

| Year 1 and 2 Year B | | |
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| Autumn Term 2 nd Half 7 and a half weeks | | |
| Key Content | Year 1 Skills | Year 2 Skills |
| <p>Writing</p> <p>Genre: NARRATIVE WRITING</p> <ul style="list-style-type: none"> 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. Write a descriptive paragraph using sensory language. Create a title that is relevant to the narrative. <p>Write a narrative linked to Elmer – 3 weeks</p> <p>Genre: INFORMATIVE/EXPLANATORY WRITING</p> <ul style="list-style-type: none"> Write about a topic, including beginning and ending sentences, facts and examples relevant to the topics and specific steps (if writing explanatory text). <p>Write a set of instructions linked to How to Wash a Woolly Mammoth</p> <p>Genre: NARRATIVE WRITING</p> <ul style="list-style-type: none"> 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. Write a descriptive paragraph using sensory language. Create a title that is relevant to the narrative. <p>Christmas story – 2 weeks</p> <p>Genre: POETRY</p> <ul style="list-style-type: none"> Write a Question and Answer Poem linked to Christmas | <p>COMPOSITION</p> <p>-Write Sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense <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>SPELLING</p> <ul style="list-style-type: none"> Spell words containing each of the 40+ phonemes already taught Spell common exception words Spell the days of the week Naming the letters of the alphabet in order Using letter names to distinguish between alternative spellings of the same sound 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 Add prefixes and suffixes using the prefix un- 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 Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far <p>HANDWRITING</p> <ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly Form lower-case letters in the correct direction, starting and finishing in the right place with the correct relative size Form capital letters Form digits 0–9 Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practice these 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 <p>VOCABULARY</p> <ul style="list-style-type: none"> Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words <p>GRAMMAR</p> <ul style="list-style-type: none"> Develop their understanding of the concepts set out in English Appendix 2 by: joining words and joining clauses using and <p>PUNCTUATION</p> <ul style="list-style-type: none"> Capital letters, full stops, question marks and exclamation marks to demarcate sentences | <p>COMPOSITION</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes <p>-Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about encapsulating what they want to say, sentence by sentence writing down ideas and/or key words, including new vocabulary <p>-Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils 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 proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) <p>-Read aloud what they have written with appropriate intonation to make the meaning clear</p> <p>SPELLING</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 common exception words distinguishing between homophones and near-homophones Learning the possessive apostrophe (singular): e.g. the girl’s book Learning to spell more words with contracted forms Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far <p>HANDWRITING</p> <ul style="list-style-type: none"> Consistently Form lower-case letters of the correct size relative to one another Secure the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Use spacing between words that reflects the size of the letters <p>VOCABULARY</p> <ul style="list-style-type: none"> Use expanded noun phrases to describe and specify: e.g. the blue butterfly <p>GRAMMAR</p> <ul style="list-style-type: none"> Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Use sentences with different forms: statement, question, exclamation, command Use the present and past tenses correctly and consistently including the progressive form Use some features of written Standard English <p>PUNCTUATION</p> <ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences |

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| | | | <ul style="list-style-type: none"> Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name). |
| Key Vocab | <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>Instructions: goal, materials/equipment, sequence, imperative, command, chronological order, numbered</p> <p>Poetry: Alliteration, onomatopoeia, rhyme word, rhythm, half and near rhyme, syllables</p> | | |
| Maths | <p>Year 1:</p> <ul style="list-style-type: none"> Geometry: pattern and shape Numbers within 20 Addition and subtraction within 20 <p>Year 2:</p> <ul style="list-style-type: none"> Multiplication and division Measures Statistics | <p>Unit 1: Pattern and shape</p> <ul style="list-style-type: none"> recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres describe position, direction and movement, including whole, half, quarter and three-quarter turns <p>Unit 2: Numbers within 20</p> <ul style="list-style-type: none"> count to twenty, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers from 1 to 20 in numerals and words 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 count in multiples of twos and fives <p>Unit 3: Addition and subtraction within 20</p> <ul style="list-style-type: none"> represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 20, including zero read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ <p>Multiplication tables focus</p> <ul style="list-style-type: none"> Count in 2's up to 24, linking with even numbers and supporting doubles. Count in multiples of 10 in order up to 120. | <p>Unit 1: Multiplication and division</p> <ul style="list-style-type: none"> calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs Solve problems involving multiplication and division, using materials, arrays, repeated addition, repeated subtraction, mental methods and multiplication and division facts, including problems in context Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers <p>Unit 2: Measuring and length (links with place value through comparison)</p> <ul style="list-style-type: none"> choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order lengths, mass, volume/capacity and record the results using >, < and = <p>Unit 3: Statistics</p> <ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and simple tables ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about totaling and comparing categorical data <p>Multiplication tables focus:</p> <ul style="list-style-type: none"> Count in steps of 2 and 5 from 0 up to 12x fluently. Recall multiples of 10 up to 12x10 in any order, including missing numbers and related division facts with growing fluency. |
| Key Vocab | <p>Year 1 Unit 1: Underneath, centre, journey, quarter turn, three-quarter turn, rectangle (including square), circle, triangle whole turn, half turn, face, edge, vertex, vertices, cube, pyramid, sphere, cone, cuboid, cylinder, point, pointed, symmetry, symmetrical pattern Unit 2: 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, 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, numerals, number line, representation, greater than, less than, equal to Unit 3: 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,</p> <p>Year 2: Unit 1 groups of, times, once twice, three times... ten times, repeated addition, divide, divided by, divided, into, share, share equally, left, left over, one each, two each, three each... ten each, group in pairs, threes... tens, equal groups of, row, column, multiplication table, multiplication fact, division fact Unit 2: measuring scale, further, furthest, tape measure, gram, millilitre, contains, temperature, degree, Measurement, roughly, centimetre, ruler, metre stick, kilogram, half kilogram, litre, half litre, capacity, volume, more than, less than, quarter full Unit 3: Vote, table, tally, graph, block graph, pictogram, represent, label, title. most popular, most common, least popular, least common</p> | | |
| Reading | <p>FICTION</p> <p>Stories</p> <ul style="list-style-type: none"> The Tiger, the Brahmin and the Jackal (Indian folktale) Selections from Winnie The Pooh (A.A. Milne) How to Wash a Woolly Mammoth <p>AESOP'S FABLES</p> <ul style="list-style-type: none"> The Dog and His Reflection <p>See Medium Guided Reading Plans for an overview of the texts that children will be reading each week.</p> <p>KEY POEMS</p> <ul style="list-style-type: none"> The Purple Cow Scissors Solomon Grundy <p>See Medium Guided Reading Plans for an overview of the texts that children will be reading each week.</p> <p>SAYINGS AND PHRASES</p> <p>Become familiar with the following sayings and phrases:</p> <ul style="list-style-type: none"> Hit the nail on the head. | <p>FLUENCY</p> <p>Use phonic knowledge as a primary approach to reading:</p> <ul style="list-style-type: none"> Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing Grapheme-Phoneme Correspondences that have been taught Read common exception words, noting unusual correspondences between spelling and sound at Phase 5 L&S or equivalent Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings 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) | <p>FLUENCY</p> <p>Continue to apply phonic knowledge and skills as the route to decode words:</p> <ul style="list-style-type: none"> Decoding has become embedded and reading is fluent at Phase 6 L&S or book band level white or equivalent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes e.g. enjoyment, sadness, careful, hopeless, badly. 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 |

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| | <ul style="list-style-type: none"> If at first you don't succeed, try, try again. | <ul style="list-style-type: none"> 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 <p>WIDTH OF READING (SHARED READING) Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> 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. <p>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:</p> <ul style="list-style-type: none"> 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 <p>Inference:</p> <ul style="list-style-type: none"> 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. <p>Prediction:</p> <ul style="list-style-type: none"> 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. <p>Explanation:</p> <ul style="list-style-type: none"> Explain clearly their understanding of what is read to them, expressing views about events or characters in the story <p>Retrieval:</p> <ul style="list-style-type: none"> 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. <p>Sequence:</p> <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 <p>WIDTH OF READING Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> 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 <p>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:</p> <ul style="list-style-type: none"> 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!' <p>Inference:</p> <ul style="list-style-type: none"> 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. <p>Prediction:</p> <ul style="list-style-type: none"> 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 <p>Explanation:</p> <ul style="list-style-type: none"> Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves <p>Retrieval:</p> <ul style="list-style-type: none"> 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 <p>Sequence:</p> <ul style="list-style-type: none"> 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 | <p>Sayings and Phrases</p> <ul style="list-style-type: none"> A dog is a man's best friend. Better safe than sorry. <p>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</p> <p>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.</p> | | |

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| <p>Science</p> | <p>HABITATS</p> <ul style="list-style-type: none"> Living things live in environments to which they are particularly suited. Specific habitats and what lives there, for example: <ul style="list-style-type: none"> Desert (for example: cacti, lizards, scorpions) <p>Animals and their needs Through reading aloud, observation and activities, explore with children the common characteristics and needs of animals.</p> <ul style="list-style-type: none"> Make the connection that animals, like plants, need food, water and space to live and grow. Recognise that plants make their own food, but animals obtain food from eating plants or other living things. Understand that offspring are very much (but not exactly) like their parents. Understand that most animal babies need to be fed and cared for by their parents; human babies are especially in need of care when young. Recognise that pets have special needs and must be cared for by their owners. <p>LIVING THINGS AND THEIR ENVIRONMENTS Teachers: Introduce the idea of interdependence between living things and their environment.</p> <p>HABITATS</p> <ul style="list-style-type: none"> Living things live in environments to which they are particularly suited. The food chain: a way of picturing the relationships between living things <ul style="list-style-type: none"> Animals: big animals can be eaten by little ones, big animals die and are eaten by little ones. <p>SPECIAL CLASSIFICATIONS OF ANIMALS</p> <ul style="list-style-type: none"> Herbivores: plant-eaters (for example, elephants, cows, deer) Carnivores: flesh-eaters (for example, lions, tigers) Omnivores: plant and animal eaters (for example, bears) Extinct animals (for example: dinosaurs) | <ul style="list-style-type: none"> Begin to identify and name a variety of plants and animals in their habitats, including micro-habitats Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) | <ul style="list-style-type: none"> Identify and name a variety of plants and animals in their habitats, including micro-habitats Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) 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 Notice that animals, including humans, have offspring which grow into adults |
| <p>Key Vocab</p> | <p>Habitat Food Chain Woodland, water, desert, underground, omnivore, herbivore, carnivore, extinct oceans, tides, currents Animals Needs Pet Wild/Tame Nest Habitat Care Cat/Kitten Dog/Puppy Sheep/lamb Cow/calf Horse/foal Duck/duckling Chicken/chick Goat/kid Food Water Vet Space Home Omnivore Herbivore Carnivore</p> | | |

| Year 1 / 2 A | Year 1 / 2 Year B | | |
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| | Autumn Term 2 nd Half | | |
| | Key Knowledge | Year 1 Skills | Year 2 Skills |
| <p>History</p> | <p>WORLD HISTORY Teachers: Encourage children to examine the nature of a 'civilisation', what defines a settled culture as opposed to a nomadic lifestyle. Settlements, agriculture, laws and customs and communications all form important parts of civilisation, and children should see what modern culture and society owes to these ancient civilisations. From Pre-History to History (Start with looking at Dinosaurs) Ice Age, Stone Age, Bronze Age and Iron Age</p> <ul style="list-style-type: none"> Identify the defining characteristics and broad chronology of the periods of the Ice Age, Stone Age, Bronze Age and Iron Age. Understand the importance of reading and writing for communicating ideas and information. Imagine what life would be like if it was not possible to read or write. Understand the difference between pre-history and written history Linking into Mammoths and modern elephants & Stonehenge | <ul style="list-style-type: none"> Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later 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. Identify similarities and differences between ways of life in different periods. Study changes within living memory. Understand some of the ways in which they find out about the past and identify different ways in which it is represented. 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. | <ul style="list-style-type: none"> Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later. 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. Identify similarities and differences between ways of life in different periods. Study changes within living memory. Understand some of the ways in which they find out about the past and identify different ways in which it is represented. 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 |
| <p>Key Vocab</p> | <p>Ice Age Stone Age Bronze Age Iron Age Bronze Iron Woolly Mammoth Artifact Stonehenge Celt</p> | | |
| <p>Geog.</p> | <p>GLOBE/WORLD MAP Terms: Peninsula, boundary, equator, hemisphere, climate.</p> <ul style="list-style-type: none"> Identify the major oceans and the seven continents. | <ul style="list-style-type: none"> Begin to name and locate the world's seven continents and five oceans. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. | <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. 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. |

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| | <ul style="list-style-type: none"> Find the equator, the northern hemisphere, the southern hemisphere and the North/South Poles on a globe. <p>Link to the discovery of dinosaur bones</p> <p>Teachers: Introduce pupils to a part of the world that is different from the UK and illustrate the ways in which it is similar and different from the UK. Iceland – link to the Ice Age</p> <p>CLIMATES</p> <ul style="list-style-type: none"> Understand the difference between weather and climate <ul style="list-style-type: none"> Weather is day to day atmospheric conditions Climate is the average weather conditions measured over years <p>Link to Africa/Asia – elephants</p> | <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"> Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country. |
| Art | <p>ELEMENTS OF ART: COLOUR AND LINE</p> <p>Colour</p> <ul style="list-style-type: none"> Observe how colours can create different feelings and how certain can seem warm (red, orange, yellow) or ‘cool’ (blue, green, grey). Identify and describe the use of colour— thinking about how it sets the scene, creates an atmosphere or feeling— in: <ul style="list-style-type: none"> Pieter Bruegel, <i>The Hunters in the Snow</i>, 1565 (Kunsthistorisches Museum, Vienna) David Hockney, <i>A Bigger Splash</i>, 1967 (Tate Modern, London) Henri Rousseau, <i>Surprised! A Tiger in a Tropical Storm</i>, 1891 (National Gallery, London) Vincent van Gogh, <i>Sunflowers</i>, 1888 (National Gallery, London) <p>Line</p> <ul style="list-style-type: none"> Identify and use different lines: straight, zigzag, curved, wavy, thick, thin Observe and describe different kinds of lines in: <ul style="list-style-type: none"> Rembrandt van Rijn, <i>Saskia in a Straw Hat</i>, 1633 (Kupferstichkabinett, Berlin) Pierre Bonnard, <i>The Luncheon (Le Déjeuner)</i>, 1923 (National Gallery of Ireland, Dublin) Joan Miró, <i>Painting (Peinture)</i>, 1925 (National Galleries of Scotland, Edinburgh) | <ul style="list-style-type: none"> Drawing With pencil, can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines Drawing With coloured pencil, can keep within the lines of a drawing when adding colour. Drawing With wax crayon, can push down to make bold and strong lines and apply less pressure to make soft lines. Independent Artist can begin to recall all the equipment needed for an art session. Art in Context/History can describe differences and similarities between drawings, paintings and sculptures by well-known artists and designers. Art in Context/History can describe how her own work is similar and/or different to the work of well-known artists and designers. | <ul style="list-style-type: none"> Drawing With pencil, can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines Drawing can use ball-point & felt tip pens to make fine marks. Independent Artist can begin to recall all the equipment needed for an art session. Art in Context/History can describe differences and similarities between drawings, paintings and sculptures by well-known artists and designers. Art in Context/History can describe how her own work is similar and/or different to the work of well-known artists and designers. |
| Key vocab | Primary colours tint shade brushstroke dots, dashes, scribbles, sweeping lines, wavy lines, straight lines | | |
| DT | <p>BUILDING A FREE STANDING STRUCTURE</p> <ul style="list-style-type: none"> Pupils use paper and cardboard to recreate a scale model of Stonehenge within small groups The key focus will be on establishing how to construct columns from card and keep them free standing | <ul style="list-style-type: none"> Design can tell someone about his/her design ideas. Design can use IT to explore his/her design ideas. e.g. Use the internet to research design ideas or use a basic paint program to draw his/her design. Make Through exploring and assembly can find ways to make his/her structures more stable so they are freestanding. e.g. The use of a base, overlapping joints. Make can use tape and glue to create temporary joints, fixed joints, & moving joints. Make can roll, fold, tear and cut paper and card. | <ul style="list-style-type: none"> Design can use IT to explore his/her design ideas. e.g. Use the internet to research design ideas or use a basic paint program to draw his/her design. |
| Music | <p>LISTENING AND UNDERSTANDING</p> <p>Instruments:</p> <p>Recognise the following instruments by sight and sound:</p> <ul style="list-style-type: none"> Guitar Piano Trumpet Flute Violin Drum <p>NOTATION</p> <ul style="list-style-type: none"> Understand that music is written down in a special way and become familiar with the following notation: Crotchet: one single beat  <p>This notation will be explored whilst beginning or continuing to learn the recorder</p> | <ul style="list-style-type: none"> Composing he/she use short given patterns in his/her compositions Composing he/she can say what they like and do not like about other's performances. Performing he/she can make and change sound on an instrument both tuned and untuned creating both long and short sounds. Listening and Context he/she can identify a beat and join in. <p>Songs to learn:</p> <p>Here We Go Round the Mulberry Bush; Jingle Bells; The Bear Went Over the Mountain; Oh Where, Oh Where, Has My Little Dog Gone?</p> | <ul style="list-style-type: none"> Composing he/she can use given symbols to record long and short sounds Composing he/she can say what they like and do not like about other's performances. Performing he/she can perform to an audience and improve his/her performance by practising. Listening and Context he/she can explain to another which of two sounds is higher or lower <p>Songs to learn:</p> <p>Here We Go Round the Mulberry Bush; Jingle Bells The Bear Went Over the Mountain Oh Where, Oh Where, Has My Little Dog Gone?</p> |
| Key Vocab | Guitar Piano Trumpet Flute Violin Drum String Keys Symbol Tuned Untuned Pedal | | |
| Computing | <p>Content: We are painters (Illustrating an e-book - Book creator)</p> <ul style="list-style-type: none"> Use the web safely to find ideas for an illustration | <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. | <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. |

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| | <ul style="list-style-type: none"> Know how to save, retrieve and change their work Online Safety: We are not online bullies | | | |
| RE | Christianity: <ul style="list-style-type: none"> Reflect on the Christmas story and decide what gifts would be meaningful for Jesus. | <ul style="list-style-type: none"> Re-tell the Christmas story. Understand the symbolism of the gifts given to baby Jesus. Consider what gifts the children would give to Jesus if he was born last week in North Wootton. | <ul style="list-style-type: none"> Re-tell the Christmas story. Understand the symbolism of the gifts given to baby Jesus. Consider what gifts the children would give to Jesus if he was born last week in North Wootton. | |
| PE | <ul style="list-style-type: none"> Net and Wall & Yoga (2) Yoga and Dance (1/2) Dance & Net and Wall (1) | Dance – Year 1 unit <ul style="list-style-type: none"> To explore travelling actions To be able to use counts of 8 to move in time with music To remember and repeat actions To respond to imaginatively to stimulus To copy, remember and repeat actions To choose and perform actions that represent a theme To use expression to show feelings To create actions that relate to a story To use pathways when travelling To show changes in expression, level and shape | Net & Wall – Year 1/2 unit <ul style="list-style-type: none"> To defend space, using the ready position To play against an opponent and keep the score To develop control when handling a racket To develop racket and ball skills To develop sending a ball using a racket To develop playing over a net To develop placing the ball To develop hitting over a net | Yoga – Year 1/2 unit <ul style="list-style-type: none"> To develop controlled movement and flexibility To develop an understanding when copying and repeating yoga poses To develop strength and co0ordination in yoga poses To show control and technique when working with a partner to create poses To show balance, control and co-ordination in yoga poses To copy and create poses in an animal flow To copy and repeat a Summer flow showing control and co-ordination To copy a yoga flow, changing breath to match the poses |
| MFL | Numbers to 10 | | | |
| PHSE | <ul style="list-style-type: none"> Safeguarding/Online: We are not online bullies(Links with Anti-bullying) Safeguarding/Twinkl: Firework Safety (1st Week November) Safeguarding/Brake: Beep Beep Day (3rd Week November) Pastoral/Go-givers: Caring for Pets Character/Go-givers: Taking Responsibility Character/Go-givers: Caring for our community | | | |