

Year 1/2 Spring 1



# Brilliant Britain

Children will be learning about the Great Fire of London, they will also use the theme to learn about the four nations of the UK, model making in DT and use famous British scientists as a vehicle to learn about the human body and skeleton,

Grange View C.E  
First School



## KUW

### Geography -

#### Locational knowledge:

KS1: To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.

KS2: To name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics

#### Geographical skills and fieldwork

To 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. To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

### History -

Events beyond living memory that are significant nationally

The lives of significant individuals in the past who have contributed to national and international achievements.

### Science

#### Working scientifically:

Asking simple questions and realizing they can be answered in different ways Observe closely, using simple equipment  
Gathering and recording data to help in answering questions

#### Animals, including humans

##### Year 1:

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

To identify that humans and some other animals have skeletons and muscles for support, protection and movement.

##### RE-- The Bible 2.1

What is important about the Bible

#### KUW-- Skills based objectives to focus on: History Skills - Understanding (Historical concepts)

##### Knowledge (Historical Concepts)

##### Chronology

Y1: Develop an awareness of history through a study of people and events in the past, beginning to use common terminology to relate the passing of time.

Know and begin to show where these people and events fit within a chronological time frame.  
Y2: Develop, and then demonstrate, a deeper awareness of history studying people and events in the past, using common terminology to relate the passing of time.

Know and show where these people and events fit more closely within a chronological time frame.

Begin to use dates.

##### Understanding (Historical Concepts)

##### Cause and Consequence

Y1: Begin to recognise why people did things and what happened as a result of people's actions or events.  
Y2: Recognise why people did things and discuss what happened as a result of people's actions or events.

Understand that a person's actions in history could have far reaching consequences.

##### Historical Significance

Y1: Make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important beginning to think about why they were important.  
Y2: Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why.

##### Geography Skills -

##### Knowledge (Including map knowledge)

##### Locational knowledge

Y1: Name the four countries of the United Kingdom and begin to draw comparisons with their characteristics.  
Y2: Name and locate the four countries and capital cities of the United Kingdom using maps and atlases, labelling these on a map and identifying their characteristics.

Name and locate the surrounding seas of Great Britain.

##### Geographical skills and fieldwork ( enquiry)

##### Gather information

Y2: Audio and visual: use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.  
Map work:

Y1: Use world maps, atlases and globes to identify the United Kingdom.

Y2: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans of the world.

##### Science Skills -

##### Plants and animals including humans

Y1: Identify, name and draw and label the basic human body and identify which part of the body is associated with each sense  
Y3: Identify that humans and some animals have muscles and skeleton and identify the purpose.

#### Mastery opportunities for Literacy:

- To use practical explorations to encourage adjectives, expanded nouns and similes for fires
- To write riddles to describe the four nations
- To explain how the fire started
- To write a diary as a Tudor
- To use conjunctions to compare fires

## Week 1 and 2

### Literacy - Poetry—rhymes and chants (1 week)

ICT— How can we use technology effectively?

History — What is the great fire of London?

FS/ History—When did the Great Fire of London happen?

RE— What is special about books?

### Literacy - Reports—Read Write perform (4 weeks)

ICT— How is technology used at home?

Geog—Where is London?

FS/ Science—What are the parts of the body?

RE—What is important about the bible?

## Week 3 and 4

ICT— How can we access shared resources?

Geog—What are the four nations?

FS/ Science—Are all our hands the same?

RE—What is important about the bible?

ICT— How can an ipad present information?

Art—What us a Tudor building?

FS/ Science—How do people stand?

RE—Which stories do we find in the old / new testament?

## Week 5 and 6

ICT— How do we use qr codes to access information?

DT—How could we make a model Tudor house?

FS/ Science—How do we know about our skeleton?

RE—What is important about the bible?

Friday 4th Feb—NSPCC Numbers Day

### Literacy - Diaries—Samuel Pepys (1 week)

ICT—How can you create own images in an app?

DT—What were the features of a Tudor house?

FS/ Science—What are the 5 senses?

RE—What is important about the bible?

Tuesday 8th Feb—Safer internet Day

### Literacy - ASSESSMENTS

ICT—How can you create own images in an app?

History—What other disasters have befallen London?

FS/ Science—What is the importance of bones and muscles?

RE—What is important about the bible?

## Mathematical Development

Shape\_Y1 unit (continued from Autumn term)

To recognise and name 3D shapes and sort them

To recognise and name 2D shapes and sort them

To make patterns with 3D and 2D shapes

Place Value\_Y1 unit

To count forwards and backwards and write numbers to 20

To partition in tens and ones / count one more and one less

Compare/ order groups of objects and compare numbers

Addition an subtraction\_Y1 unit

To add by counting on

To find and make number bonds / add by making 10

Subtraction, not and then crossing 10

Related facts and comparing number sentences

Number: Multiplication & Division\_Y2 unit

To recognise equal groups

To make and add equal groups

To understand multiplication sentence using the x symbol

To use arrays

To know the 2, 5 and 10 x table

To make equal groups ' sharing and grouping

To divide by 2, 5 and 10

Odd and even numbers

Number: Statistics\_Y2 unit

Make tally charts

Draw / interpret pictographs (1:1)

Draw / interpret pictographs (2.5 and 10)

Block diagrams

## Creative Development

### DT

To design purposeful, functional, appealing products for themselves and other users

based n design criteria

To select from and use a range of tools and equipment to perform practical tasks

To build structures, exploring how they can be made stronger, stiffer and more stable.

### Developing planning communicating

Y1: Select pictures to help develop ideas

Y2: Discuss their work as it progresses.

Y1/2: Make templates and mock ups of their ideas in card and paper

### Construction

Y2: Join appropriately for different materials and situations e.g. glue, tape.

Mark out materials to be cut using a template

### Sheet materials:

Y1: Fold, tear and cut paper and card.

Y2: Investigate joining, temporary, fixed and moving.

## Computing

Digital Literacy: Keep things personal

Students will be able to:

- Recognise the kind of information that is private

- Understand that they should never give out private information online

### ICT- Data handling and presenting data

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

To use technology safely and respectfully

### Computing skills

#### E-safety - Digital Literacy

Y1: Know that many websites ask for information that is private & discuss how to responsibly handle such requests

Y2: Know that if they put information online it leaves a digital footprint or "trail" & they need to manage it so it's not harmful.

#### Data Handling - ICT

Y1: Look at how data is represented digitally

Y2: Investigate different types of digital data

Y2: Collect data, generate graphs and charts to find data

#### Data Handling - ICT

Y1: Contribute to and interpret a pictogram

Y2: Collect data, generate graphs and charts to find data

Y2: Save and retrieve the data to show others

## Communication Language and Literacy

Genre- NF report writing : The Great Fire of London (Read, Write Perform)

Diary and narrative writing: Samuel Pepys

### 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

Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)

#### Sentence

How words can combine to make sentences

#### Punctuation

Separation of words with spaces

#### 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

#### Word

Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs

#### Sentence

Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour; the man in the moon]

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

#### Punctuation

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

## RSHE / PSHE—Living in the wider world

Year 1:

What rules are

Caring for the environment

Caring for others' needs

Using the internet and digital services

Year 2:

Belonging to a group

Roles and responsibilities

Being the same and different

in the community

The internet in everyday life

## Physical Development

Monday—Rugby / Multiskills

Y1/2 Gymnastics—Year 1 Unit E

To travel confidently and competently on different parts of the body including hands

To hold still balance positions o large or small body parts

To link two balances together

To adapt floor work safely onto apparatus

Wednesday—Y3 swimming



**Communication Language and Literacy**

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**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