

Year 1 and 2 Year B 2020-21		
Autumn Term 1 <sup>st</sup> Half		
Key Content	Year 1 Skills	Year 2 Skills
<p><b>Writing</b></p> <p><b>Genre: Personal Narrative</b>                      Based on a holiday experience 1 week  <b>Genre: Retelling/innovating upon a traditional story</b>  <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> </ul> <p><b>Goldilocks and the Three Bears</b> – retell the story 2 weeks                      Innovate 1 week  <b>INFORMATIVE/EXPLANATORY WRITING</b></p> <ul style="list-style-type: none"> <li>Write about a topic, including beginning and ending sentences, facts and examples relevant to the topics and specific steps (if writing explanatory text).</li> </ul> <p>Topic – <b>The Drop Goes Plop</b> – writing about the water cycle                      Linked to local animals and books – <b>Owl Babies, The Owl who was Afraid of the Dark. The Velveteen Rabbit</b></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                      -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> </ul>

			<ul style="list-style-type: none"> <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>Year 1 Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, noun, verb, clause, adjective, Label Caption Sentence</p> <p>Year 2 Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, contraction, comma, paragraphs, dialogue</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> <p>Explanation: introductory statement, sequenced, conclusion, simple present tense, conjunctions that signal time, causal conjunctions</p> <p>Recount: retell, diary , dates, series of events, reorientation – a closing statement, past tense, chronological order, conjunctions that signal time</p>		
<b>Maths</b>	<p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>• Place value</li> <li>• Addition and subtraction within 10</li> </ul> <p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>• Place value</li> <li>• Addition and subtraction</li> <li>• Calculation strategies and problem solving with addition and subtraction</li> </ul>	<p><b>Unit 1 : Place Value</b></p> <ul style="list-style-type: none"> <li>➤ count to ten, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>➤ count, read and write numbers to 10 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> <li>➤ count in multiples of twos</li> </ul> <p><b>Unit 2: Addition and subtraction within 10</b></p> <ul style="list-style-type: none"> <li>➤ represent and use number bonds and related subtraction facts [within 10]</li> <li>➤ add and subtract one-digit ... numbers [to 10], 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.</li> </ul> <p><b>Multiplication tables focus:</b></p> <ul style="list-style-type: none"> <li>➤ Count in 2's up to 24, linking with even numbers and supporting doubles.</li> <li>➤ Count in multiples of 10 in order up to 120.</li> </ul>	<p><b>Unit 1: Place value</b></p> <ul style="list-style-type: none"> <li>➤ use place value and number facts to solve problems</li> <li>➤ recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>➤ identify, represent and estimate numbers to 100 using different representations, including the number line</li> <li>➤ compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>➤ read and write numbers to at least 100 in numerals and in words</li> <li>➤ count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> </ul> <p><b>Unit 2: Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>➤ recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>➤ show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>➤ add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers</li> </ul> <p><b>Unit 3: Exploring calculation strategies and problem solving (addition and subtraction)</b></p> <ul style="list-style-type: none"> <li>➤ recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li> <li>➤ solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods</li> <li>➤ estimate the answer to a calculation and use inverse operations to check answers</li> <li>➤ applying their increasing knowledge of mental and written methods</li> </ul> <p><b>Multiplication tables focus:</b></p> <ul style="list-style-type: none"> <li>➤ Consolidate counting in steps of 2, 5 and 10 in order from 0 up to 12x</li> </ul>
<b>Key Vocab</b>	<p><b>Year 1: Unit 1:</b> zero , number, one, two, three... to twenty and beyond, teens numbers , eleven, twelve, none, how many? count, count (up)to, count on (from, to) count back (from, to) count in ones, twos, fives, tens, is the same as, more, less, odd, even, few, pattern, pair, ones, tens , digit, the same number as, as many as, more, larger, bigger, greater, fewer, smaller, less, fewest, smallest, least, most, biggest, largest, greatest , one more, one less, compare, between <b>Unit 2:</b> Addition, near double, half, halve, Subtract, take away, equals, is the same as, number bonds/pairs , missing number add, more, and, make, sum, total , altogether, double, one more, two more... ten more, how many more to make...? , how many more is _ than _ ? how much more is _? take away , how many are left / left over? one less, two less... ten less , how many fewer is _ than _? , how much less is _?, difference between</p> <p><b>Year 2: Unit 1:</b> Ones, tens, digit, the same number as, larger, bigger, greater, fewer, smaller, less, fewest, smallest, least, most, biggest, largest, greatest, greater than, less than, compare, order, size, Between, equal to, the same as, <b>place, place value, stands for, represents, exchange, count on in multiples of twos, threes, fives,</b> forwards, backwards, <b>partition, estimate</b> <b>Unit 2:</b> add, more, sum, total, altogether, double, addition, near double, one more, two more... ten more, how many more to make...? , how many more is _ than _? , how much more is _?, take away, subtract, difference between, half, halve, how many are left / left over? , one less, two less... ten less, how many fewer is _ than _? , how much less is _?, equals, is the same as, number bonds/pairs, missing number , <b>number facts, tens boundary</b> <b>Unit 3:</b> add, more, sum, total, altogether, double, addition, near double, half, halve, take away, subtract, difference between, equals, is the same as, number bonds/pairs, missing number, problem, problem solving, mental, mentally, explain your thinking, one digit, two digit , Exact, exactly, roughly, one hundred more, one hundred less, number facts, tens boundary, inverse, check</p>		
<b>Reading</b>	<p><b>STORIES</b></p> <ul style="list-style-type: none"> <li>• Jack and the Beanstalk (traditional) – recap from previous year</li> <li>• The Bremen Town Musicians (Brothers Grimm)</li> <li>• Goldilocks and the Three Bears (traditional) – taught text</li> <li>• The Three Billy Goats Gruff (traditional)</li> <li>• The Velveteen Rabbit (Margery Williams)</li> </ul> <p><b>AESOP'S FABLES</b></p> <ul style="list-style-type: none"> <li>• The Grasshopper and the Ants</li> </ul> <p><b>KEY POEMS</b></p> <ul style="list-style-type: none"> <li>• Rain</li> <li>• The More it Snows</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> </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> </ul>

- The Wind I do Not Mind You Winter Wind

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:

- Don't count your chickens before they hatch. [Connection to Aesop's fables]
- Don't judge a book by its cover. [Connection to 'The Frog Prince']

- Read other words of more than one syllable that contain taught GPCs at Phase 5 L&S or equivalent
- 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.

- Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word, reading 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

		<b>Sequence:</b> <ul style="list-style-type: none"> <li>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</li> </ul>	
<b>Key Vocab</b>	<b>Sayings and Phrases</b> <ul style="list-style-type: none"> <li>It's raining cats and dogs. Where there's a will there's a way. Practice makes perfect. A place for everything and everything in its place. Do as you would be done by. (Also known as 'the golden rule').</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.		
<b>Science</b>	<b>Plants and Plant Growth</b> <ul style="list-style-type: none"> <li>Understand what plants need to grow: sufficient warmth, light and water.</li> <li>Recognise basic parts of plants: seeds, roots, stems, branches and leaves</li> <li>Know that there are two kinds of plants: deciduous and evergreen.</li> <li>Become aware of key aspects of farming.</li> <li>How some food comes from farms as crops</li> <li>How famers must take special care to protect their crops from weeds and pests</li> <li>How crops are harvested, kept fresh, packaged and transported for people to buy and consume (Linking with previous year's work on farming)</li> </ul> <b>Seasons and the weather</b> The emphasis in Year 1/2 should be on observation and description; technical explanations of meteorological phenomena should be taken up in later years. <ul style="list-style-type: none"> <li>Identify the four seasons.</li> <li>Be able to describe characteristic local weather patterns during the different seasons.</li> <li>Recognise the importance of the sun as a source of light and warmth.</li> <li>Understand daily weather changes.</li> <li>Temperature: thermometers are used to measure temperature</li> <li>Clouds: rainfall comes from clouds</li> <li>Rainfall: how the condition of the ground varies with rainfall; rainbows</li> <li>Thunderstorms: lightning, thunder, hail, safety during thunderstorms</li> <li>Snow: snowflakes, blizzards</li> </ul>	Complete an investigation into growing plants in different soils and conditions: <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 and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees</li> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>Observe changes across the four seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies</li> </ul>	Complete an investigation into growing plants in different soils and conditions: <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 and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> <li>Observe and describe how seeds and bulbs grow into mature plants</li> </ul>
<b>Key Vocab</b>	<b>Plant Grow Seed Root Stem Leaf Branch Trunk Flower Warmth Light Water Food Crops Farm Weeds Harvest Soil</b> <b>Spring Summer Autumn Winter</b> Hot Cold Cool Snow Cloud Weather Bloom Deciduous Evergreen Rain Humid Temperature Thermometer Storm, Sky, Wind Thunder Lightening hail		

Year 1/2 A	Year 1 / 2 Year B		
	Autumn Term 1 <sup>st</sup> Half		
	Key Knowledge	Year 1 Skills	Year 2 Skills
<b>History</b>	<b>LOCAL STUDY: North Wootton</b> <ul style="list-style-type: none"> <li>Study changes in living memory</li> <li>Examine aspects of the local community from the past:               <ul style="list-style-type: none"> <li>communication</li> <li>transport</li> <li>houses</li> <li>toys</li> <li>local area</li> <li>Victorian school in the NW village+</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Know where people and events fit within a chronological framework: Develop awareness of the past, using common words and phrases relating to the passing of time.</li> <li>Identify similarities and differences between ways of life in different periods. Study changes within living memory.</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.</li> <li>Use a wide vocabulary of everyday historical terms.</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> </ul>	<ul style="list-style-type: none"> <li>Know where people and events fit within a chronological framework. Develop awareness of the past, using common words and phrases relating to the passing of time.</li> <li>Identify similarities and differences between ways of life in different periods. Study changes within living memory.</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.</li> <li>Use a wide vocabulary of everyday historical terms.</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> </ul>
<b>Geog.</b>	<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. In Year 1/2, the study of geography expands on the concepts of spatial sense, maps of the school setting, and the globe. The geography of the British Isles expands on the regional differences between England, Scotland, Wales and Northern Ireland. <b>SPATIAL SENSE</b> <b>Teachers:</b> Foster children's geographical awareness through regular work with maps and globes and other geographical tools.	<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <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>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</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> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>Develop knowledge of the human and physical geography of a small area of the United Kingdom.</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 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>Locate yourself on maps and globes in relation to the different places you are studying. Link to the local area</li> </ul> <p><b>SPATIAL SENSE (WORKING WITH MAPS, GLOBES AND OTHER GEOGRAPHICAL TOOLS)</b></p> <p><b>THE CLASSROOM OR SCHOOL ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>Understand the concept of an aerial perspective. For example, draw objects from the side and above and discuss the differences. Draw plans (aerial views) of objects arranged on a desk or the classroom floor, beginning with looking down on the objects from above.</li> <li>Use a plan of the classroom, constructed with a basic key, to locate and retrieve objects (pupils could design this plan together with their teacher). Use the plan to describe where things are located in the classroom in relation to other objects using terms like 'next to', 'far from', 'behind', 'under', etc</li> <li>Give directions (left, right, forwards, backwards) including distance (number of steps) to find objects located in the classroom and different parts of the school.</li> <li>Understand the spatial layout of the school: buildings, playground, field, entrance, etc</li> <li>Be able to read a simplified map of the academy.</li> <li>Discuss where things are in relation to each other and how to navigate around the school grounds using the points of the compass: north, south, east and west.</li> </ul> <p><b>AN OVERVIEW OF THE SEVEN CONTINENTS</b></p> <p><b>GLOBE/WORLD MAP</b></p> <p>Identify the seven continents and describe unique geographical attributes of each continent including animals, plants, cities, landscape features, famous people and famous buildings:</p> <ul style="list-style-type: none"> <li>Europe [Cross-curricular connection with Year 1/2 Language and Literature: Grimms' fairy tales]</li> </ul>		<ul style="list-style-type: none"> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>
Art	<p><b>TALKING ABOUT PAINTINGS OF CHILDREN</b></p> <p>Use detailed looking and talking about the following paintings to embed what the children have learned on the elements of art. Also help the children to verbalise they can observe about the depicted children, such as their status or relationship, how old they are, what are they doing, where they are and how might they be feeling (always referring back to things that can be seen).</p> <ul style="list-style-type: none"> <li>William Hogarth, <i>The Graham Children</i>, 1742 (National Gallery, London)</li> <li>Pieter Bruegel, <i>Children's Games</i>, 1560 (Kunsthistorisches Museum, Vienna)</li> <li>John Singer Sargent, <i>Carnation, Lily, Lily, Rose</i>, 1885-6 (Tate Britain, London)</li> <li>Gabriel Metsu, <i>The Sick Child</i>, 1660 (Rijksmuseum, Amsterdam)</li> </ul>	<ul style="list-style-type: none"> <li>Developing/ Applying Ideas he/she can show her ideas/imagination through drawing, painting and sculpture and produce simple designs.</li> <li>Painting he/she can hold a brush correctly and use different types and sizes of brush.</li> <li>Painting he/she can mix colours and describe how to make them.</li> <li>Independent Artist he/she can begin to recall all the equipment needed for an art session.</li> <li>Independent Artist he/she can help prepare and clear away her paint area.</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>	<ul style="list-style-type: none"> <li>Developing/ Applying Ideas he/she can show her ideas/imagination through drawing, painting and sculpture and produce simple designs.</li> <li>Painting he/she can control paint and water to mix paint of different thicknesses.</li> <li>Painting he/she can load a brush with the correct amount of paint and choose the correct brush size.</li> <li>Independent Artist he/she can begin to recall all the equipment needed for an art session.</li> <li>Independent Artist he/she can help prepare and clear away her paint area.</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>
	Artist luxury wealth message past pose cubism		
DT	<p><b>CREATING SIMPLE MECHANISMS</b></p> <ul style="list-style-type: none"> <li>Creating Wind Mills</li> <li>Using split pins and to create a moving wind sail to a supporting structure</li> </ul> <p>We are bag designers Design, make and evaluate a bag for a fictional character (Rising Stars Unit 2) <a href="#">Links with narratives in YR1/2 English</a></p>	<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>Make Through exploring and assembly he/she can find ways to make his/her structures more stable so they are freestanding. e.g. The use of a base, overlapping joints.</li> <li>Make he/she can cut along straight lines, curved lines and shapes marked out by a template.</li> <li>Make he/she can use tape and glue to create temporary joins, fixed joins, &amp; moving joins.</li> <li>Make he/she can use simple mechanisms in his/her products e.g. Hinges, levers, wheels etc.</li> <li>Make he/she can roll, fold, tear and cut paper and card.</li> <li>Evaluate he/she can say how well his/her designs and product met the given design criteria.</li> <li>Food he/she understands that food comes from plants and animals and has to be farmed, grown or caught (Linked into Science within the term)</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>Evaluate he/she can say how well his/her designs and product met the given design criteria.</li> </ul>

<b>Music</b>	<p><b>1. Elements of Music</b> Through participation, become familiar with some basic elements of music rhythm, melody, harmony, form, timbre, etc.).</p> <ul style="list-style-type: none"> <li>Recognise a steady beat; begin to play a steady beat.</li> <li>Recognise that some beats have accents (stress).</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>Recognise that some phrases are the same, some different.</li> <li>Sing unaccompanied, accompanied and in unison.</li> </ul>	<ul style="list-style-type: none"> <li>Composing can use his/her body to make sounds: Loud/quiet, Fast/slow, Long/short, High/low.</li> <li>Composing can use his/her voice to do: humming, whispers, whistles.</li> <li>Composing can say what they like and do not like about other's performances.</li> <li>Performing can use: high voice, middle voice, low voice.</li> <li>Performing can sing in tune.</li> <li>Performing can sing in unison with a group.</li> <li>Listening and Context can identify a beat and join in.</li> </ul> <p><b>Songs to be Learnt:</b> Head, Shoulders, Knees and Toes ; The Hokey Cokey ; Hush, Little Baby; If You're Happy and You Know It; Twinkle Twinkle Little Star</p>	<ul style="list-style-type: none"> <li>Composing can make patterns with sounds e.g. loud - quiet - loud – quiet-long - short - long - short.</li> <li>Composing can say what they like and do not like about other's performances.</li> <li>Performing can use: high voice, middle voice, low voice.</li> <li>Performing can sing in tune.</li> <li>Performing can sing in unison with a group.</li> <li>Performing can perform to an audience and improve his/her performance by practising.</li> <li>Listening and Context can explain to another which of two sounds is higher or lower</li> </ul> <p><b>Songs to be Learnt:</b> Head, Shoulders, Knees and Toes ; The Hokey Cokey ; Hush, Little Baby; If You're Happy and You Know It; Twinkle Twinkle Little Star</p>	
<b>Key vocab</b>	Rhythm Melody Harmony Form Timbre Beat Accents/stress Short/long sounds Fast, slow Tempo Pitch Accompanied Unaccompanied			
<b>Computing</b>	<p><b>Content: Dance Mat Typing Course</b></p> <ul style="list-style-type: none"> <li>Develop basic awareness of QWERTY keyboard</li> <li>Understand how to use space, cap locks and shift</li> <li>Develop basic fluency in typing</li> <li>Understand how to log on to computer and access basic programs</li> </ul> <p><b>Online Safety: We are Rule Writers</b></p>	<ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>	<ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>	
<b>RE</b>	<p><b>Christianity:</b></p> <ul style="list-style-type: none"> <li>Re-tell the Christian Creation story and explore how Christians behave towards nature and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that Christians believe that God created the world and everything in it.</li> <li>Explore the question of why God created the world.</li> <li>Consider whether God wants Christians to look after the world.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that Christians believe that God created the world and everything in it.</li> <li>Explore the question of why God created the world.</li> <li>Consider whether God wants Christians to look after the world.</li> </ul>	
<b>PE</b>	<ul style="list-style-type: none"> <li><b>Team Building &amp; Ball skills (2)</b></li> <li><b>Ball Skills &amp; Fundamentals (1/2)</b></li> <li><b>Fundamental &amp; Ball Skills (1)</b></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>
<b>MFL</b>	Greetings; Bonjour, Au revoir			
<b>PHSE</b>	<ul style="list-style-type: none"> <li>British/Go-givers: Go givers playground</li> <li>Safeguarding/Online: We are Y1/2 Rule Makers</li> <li>British/Go-givers: Getting to Know You</li> <li>SRE/Go-givers: More than one friend</li> <li>British/Go-givers: Caring for our communities (NEW)</li> </ul>			