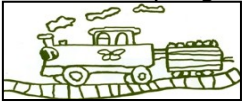


Year 1/2 Spring 1



# Our Cool World

Children will be learning about the polar regions, their climate, animal adaptation and link to continents 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 -

**Locational knowledge**  
To name and locate the world's seven continents and five oceans.  
**Human and physical geography**  
To identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  
**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 simple compass directions (North, South, East and West) and locational and directional language.

### History -

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

### 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  
**Animals, including humans**

**Year 1:**  
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, birds and mammals)  
**Year 2:**  
Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.  
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.

**Seasonal changes**  
**Year 1:**  
To observe changes across the four seasons  
To observe and describe weather associated with the seasons and how day length varies  
**Animals, including humans**  
**Year 2:**  
To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

### RE

discuss and/or write about how Christians belong to the Christian family or community  
identify what Christians do or wear to show that they belong to Christianity  
understand that baptism is an important Christian practice  
know about Jesus' baptism  
begin to understand the importance of worship for Christians and that worship takes many forms  
begin to understand that the church is the people who belong to the community of believers

## KUW - Skills based objectives to focus on:

### Geography Skills - Knowledge (Including map knowledge)

**Locational 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, atlases and globes and labelling them on their map.

### Understanding human and physical geography (including weather, seasons, understanding)

**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 Poles.  
Have an awareness of North, South, East and West directions and use these to help describe locations.  
Y1: Identify and describe seasonal and daily weather patterns in the UK.  
Locate and show the hot and cold areas of the world in relation to the Equator and the North and South Poles.  
Y2: 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 events (chronological skills 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: using their observations and ideas to suggest answers to their 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

#### Animals and simple habitats (topics)

Y1: Describe and compare the structures of a variety of common animals.  
Y2: Describe and compare the structures of a variety of common animals and have an understanding of a food chain.  
Y2: Identify and name different habitats and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.

#### Seasonal changes

Observe changes during the four seasons.  
Describe the weather associated with the seasons and the day length.

## Mastery opportunities for Literacy:

- To use practical explorations to encourage adjectives, expanded nouns and similes for penguins
- To write instructions for making a rain gauge or Art
- To explain a food chain
- To write a diary as an arctic explorer
- To use conjunctions to compare animals
- To report on experiment results

### Geographical Literacy:

#### Observation and investigation

There are many reasons why.  
There are many causes of.  
One reason.  
Another reason.  
The reason is because.

#### Location and place

Significance of location.  
Significance is a very cold/ hot/ windy place.  
As a result of.

#### Change

There are many differences between.  
One difference is.  
Another difference is.

## Week 1 and 2

### Literacy -

ICT- What is a branching database?

Science - What do we know about penguins?

Science-What do you measure rainfall?

RE- What is a community?

ICT- How can you create a branching database for arctic animals?

Geog-How does the equator effect climate?

Science-How much has it rained?

RE-What is a Christian? How do people become a Christian?

## Week 3 and 4

ICT- How can you create a branching database for clothing?

Science-What does an arctic food chain look like?

Science-what is the weather like in different seasons?

RE-Are all Christians baptised?

ICT- What does a bar chart show?

Art-VISIITNG ARTIST

Geog-What are the patterns in our weather through the year?

RE-Are all baptisms the same?

## Week 5 and 6

### Literacy - Poetry-senses (3 weeks)

ICT- What does a pictogram show?

History-how is David Attenborough an explorer?

Geog-How does a compass work?

RE-Where do Christians worship?

Friday 5th Feb-NSPCC Numbers Day

ICT-What does the data represent?

DT-What would keep you warm in the cold?

RE-How can you spot a Christian?

Tuesday 9th Feb-Safer internet Day

## 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

Dram / interpret pictographs (1:1)

Draw / interpret pictographs (2, 5 and 10)

Block diagrams

## Creative Development

### Art

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape and space.

#### Art and Design skills Applying techniques:

**Painting (colour)**

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

Recognise warm and cold colours

U2: 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

Add notes to drawings to help explanations

## 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 hurtful.

#### Data Handling -IT

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 -IT

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

## PSED-SEALs-New beginnings

RSHE / PSHE-Relationships

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

## Creative Development

**Music-Charango:**

Y1 In the Groove

Y2: Zootime

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

To play tuned and untuned instruments musically

## Physical Development

Gymnastics

**Y1:** Flight: bouncing, jumping, landing. VS Year 1

**Unit D**

**Y2:** Points and patches VS Year 1 Unit E

**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