

Year 1/2 Spring 1



Green Grangers

Children will be learning about the environment around them. They will learn about plants and what they need to grow as well as using the theme as a vehicle for all creative, literacy and knowledge and understanding.

Grange View C.E
First School



KUW

Geography -
Gather information:
Use basic observational skills
Carry out a small survey of the local area/school
Ask and respond to basic geographical questions
Ask a familiar person prepared questions
Sketching:
Create plans and raw simple features in their familiar environment
Audio/Visual:
Use a camera in the field to help to record what is seen
Making maps:
Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)
Use and construct basic symbols in a key

Science
Working scientifically:
Asking simple questions and recognising that they can be answered in different ways
Observing closely, using simple equipment
Gathering and recording data to help in answering questions

Year 1:
Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
Identify and describe the basic structure of a variety of common flowering plants, including trees.

Year 2:
Observe and describe how seeds and bulbs grow into mature plants.
Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
Identify and name a variety of plants and animals in their habitats, including microhabitats.

RE-
To know that Easter is important to Christians because it celebrates the resurrection of Jesus.
To know that Easter is a special and happy time of the year involving special stories, events, artefacts and traditions, although it is preceded by a solemn time when Christians prepare for and reflect on the crucifixion of their founder.
To know that the Bible is the main source for information about Jesus' crucifixion and resurrection.

KUW - Skills based objectives to focus on:
Geography Skills - Knowledge (including map knowledge)
Use simple knowledge
Y1: Name and locate the world's seven continents and five oceans using a map
Y2: Name and locate the world's seven continents and five oceans using maps, globes and labelling them on their map
Understanding human and physical geography (including weather and weathering)
Place knowledge:
Y1: Show the four seasons and areas of different weather patterns on the UK
Y2: Put the hot and cold areas of the world on a map beginning to make simple links to the Equator and the North and South
Have an awareness of North, South, East and West directions and use these to help describe locations
Y1: Identify and describe natural and built features on the UK
Y2: Identify and describe natural and built features on the UK
Locate and show the hot and cold areas of the world in relation to the Equator and the North and South Poles
Y1: Use simple compass directions North, South, East and West and locational and directional language to describe the location of features and routes on a map

History Skills - Understanding (historical concepts)
Knowledge (historical context)
Historical Context:
Events beyond living memory that are significant nationally or globally
Events of ancient, historical date of events:
Ask and investigate questions:
Y1: Begin to ask basic questions about past events and the people involved. What happened? Who was involved?
Y2: Ask and begin to answer questions about past events and people e.g. What? What happened? What was it like? Why? Who was involved?

Science Skills -
Working scientifically:
Y1: Ask simple questions
Y2: Ask simple questions and recognise that they can be answered in different ways
Y2: Gather and record data to help in answering questions
Plans and simple (including terms):
Y1: Describe and compare the structures of a variety of common animals
Y2: Describe and compare the structures of a variety of common animals
Y2: Describe how animals get their food from plants and other animals and have an understanding of a food chain
Y1: Identify and describe things that are different and how they are different and how they are different

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Communication Language and Literacy

Genre-
Fiction writing : Character/setting description. Model text-Jack and the beanstalk
Non-fiction writing: Explanation text: How do plants grow?

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 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]

Week 1 and 2

Literacy - Jack and the Beanstalk (t4w)

ICT- What different instruments are there?

Science - What does a bean need to grow?

Science-Are all trees the same?

RE- Why do Christians celebrate Shrove Tuesday?

ICT- What is rhythm?

Science- Are all seeds the same?

Science-What plants can we grow?

RE-Why do Christians celebrate Easter?

Week 3 and 4

ICT- What is a phrase of music?

Science-Are bees important?

Science-Are bees habitats important?

RE-What symbols are part of the Easter story?

Literacy - How do plants grow-explanations

ICT- What is a melody?

Science-What are the different parts of plant called?

RE-Do Christians have Easter traditions?

Week 5

ICT - How can you adapt and change a melody?

Art- Who is Vincent Van Gogh?

Science- What is the difference between fruits and vegetables?

RE-What symbols are used in a Easter garden?

Beech school / Mudlarks trip (Boulmer Beach)

Year 2 (Beech class) Wednesday 24th March

Year 1 (Elm class) Thursday 25th March

Mathematical Development

Place Value_Y1 unit

To count forwards and backwards and write numbers to 50
To partition in tens and ones / count one more and one less
Compare/ order groups of objects and compare numbers

Measurement- Length and Height_Y1 unit

Measure length
Compare lengths and heights

Measurement- Weight and Volume_Y1 unit

To understand weight and mass
Measure mass and compare mass
To understand capacity and volume
Measure and compare capacity

Geometry: Properties of Shape_Y2 unit

To recognise and sort 2d and 3d shapes
To know sides and vertices
To understand lines of symmetry
To use 2d and 3d shapes to make patterns
To know faces, edges and vertices on 3D shapes

Number: Fractions_Y2 unit

To understand equal parts
To Recognise and find a half, quarter and a third.
To count in fractions
To know unit and non-unit fractions
To know the equivalence of 1/2 and 2/4

Creative Development

Art
To know about the work of a range of artists
To use drawing, painting and sculpture to develop are 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 compare and contrast how they are connected to different people and places, in person and on the internet
To demonstrate an understanding of how people can connect on the internet

ICT-
To use logical reasoning to predict the behaviour of simple programs
To organise, store, manipulate and retrieve data in a range of digital formats

Computing skills
Multimedia - Information Technology (IT)

Y1: To create sounds and simple music phrases using ICT tools
Y2: To explore the effects of sound and music in animation and video

Easety - Digital Literacy

Y1: To explore how cyber bullying means and what to do when they encounter it.
Y2: To explain what cyber bullying means and what to do when they encounter it.

Mastery opportunities for maths:

- To read scales for heights of beans
- To use non standard units to measure trees
- To identify similarities and differences in seeds
- To compare and reason difference sin trees
- To count beats in music online
- To create shapes with their bodies in PE
- To find fractions of amounts in real life contexts
- To use weight and volume in real life contexts

RSHE / PSHE-Living in the wider world

Year 1:
Communicating online
Strengths and interests
Jobs in the community

Year 2:
Online contact and information
What money is
Needs and wants
Looking after money

Creative Development

Music-Charanga:
Y1 Your imagination
Y2: Friendship song
To use their voices expressively and creatively by singing songs and speaking chants and rhymes.
To play tuned and untuned instruments musically

Physical Development

Dance
Y1- Rhythmic patterns VS Year 1 Unit 2
Y2: Shape VS Year 2 Unit 3

LITTLE MOVERS
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