

Year 1 and 2 Year B			
Spring Term 1 <sup>st</sup> Half Explorers			
Key Content	Year 1 Skills	Year 2 Skills	
<p><b>Writing</b></p>	<p><b>Genre: NARRATIVE WRITING</b></p> <ul style="list-style-type: none"> <li>Write or retell a story that includes characters; setting(s); and a beginning, a middle and an appropriate end to events of the story in proper sequence.</li> <li>Write a descriptive paragraph using sensory language.</li> <li>Create a title that is relevant to the narrative.</li> </ul> <p>Writing linked to Follow the Swallow 2 weeks; Link to birds migration in Norfolk</p> <p><b>Genre: NARRATIVE WRITING</b></p> <ul style="list-style-type: none"> <li>Write or retell a story that includes characters; setting(s); and a beginning, a middle and an appropriate end to events of the story in proper sequence.</li> <li>Write a descriptive paragraph using sensory language.</li> <li>Create a title that is relevant to the narrative.</li> </ul> <p>Retelling the Wizard of Oz 3 weeks</p>	<p><b>COMPOSITION</b></p> <p>-Write Sentences by:</p> <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> </ul> <p>-Discuss what they have written with the teacher or other pupils</p> <p>-Read aloud their writing clearly enough to be heard by their peers and the teacher</p> <p><b>SPELLING</b></p> <ul style="list-style-type: none"> <li>Spell words containing each of the 40+ phonemes already taught</li> <li>Spell common exception words</li> <li>Spell the days of the week</li> <li>Naming the letters of the alphabet in order</li> <li>Using letter names to distinguish between alternative spellings of the same sound</li> <li>Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>Add prefixes and suffixes using the prefix un-</li> <li>Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words: e.g. helping, helped, helper, eating, quicker, quickest</li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul> <p><b>HANDWRITING</b></p> <ul style="list-style-type: none"> <li>Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>Form lower-case letters in the correct direction, starting and finishing in the right place with the correct relative size</li> <li>Form capital letters</li> <li>Form digits 0-9</li> <li>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these</li> <li>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Develop their understanding of the concepts set out in English Appendix 2 by: joining words and joining clauses using and</li> </ul> <p><b>PUNCTUATION</b></p> <ul style="list-style-type: none"> <li>Capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> </ul>	<p><b>COMPOSITION</b></p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes</li> </ul> <p>-Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> <li>encapsulating what they want to say, sentence by sentence</li> <li>writing down ideas and/or key words, including new vocabulary</li> </ul> <p>-Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>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 form</li> <li>proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</li> </ul> <p>-Read aloud what they have written with appropriate intonation to make the meaning clear</p> <p><b>SPELLING</b></p> <ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>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</li> <li>Learning to spell common exception words</li> <li>distinguishing between homophones and near-homophones</li> <li>Learning the possessive apostrophe (singular): e.g. the girl's book</li> <li>Learning to spell more words with contracted forms</li> <li>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul> <p><b>HANDWRITING</b></p> <ul style="list-style-type: none"> <li>Consistently Form lower-case letters of the correct size relative to one another</li> <li>Secure the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>Use spacing between words that reflects the size of the letters</li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>Use expanded noun phrases to describe and specify: e.g. the blue butterfly</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>Use sentences with different forms: statement, question, exclamation, command</li> <li>Use the present and past tenses correctly and consistently including the progressive form</li> <li>Use some features of written Standard English</li> </ul>

			<p><b>PUNCTUATION</b></p> <ul style="list-style-type: none"> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>Commas to separate items in a list</li> <li>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).</li> </ul>
<b>Key Vocab</b>	<p><b>Grammar:</b></p> <p>Year 1 Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, noun, verb, clause, adjective, Label Caption Sentence, prefix, suffix, phoneme, grapheme, diagraph, digraph, blending, segmenting, sound buttons, sound boxes, stretchy and bouncy sounds</p> <p>Year 2 Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, contraction, comma, paragraphs, dialogue prefix, suffix, phoneme, grapheme, diagraph, digraph, blending, segmenting, sound buttons, sound boxes, stretchy and bouncy sounds</p> <p><b>Genre:</b></p> <p>Narrative: entertain, opening, setting, characters, build up, complication resolution and ending, first/third person, past tense, chronological, conjunctions that signal time, dialogue, adjectives, precise nouns, expressive verbs,</p>		
<b>Maths</b>	<p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>Measures</li> <li>Exploring calculation strategies through addition and subtraction</li> <li>Place value within numbers above 20 (up to 50)</li> </ul> <p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>Geometry: (Faces, shapes and patterns; main focus)</li> <li>Fractions</li> </ul>	<p><b>Unit 1: Measures</b></p> <ul style="list-style-type: none"> <li>compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]; mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> <li>measure and begin to record the following: lengths and heights; mass/weight; capacity and volume</li> </ul> <p><b>Unit 2: Exploring calculation strategies through problem solving with addition and subtraction</b></p> <ul style="list-style-type: none"> <li>represent and use number bonds and related subtraction facts within 20</li> <li>add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul> <p><b>Unit 3: Numbers within 50</b></p> <ul style="list-style-type: none"> <li>count to fifty, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers from 1 to 50 in numerals and words</li> <li>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>Given a number, identify one more and one less</li> </ul> <p><b>Multiplication tables focus</b></p> <ul style="list-style-type: none"> <li>Focus on counting in multiples of 5 up to 60, linking with knowledge of counting in 10s.</li> <li>Continue to develop fluency of counting in 2's and 10's</li> </ul>	<p><b>Unit 1: Geometry (main focus: faces, shapes and pattern)</b></p> <ul style="list-style-type: none"> <li>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>compare and sort common 2-D and 3-D shapes and everyday objects</li> <li>order and arrange combinations of mathematical objects in patterns and sequences</li> <li>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)</li> </ul> <p><b>Unit: Fractions</b></p> <ul style="list-style-type: none"> <li>Recognise, find, name and write fractions <math>1/3</math>, <math>1/4</math>, <math>2/4</math> and <math>3/4</math> of a length, shape, set of objects or quantity</li> <li>Write simple fractions for example <math>1/2</math> of <math>6 = 3</math></li> <li>Recognise the equivalence of <math>2/4</math> and <math>1/2</math></li> </ul> <p>Throughout the unit, make explicit the link between fractions and division,</p> <p><b>Multiplication tables focus:</b></p> <ul style="list-style-type: none"> <li>Recall multiples of 2 up to <math>12 \times 2</math> in any order, including missing numbers and related division facts.</li> <li>Recall multiples of 10 up to <math>12 \times 10</math> fluently.</li> </ul>
<b>Key Vocab</b>	<p><b>Year 1: Unit 1: Measurement, roughly, centimetre, ruler, metre stick, kilogram, half kilogram, litre, half litre, capacity, volume, more than, less than, quarter full</b>, Measure, size, compare, guess, estimate, enough, not enough, too much, too little, too many, too few, nearly, close to, about the same as, just over, just under, Metre, length, height, width, depth, long, short, tall, high, low, wide, narrow, thick, thin, longer, shorter, taller, higher etc., longest, shortest, tallest, highest etc., far, near, close, Weigh(s), balances, heavy, light, heavier than, lighter than, heaviest, lightest, scales, Full, empty, half full, holds, container <b>Unit 2:</b> Addition, near double, half, halve, Subtract, take away, equals, is the same as, number bonds/pairs, missing number, one digit, two digit, equal to, is the same as, problem, representation, solve, calculation <b>Unit 3:</b> Numeral, twenty-one...fifty, forwards, backwards, equal to, most, least, many</p> <p><b>Year 2: Unit 1</b> Surface, line, symmetry, rectangular, circular, pentagon, hexagon, octagon, route, higher, lower, clockwise, anti-clockwise, right angle, straight line, face, edge, vertex, vertices, cube, pyramid, sphere, cone, recognise, describe, draw, compare, sort <b>Unit 2:</b> equivalent fraction, mixed number, numerator, denominator, two halves, two quarters, three quarters, one third, two thirds, one of three equal parts</p>		
<b>Reading</b>	<p><b>FICTION STORIES/Non-fiction</b></p> <ul style="list-style-type: none"> <li>Tug-of-War (African folktale)</li> <li>The Great Paper Caper (Oliver Jeffers)</li> <li>Follow the Swallow (Julia Donaldson)</li> <li>The Wolf and the Seven Little Kids (Brothers Grimm)</li> <li>The Ugly Duckling (Hans Christian Andersen)</li> <li>Non-fiction books linked to Books linked to Flight – Amelia Earhart, the Wright Brothers</li> </ul> <p><b>Aesop's Fables</b></p> <ul style="list-style-type: none"> <li>The Lion and the Mouse</li> </ul> <p><b>Key Poems</b></p> <ul style="list-style-type: none"> <li>The Swing (Robert Louis Stevenson)</li> <li>Jumbo Jet (Spike Milligan)</li> </ul>	<p><b>FLUENCY</b></p> <p><b>Use phonic knowledge as a primary approach to reading:</b></p> <ul style="list-style-type: none"> <li>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>Read accurately by blending sounds in unfamiliar words containing Grapheme-Phoneme Correspondences that have been taught</li> <li>Read common exception words, noting unusual correspondences between spelling and sound at Phase 5 L&amp;S or equivalent</li> <li>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>Read other words of more than one syllable that contain taught GPCs at Phase 5 L&amp;S or equivalent</li> </ul>	<p><b>FLUENCY</b></p> <p><b>Continue to apply phonic knowledge and skills as the route to decode words:</b></p> <ul style="list-style-type: none"> <li>Decoding has become embedded and reading is fluent at Phase 6 L&amp;S or book band level white or equivalent.</li> <li>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>Read accurately words of two or more syllables that contain the same graphemes as above</li> <li>Read words containing common suffixes e.g. enjoyment, sadness, careful, hopeless, badly.</li> <li>Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word, reading</li> </ul>

- The Owl and the Pussycat (Edward Lear)
- The Queen of Hearts (traditional)

See Medium Guided Reading Plans for an overview of the texts that children will be reading each week.

#### SAYINGS AND PHRASES

Become familiar with the following sayings and phrases:

- Land of Nod
- An apple a day keeps the doctor away. [Connection to Year 2 Science]

- Read words with contractions: e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words at age-appropriate level (Phase 5 L&S level or equivalent)
- Re-read these books to build up their fluency and confidence in word reading
- Checking that the text makes sense to them as they read and correcting inaccurate reading

#### WIDTH OF READING (SHARED READING)

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently, Contributing relevant ideas and thoughts to discussion
- Being encouraged to link what they read or hear read to their own experiences identify basic similarities and differences between their own experience and that of story characters and demonstrates understanding through talk or role play: e.g. I've got a dog too, I've been to the castle/beach/city.
- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics e.g. what typically happens to good and bad characters, differences between story settings.
- Recognising and joining in with predictable phrases e.g. identifies and says 'Then I'll huff, and I'll puff and I'll blow your house down'.
- Learning to appreciate rhymes and poems, and to recite some by heart e.g. Pupil comments on rhymes, word choice, humour, favourite poems. Usually joins in with reciting some by heart.

#### COMPREHENSION (VIPERS in Guided Reading)

*Understand both the books that they can already read accurately and fluently and those that they listen to by:*

##### Vocabulary:

- Discussing word meanings, linking new meanings to those already known draw on their existing vocabulary to speculate on the meaning of new words they encounter and explain the link they have noticed: e.g. Pupil knows the meaning of tooth and brush and reads compound word toothbrush

##### Inference:

- Making inferences on the basis of what is being said and done e.g. Pupil identifies who is speaking in a story: 'It must be Mr Gumpy who tells them to come for a ride another day because it is his boat.'

##### Prediction:

- Predicting what might happen with responses linked closely to the story characters, plot and language read so far: e.g. Mr Gumpy is saying yes to everyone and telling them all to behave themselves but I think some of them won't be able to be good all the time.

##### Explanation:

- Explain clearly their understanding of what is read to them, expressing views about events or characters in the story

##### Retrieval:

- Drawing on what they already know or on background information and vocabulary provided by the teacher, asking and answering 'how' and 'why' questions about what they have read and know where to look for information
- Discussing the significance of the title and events e.g. explaining why 'We are Going on a Bear Hunt' is a good title because the children looked and looked everywhere for bears.

##### Sequence:

- Participate in discussion about what is read to them, remembering significant events/key information and usually follows the agreed rules for effective discussion with a partner.

almost all common exception words noting unusual correspondences: e.g. mind, pretty, prove, would, whole (see Appendix 1: Spelling pg 59).

- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Re-read these books to build up their fluency and confidence in word reading
- Can monitor their reading, checking that words they have decoded make sense and fit in with what they have already read and self-correcting

#### WIDTH OF READING

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- 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.
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales and is able to recount details of them
- Recognising simple recurring literary language in stories and poetry e.g. identifying rhyming words and alliteration in poetry.
- Continuing to build up a repertoire of poems learnt by heart (approx. 10), appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Understand that non-fiction books that are structured in different ways

#### COMPREHENSION (VIPERS in Guided Reading)

*Understand both the books that they can already read accurately and fluently and those that they listen to by:*

##### Vocabulary:

- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary: e.g. painkiller, blackberry, invisible.
- Discussing their favourite words and phrases and give reasons for their choice: e.g. 'I like the word 'magical' because it means the story might have spells and wizards in it!'

##### Inference:

- Making inferences on the basis of what is being said and done e.g. Great Aunt Al offers to pay for Sophie to have riding lessons so she must be a generous person.
- Regularly use inferences when answering and asking questions.

##### Prediction:

- Predicting what might happen with responses linked closely to the story characters, plot and language read so far: e.g. I think Sophie is going to get all mucky because she gets too close to the animals

##### Explanation:

- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

##### Retrieval:

- Drawing on what they already know or on background information and vocabulary provided by the teacher to answer 'how' and 'why' retrieval questions, orally explaining how they know this

##### Sequence:

- Discussing the sequence of events in books and how items of information are related
- Participate in discussion about books, poems and other works that are read to them contributing ideas and thoughts to discussion, remember significant events/key information and usually follow the agreed rules for effective discussion without support working in a group of 4-6

Key Vocab	<b>Sayings and Phrases</b> <ul style="list-style-type: none"> <li>Look before you leap. There's no place like home.</li> </ul> Title Author Illustrator Blurb Page Fairytale Fable Story Nursery Rhyme Traditional Tale Contents Index Glossary Sub-Heading Poem Comprehension Beginning, middle, end Setting* Description* Characters* highlighting definition Understand the names for characters, including heroines and heroes. Recognise terms in drama, including actor, actress, script, costume, scenery, props, theatre, stage, audience and applause.		
Science	<b>The Human Body: The 5 Senses</b> Identify the five senses and associated body parts: <ul style="list-style-type: none"> <li>Sight: eyes</li> <li>Hearing: ears</li> <li>Smell: nose</li> <li>Taste: tongue</li> <li>Touch: skin</li> </ul> Review the importance of taking care of your body: exercise, cleanliness, healthy foods and rest. <b>LIVING THINGS AND THEIR ENVIRONMENTS</b> <b>Teachers:</b> Introduce the idea of interdependence between living things and their environment. <b>A. HABITATS</b> <ul style="list-style-type: none"> <li>Living things live in environments to which they are particularly suited.</li> <li>Specific habitats and what lives there, for example:               <ul style="list-style-type: none"> <li>African habitat – linked to Follow the Swallow</li> <li>North American habitat – linked to Flight</li> </ul> </li> <li>The food chain: a way of picturing the relationships between living things               <ul style="list-style-type: none"> <li>Animals: big animals can be eaten by little ones, big animals die and are eaten by little ones.</li> </ul> </li> </ul> Plants: nutrients, water, soil, air, sunlight <b>Science Biographies</b> <ul style="list-style-type: none"> <li>Wilburn and Orville Wright (made first aeroplane)</li> </ul>	Complete a series of investigations into the 5 senses: <ul style="list-style-type: none"> <li>Ask simple questions when prompted</li> <li>Suggest ways of answering a question</li> <li>Make relevant observations</li> <li>Conduct simple tests, with support</li> <li>With prompting, suggest how findings could be recorded</li> <li>Recognise findings</li> <li>Gather and record data</li> <li>Use observations to suggest answers to questions</li> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>	Complete a series of investigations into the 5 senses: <ul style="list-style-type: none"> <li>Ask simple questions</li> <li>Recognise that questions can be answered in different ways</li> <li>Observe closely, using simple equipment</li> <li>Perform simple tests</li> <li>Record and communicate their findings in a range of ways and begin to use simple scientific language</li> <li>Identify and classify</li> <li>Gather and record data to help answer questions</li> <li>Use their observations and ideas to suggest answers to questions</li> <li>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> </ul>
Key Vocab	<b>Sight Hearing Smell Taste Touch</b> Eyes, ears, nose, mouth, fingertips, skin, head, tongue, loud, quiet, sweet, sour, salty, bitter, Arms, legs, human body, exercise, sleep, healthy, washing, baths, teeth, brushing, migration, habitat, hemispheres		

Year 1/2 A	Year 1/2 Year B		
	Spring Term 1 <sup>st</sup> Half		
	Key Knowledge	Year 1 Skills	Year 2 Skills
History	<b>SIGNIFICANT FIGURES FROM HISTORY</b> Studying the significant impact of key figures from the history of flight : <ul style="list-style-type: none"> <li>The Wright Brothers</li> <li>Amelia Earhart</li> <li>Neil Armstrong</li> </ul>	<ul style="list-style-type: none"> <li>Know where people and events fit within a chronological framework.</li> <li>Develop awareness of the past, using common words and phrases relating to the passing of time.</li> <li>Choose and use parts of stories and other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements.</li> <li>Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</li> <li>Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms.</li> </ul>	<ul style="list-style-type: none"> <li>Know where people and events fit within a chronological framework.</li> <li>Develop awareness of the past, using common words and phrases relating to the passing of time.</li> <li>Choose and use parts of stories and other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements</li> <li>Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</li> <li>Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms</li> </ul>
Geog.	<b>WORLD GEOGRAPHY</b> <b>Teachers:</b> In Year 1/2, children continue their study of the world around them and then broaden and complement that focus; the study of geography expands on the concepts of spatial sense, maps of the school setting, and the globe. <b>GLOBE/WORLD MAP</b> <b>AN OVERVIEW OF THE SEVEN CONTINENTS</b> Differentiate between land and sea using a globe Locate the seven continents, the North and South Poles, the Pacific and Atlantic oceans Find the equator, the northern hemisphere, the southern hemisphere Understand direction: north, south, east and west. Identify the seven continents and describe unique geographical attributes of each continent including animals, plants, cities, landscape features, famous people and famous buildings: <ul style="list-style-type: none"> <li>North America [Cross-curricular connection with Year 1 Science: the Wright brothers]</li> </ul> Link to birds migration	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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 - begin to name and locate the world's seven continents and five oceans.</li> <li>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</li> <li>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</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country</li> <li>Name and locate the world's seven continents and five oceans.</li> </ul>

Key Vocab	North, south, east, west globe, Pacific, Atlantic oceans Continents, Map Location Compass Key Navigate Peninsula, boundary, equator, hemisphere, climate.		
Art	<p><b>LOOKING AT AND TALKING ABOUT WORKS OF ART</b> This section includes a selection of useful and specialist words for talking about works of art. We can use many of these terms in other areas, particularly language and literacy (where it is also customary to consider character, narrative, style etc.). We aim to enable the children to understand these terms; at this stage very few will be able to use these terms in their speech, but building recognition and re-call is an important step towards this.</p> <ul style="list-style-type: none"> <li>• Style: the way a work of art looks (in literature, the way something has been written or sounds)</li> <li>• Narrative: the word we use for a story in a work of art</li> <li>• Character: a word to refer to the main or important figures in a work of art or literature; but also a term to describe a type of figure or person, such as 'hero'</li> </ul> <p>Examining Norfolk based artwork linked to the sky and flight: Kieron Williamson</p> <ul style="list-style-type: none"> <li>• JJ Audubon</li> <li>• John Cyril Harrison (1898-1985) Hen harrier putting up the coveys</li> <li>• Leonardo Da Vinci's Flight Designs</li> </ul>		<ul style="list-style-type: none"> <li>➤ Drawing with pastel/charcoal, he/she make faint, soft lines and apply more pressure to make stronger lines.</li> <li>➤ Drawing With pastel/charcoal, he/she can blend and smudge.</li> <li>➤ Drawing he/she can use charcoal pieces to create: different lines, large sweeping movements.</li> <li>➤ Art in Context/History he/she can describe differences and similarities between drawings, paintings and sculptures by well-known artists and designers.</li> <li>➤ Art in Context/History he/she can describe how her own work is similar and/or different to the work of well-known artists and designers.</li> </ul>
Key Vocab	Style technique pointillism brushstroke narrative character setting smudging shading pressure layers details		
DT	<p><b>USING FOLDS TO CREATE FLYING OBJECTS</b></p> <ul style="list-style-type: none"> <li>• Linked to the great paper caper, pupils examine a variety of paper aeroplane designs towards building their own</li> <li>• Following instruction and using a different range of card and paper to create better flight</li> <li>• Use the Work of Leonardo Da Vinci towards understanding how paper helicopters can be made</li> <li>• Create Helicopters using a variety of materials to create longer flight time</li> </ul>	<ul style="list-style-type: none"> <li>➤ Design he/she can tell someone about his/her design ideas</li> <li>➤ Design he/she can create a drawing of his/her idea and templates for his/her design.</li> <li>➤ Make he/she can roll, fold, tear and cut paper and card</li> <li>➤ Evaluate he/she can say what they like and do not like about existing products.</li> <li>➤ Evaluate he/she can say how well his/her designs and product met the given design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Design he/she can create a drawing of his/her idea and templates for his/her design.</li> <li>➤ Design he/she can make a mock up of his/her design and discuss it.</li> <li>➤ Evaluate he/she can say what they like and do not like about existing products.</li> <li>➤ Evaluate he/she can say how well his/her designs and product met the given design criteria.</li> </ul>
Music	<p><b>I. ELEMENTS OF MUSIC</b> Through participation become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).</p> <ul style="list-style-type: none"> <li>• Recognise a steady beat, move to a beat, play a steady beat, recognise accents.</li> <li>• Move responsively to music (marching, walking, hopping, swaying, etc.).</li> <li>• Recognise short and long sounds.</li> <li>• Discriminate between fast and slow.</li> <li>• Discriminate between obvious differences in pitch: high and low.</li> <li>• Discriminate between loud and soft.</li> <li>• Understand that melody can move up and down.</li> <li>• Hum the melody while listening to music.</li> <li>• Echo short rhythms and melodic patterns.</li> <li>• Play simple rhythms and melodies.</li> <li>• Recognise like and unlike phrases.</li> <li>• Recognise that music has timbre or tone colour.</li> <li>• Sing unaccompanied, accompanied and in unison.</li> </ul> <p><b>WORKS OF MUSIC</b> Become familiar with the following works and their composers:</p> <ul style="list-style-type: none"> <li>• Pyotr Tchaikovsky, 'The Nutcracker'</li> </ul> <p><b>NOTATION to be learnt whilst following Blown Away Recorder 1 – Introducing G and E</b></p> <ul style="list-style-type: none"> <li>• Understand that music is written down in a special way and become familiar with the following notation:</li> <li>• Crotchet: one single beat</li> <li>• Minim: the length of two crotchet beats</li> </ul>	<ul style="list-style-type: none"> <li>➤ Composing he/she use short given patterns in his/her compositions</li> <li>➤ Composing he/she can say what they like and do not like about other's performances.</li> <li>➤ Performing he/she can make and change sound on an instrument both tuned and untuned creating both long and short sounds</li> <li>➤ Listening and Context he/she can identify a beat and join in.</li> </ul> <p><b>Songs to be learnt:</b> Kumbaya (also Kum Ba Ya) ; My Bonnie Lies over the Ocean; Five Little Ducks That I Once Knew; When the Saints go Marching</p>	<ul style="list-style-type: none"> <li>➤ Composing he/she can use given symbols to record long and short sounds.</li> <li>➤ Composing he/she can say what they like and do not like about other's performances.</li> <li>➤ Performing he/she can perform to an audience and improve his/her performance by practising</li> <li>➤ Listening and Context he/she can identify the mood of a piece of music.</li> <li>➤ Listening and Context he/she can explain to another which of two sounds is higher or lower .</li> </ul> <p><b>Songs to be learnt:</b> Kumbaya (also Kum Ba Ya) ; My Bonnie Lies over the Ocean; Five Little Ducks That I Once Knew; When the Saints go Marching</p>
Key vocab	Crotchet Minim Beat Accent Pitch Volume Loud Soft Melody Rhythm Phrase Timbre Tone Accompanied Unaccompanied		
Computing	<p><b>Content: We are Collectors (Finding images on the web and using in PowerPoint)</b></p> <ul style="list-style-type: none"> <li>• Find and use pictures on the web</li> <li>• Group images on the basis of a binary (yes/no) question</li> <li>• Organise images into more than two groups according to clear rules</li> </ul> <p><b>Online Safety: We are safe searchers</b></p>	<ul style="list-style-type: none"> <li>➤ Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>➤ Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>➤ Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> </ul>

RE	<p><u>Christianity</u></p> <ul style="list-style-type: none"> <li>Identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult.</li> </ul>	<ul style="list-style-type: none"> <li>Through Bible stories explore how Jesus showed friendship.</li> <li>Consider whether it was always easy for Jesus to show friendship.</li> <li>Understand the Christian belief that Jesus taught them to always show friendship to others and that is what God wants them to do.</li> </ul>	<ul style="list-style-type: none"> <li>Through Bible stories explore how Jesus showed friendship.</li> <li>Consider whether it was always easy for Jesus to show friendship.</li> <li>Understand the Christian belief that Jesus taught them to always show friendship to others and that is what God wants them to do.</li> </ul>				
PE	<ul style="list-style-type: none"> <li><b>Fundamentals and Dance (2)</b></li> <li><b>Teambuilding &amp; Net and Wall(1/2)</b></li> <li><b>Ball Skills &amp; Yoga (1)</b></li> </ul>	<p><b>Dance – Year 1 unit</b></p> <ul style="list-style-type: none"> <li>To explore travelling actions</li> <li>To be able to use counts of 8 to move in time with music</li> <li>To remember and repeat actions</li> <li>To respond to imaginatively to stimulus</li> <li>To copy, remember and repeat actions</li> <li>To choose and perform actions that represent a theme</li> <li>To use expression to show feelings</li> <li>To create actions that relate to a story</li> <li>To use pathways when travelling</li> <li>To show changes in expression, level and shape</li> </ul>	<p><b>Net &amp; Wall – Year 1/2 unit</b></p> <ul style="list-style-type: none"> <li>To defend space, using the ready position</li> <li>To play against an opponent and keep the score</li> <li>To develop control when handling a racket</li> <li>To develop racket and ball skills</li> <li>To develop sending a ball using a racket</li> <li>To develop playing over a net</li> <li>To develop placing the ball</li> <li>To develop hitting over a net</li> </ul>	<p><b>Fundamentals - Year 1/2 unit</b></p> <ul style="list-style-type: none"> <li>To develop balancing and moving with control</li> <li>To develop balance, stability and landing safely</li> <li>To explore how the body moves differently when running at different speeds</li> <li>To develop changing direction and dodging</li> <li>To develop and explore jumping, hopping and skipping actions</li> <li>To develop co-ordination through French skipping</li> <li>To develop skipping in an individual rope</li> <li>To apply fundamental skills to a variety of challenges</li> </ul>	<p><b>Team Building - Year 1/2 unit</b></p> <ul style="list-style-type: none"> <li>To listen and follow instructions</li> <li>To co-operate and communicate with a partner to solve challenges</li> <li>To work cooperatively as a team, listening to others and taking turns</li> <li>To explore and develop teamwork</li> <li>To develop communication skills</li> <li>To use communication skills to lead a partner</li> <li>To plan with a partner and small group to solve problems.</li> <li>To listen to others and share ideas</li> <li>To communicate with a group to solve challenges</li> </ul>	<p><b>Ball Skills - Year 1/2 unit</b></p> <ul style="list-style-type: none"> <li>To explore different ball handling skills</li> <li>To be able to roll a ball to hit a target</li> <li>To develop coordination and be able to stop a rolling ball</li> <li>To be able to develop technique and control when dribbling a ball with your feet</li> <li>To develop control and technique when kicking a ball</li> <li>To develop co-ordination and technique when throwing and catching</li> <li>To develop control and co-ordination when dribbling a ball with your hands</li> <li>To show co-ordination and control in a variety of ball skills</li> </ul>	<p><b>Yoga – Year 1/2 unit</b></p> <ul style="list-style-type: none"> <li>To develop controlled movement and flexibility</li> <li>To develop an understanding when copying and repeating yoga poses</li> <li>To develop strength and coOrdination in yoga poses</li> <li>To show control and technique when working with a partner to create poses</li> <li>To show balance, control and co-ordination in yoga poses</li> <li>To copy and create poses in an animal flow</li> <li>To copy and repeat a Summer flow showing control and co-ordination</li> <li>To copy a yoga flow, changing breath to match the poses</li> </ul>
MFL	Colours: Red, black and white						
PHSE	<ul style="list-style-type: none"> <li>Safeguarding/Online: WE are safe searchers (Links with Safer Internet Day - Feb)</li> <li>British/Go-givers (DEBATE): Where do you stand?</li> <li>Environment/Gogivers: Pollution: Expedition to Planet Blueball</li> <li>British/Schools Out: Different People, Different Talents</li> <li>World/Go-givers: Hearing Loss: Zoe’s Ears (Links with Sense)</li> <li>Character/Go-givers: The Power of words</li> </ul>						