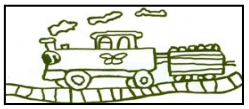
Year 1/2 Autumn 2



What are things made of?

Children will be learning about the properties of materials and using the theme as a vehicle for all creative, literacy and knowledge and understanding

Grange View C.E First School

KUW

Science—

Year 1

To distinguish between an object and the material from which it is made

To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock

Describe the simple physical properties of a variety of everyday materials

Compare and group together a variety of everyday materials on the basis of their simple physical properties

Year 2

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

Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Geography -

Geographical skills and fieldwork;

To 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 key

RE— Incarnation Unit 1.3

Why does Christmas matter to Christians?

KUW— Skills based objectives to focus on:

Science:

Measuring and recording:

- Gather and record data to help in answering questions

Concluding:

- Use their observations and ideas to suggest answers to questions

Mastery opportunities for Literacy:

-To use materials properties as adjectives on magpie wall

- To report on experiments
- To describe and compare materials
- To compare sculptures
- To write instructions for how to follow an experiment
- To describe and recount investigation findings
- To report on the differences in aerial photos and maps

Week 1 and 2

Literacy - Traditional stories (4 weeks)

ICT— What is a branching database?

Science — What is a material?

Science—How can we sort materials?

ICT— How can you create a branching database for seeds?

VISITOR—Mini Medics training

Science—What are the properties of everyday materials?

Science— What materials are best?

Week 3 and 4

ICT— How can you create a branching database for flowers?

Geog — What is an aerial view>?

ICT— What are databases and fields?

Geog — What can you locate on a map?

Week 5, 6 and 7

Literacy - Poetry—senses (3 weeks)

ICT— How can information be sorted and classified in a database?

Geography— What mega structures can we identify in an aerial photo?

ICT— What are databases and fields?

DT — What do we make a sculpture from?

DT — Who created the Angel of the North?

ICT— What design would a recipe book have?

Art — What skills and features can be used to create glass art?

Art / DT — What techniques can be used to make a Christmas Card?

Mathematical Development

Number: Addition & Subtraction Y1 *Y2 (italics)*

To record number bonds to 10 and compare number bonds

To know Addition as adding together and adding more

To find a part

To know Subtraction as taking away and counting back

To understand fact families and record the 8 facts

To add a 2 digit and 2 digit number—crossing ten

To add two 2 digit numbers

To subtract a 2 digit number from a 2 digit number—crossing ten

To know Bonds to 100 (tens and ones)

To add three 1 digit numbers

Shape Y1 unit

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

Money *Y2 unit*

To count money as pence and pounds (notes and coins)

To select money

To make th esame amount

To compare money

TO find totals, difference and change

Number: Multiplication & Division *Y2 unit*

To recognise equal groups

To make and add equal groups

To understand multiplication sentence suing the x symbol

To use arrays

To know the 2, 5 and 10 x table

Creative Development

Art

-To use a range of materials creatively to design and make products

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

DT -

To select from and use a range of tools and equipment to perform practical tasks (for example; cutting, shaping, joining and finishing)

To select from and use a wide range of materials and components, including construction material, textiles and ingredients, according to their characteristics.

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

Music -

To use their voices expressively and creatively by singing songs and speaking chants and rhymes.

FOREST SCHOOL -

To learn vocab based on nature

To think imaginatively about everyday objects

Physical Development

Wednesday—Yoga (Debbie) - alternating each week

Dance— Small group routines for the Christmas production

To perform simple dance phrases

To work in small groups to develop movement

Fitness - circuit training

To develop stamina and endurance through short bust circuits

Mastery opportunities for maths:

-To read scales to compare materials in an experiment

- To use a range of pattern making to decorate their Angel of Widdy box
- To use a ruler to measure materials
- To read scales for maps
- To identify similarities and differences with materials to sort and classify
- To understand the properties of 3D and 2D shapes t assist in sculpture and model making

PSED—Relationships

Healthy relationships:

To know the importance of not keeping secrets that make them feel uncomfortable, anxious and afraid.

To share their opinions and views with others

To know how to listen to others and play cooperatively

To know the importance of respect for differences and similarities between people

Key

Outside environment

Multiculturalism

Arts

Esafety:

Digital Footprints

SMART Crew

ICT- Databases

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

To recognise common uses of information technology beyond school

Communication Language and Literacy

Genre- Traditional tales and Senses Poetry

Focus; Action and Adventure

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

Regular plural noun suffixes -s or -es

Sentence

How words can combine to make sentences

Punctuation

Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences

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

-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

Formation of nouns using suffixes such as -ness, -er and by compounding. Formation of adjectives using suffixes such as -ful, -less

Sentence

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

Text

Correct choice and consistent use of present tense and past tense throughout writing

Punctuation

Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list

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