to the office staff. Alternatively, you can email*

*Mr Rondeau on [krondeau@st.marks.dudley.sch.uk](mailto:krondeau@st.marks.dudley.sch.uk) or Mrs Smith on [gsmith@st.marks.dudley.sch.uk](mailto:gsmith@st.marks.dudley.sch.uk).*

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