

Year 1/2 Spring 1



KUW

History

Similarities and differences:

Identify similarities and differences between ways of life in different periods, including their own lives

Interpreting history:

Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays

Geography -

Gather information:

Use basic observational skills

Audio/Visual

Recognise a photo or a video as a record of what has been seen or heard

Use a camera in the field to help to record what is seen

Using maps

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

Science

Year 1:

Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Year 2:

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

RE-

To know that such stories shape Jewish belief and practice
To know that that stories can be interpreted in various ways
To know that Jewish lifestyle is shaped by the content of the Torah
To know that the commandments contained in the Torah help make Jewish lifestyle distinctive

Communication Language and Literacy

Genre-

Fiction writing : The bridge (literacy shed)

Non-fiction writing: How to wash a woolly mammoth (Instructions)

SPAG:

Year 1:

Leaving spaces between words
Joining words and joining clauses using and
Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Word

How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boot]

Sentence

Joining words and joining clauses using and

Punctuation

Capital letters for names and for the personal pronoun I

Terminology for pupils

punctuation, full stop, question mark, exclamation mark

Year 2:

Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
Sentences with different forms: statement, question, exclamation, command
Expanded noun phrases to describe and specify (for example, the blue butterfly)
The present and past tenses correctly and consistently including the progressive form
Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
Some features of written Standard English

Sentences

Subordination (using when, if, that, because) and co-ordination (using or, and, but)

How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Terminology for pupils

Tense (past, present)

apostrophe, comma

Punctuation

Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (for example, the girl's name)

Castles

This half term the children will be learning all about castles. They will be using maps to find all the castles in our local area, compare them and think about what is special about castles both now and in the past.

Grange View C.E
First School



Week 1 and 2

Literacy - The Bridge (Literacy shed)

ICT- How can we use a computer?

History- What do you know about castles?

Science - What do you know about materials?

RE- What is a Jew?

ICT- How do we type and format text?

Art and design- Who was Paul Klee?

Science- Can we find different materials in nature?

RE- What do Jews believe?

Week 3 and 4

ICT- How do we edit saved work?

Geography-Where are castles built?

RE-Which is the most/least important of the ten commandments?

Literacy - How to wash a woolly mammoth

ICT- How can we use shapes to create a digital castle image?

History-What will I find in a castle?

RE-Why was Moses important?

Week 5, 6 & 7

ICT- How do we use brush strokes digitally?

History- What happened inside a castle?

Science- What can we find in our outdoor area?

RE-How do Jews use a Torah now?

ICT- How do we use text and images to present facts?

History- How does a castle keep you safe?

D&T/History- How did people in castles stay clean?

RE-What is in a synagogue?

Literacy - ASSESSMENTS

ICT- How do we use text and images to present facts differently?

History- Are castles still important now?

Science/History- Can castles be the same today?

Mathematical Development

Number- Multiplication and Division Y1 unit

To count in 10's

To add and make equal groups

To Make arrays and make doubles

Number- Fractions Y1 unit

To find a half and to find a quarter

Geometry- Position and direction Y1 unit

To describe turns

To describe position

Measurement- Length and Height Y2 unit

To measure length

To compare lengths

To order lengths

To use the four operations with lengths

Geometry: Position and direction Y2 unit

To describe movement

To describe turns

To make patterns with shapes

Consolidation and problem solving Y2 unit

To recap and consolidate prior yr 2 units and learning

Creative Development

Art

To know about the work of a range of artists

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

Art and Design skills Applying techniques:

Painting (colour)

Y1: use paint to show ideas, painting pictures of settings

Recognise warm and cold colours

Y2: create washes to form backgrounds

Link colours to natural and manmade objects

DT

To design purposeful, functional, appealing products for themselves and other users based on design criteria.

Design and technology skills-Developing, planning, communicating:

Y1: explain what they are making and which materials they are using

Use drawings to record ideas as they are developed

Y2: use pictures and words to convey what they want to design and make

Computing

Digital Literacy:

To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about contact or content n the internet or other online technologies

ICT-

To use technology purposefully to create, organise, store and manipulate and retrieve digital content.

Computing skills

Multimedia - Information Technology (IT)

Y1: To add text and images to a template document using an image and word bank

Y1: To use index finger (left and right hand) on a keyboard to build words and sentences

Y1: To know when and how to use the SPACE BAR (thumbs) to make spaces between words

Y2: To create own documents adding text and images

Y2: use keyboard to enter text (index finger left & right hand)

Y2: to know when and how to use the RETURN/ ENTER key. Use SHIFT & CAPS LCK to enter capital letters. Use DELETE & BACKSPACE buttons to correct text. Create sentences, SAVE & edit later..

Easafety - Digital Literacy

Y1: To explore how email can be used to communicate with real people within this schools, families and communities

Mastery opportunities for maths:

To read scales for maps
Using 2D shapes to create art work inspired by Paul Klee

To measure lengths of objects

To use 3D shapes to create models

To use 2D shapes on screen to create digital images

To find similarities and difference sin art work

To notice variation and similar features in castles

RSHE / PSHE-Health and wellbeing

Year 1:

Keeping healthy

Food and exercise

Hygiene routines and sun safety

Recognising what makes them unique and special

Year 2:

Why sleep is important

Medicines and keeping healthy

Keeping teeth healthy

Managing feelings and asking for help
Growing older

Creative Development

Music-Charanga:

Y1 Your imagination

Y2: Let your spirit fly

To use their voices expressively and creatively by singing songs and speaking chants and rhymes.
To play tuned and untuned instruments musically

Physical Development

Games

Y1- Developing partner work VS Year 1 Unit 4

Y1- Making up games VS Year 2 Unit 2

Y2: Bat and ball skills / skipping VS Year 1 Unit 3

Y2: Group games inventing rules VS Year 2 Unit 4

MULTI SKILLS-See separate planning



Communication Language and Literacy

Communication Language and Literacy

Stories that raise issues and dilemmas —reading, studying and then writing own stories

Persuasive Texts—reading, studying and then writing own persuasive texts

Using a range of media to create oral and visual versions of persuasive texts

Big writing—working on target : To write imaginative and thoughtful texts.

SPAG: Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)

ICT- School 360—logo

To develop and refine ideas by bringing together and organizing text, images and sound as appropriate

To be sensitive to the needs of the audience and think carefully about the content

To talk about what they could improve in future work