

Year 1/2 Spring 2



Land Ahoy!

Children will be learning about different oceans and continents as well as living things and use the theme as a vehicle for all creative, literacy and

Grange View C.E
First School



KUW

History

Chronology:

Show where places, people and events fit into a broad chronological framework

Geography -

Geographical skills and fieldwork

To use world maps, atlases and globes to identify the United Kingdom as well as the countries, continents and oceans studied at this key stage.

Science

Y1 Animals including humans

To identify and name a variety of common animals including fish

To describe and compare the structure of a variety of common animals (fish)

Y2 Living things and their habitats

To explore and compare the differences between things that are living, dead, and things that have never been alive

To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain

RE— Christianity—festivals and Celebrations

Why do Christians celebrate Shrove Tuesday?

KUW— Skills based objectives to focus on:

History

Chronology:

Show where places, people and events fit into a broad chronological framework

Geography -

Gather information:

Carry out a small survey of the local area/school

Map knowledge:

Locate and name on a world map and globe the seven continents and five oceans.

Science -

Concluding

To sort and classify findings

Mastery opportunities for Literacy:

-To use fish and shell features to encourage adjectives, expanded nouns and similes
- To report on ocean life: living, dead or never lived

- To compare Art work
- To write instructions for how to create their Art work
- To describe and recount a trip
- To report on the differences in living things at the beach

Week 1 and 2

Literacy - Stories with openings and endings (3weeks)

ICT— What does a robot do?

RE— How do Christians celebrate shrove Tuesday?

ICT— How can we make Beebot turn?

Geog / Hist— What is a continent?

RE—?What is the importance of Lent to Christians?

Week 3 and 4

ICT— How can we make Beebot move in one sequence of movements?

Geography—What are the five oceans?

RE—What happened on Palm Sunday?

Literacy - Read, Write Perform—Postcards (2 weeks)

ICT— How can we identify Beebot's start position?

Science—What will you find in an ocean?

RE— What was the symbolism shown at the last supper?

Week 5 and 6

ICT— How can we efficiently move Beebot across the map?

Science—What will you find at the beach? What won't you find at the beach?

RE—Was Good Friday really a good day?

Literacy - Recounts (1 week)

ICT— How can we accurately record our commands?

TRIP—Boulmer—Mudlarks—31st March

Art— Printing techniques

RE—What is the importance of Easter Sunday to Christians today?

Mathematical Development

Addition and subtraction Y1 unit

Subtraction, not and then crossing 10

Related facts and comparing number sentences

Measurement: Length and height Y1 unit

To compare lengths and heights

To measure length

Measurement: Weight and volume Y1 unit

To measure and compare mass

To measure and compare capacity

Geometry: Properties of shape Y2 unit

Recognise 2D and 3D shapes

Count sides and vertices of 2D

Draw and sort 2D shapes

Lines of symmetry

Make patterns with 2D shapes

Count faces, edges and vertices on 3D shapes

Sort 3D shapes and make patterns

Number: Fractions Y2 unit

Make equal parts

Recognise a half, find a half

Recognise a quarter and find a quarter

Recognise a third and find a third

Unit fractions

Non unit fractions

Equivalence of 1/2 and 2/4

Find three quarters

Count in fractions

Creative Development

Art

-To use drawing to develop and share ideas, experiences and imagination

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

Music—Charanga: Y1 In the Groove, Y2: I wanna play in a band

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

To play tuned and untuned instruments musically

Physical Development

Wednesday—Yoga (Debbie) - alternating each week

Gymnastics— Year 1 Unit D

To bounce, hop spring and jump using a variety of take offs and landings

To observe, recognise and copy different body parts
To link together two or more actions with control and be able to repeat them

To describe what they see using appropriate vocabulary

Gymnastics— Year 2 Unit K

To understand how different movements can be linked together smoothly

To plan sequences or patterns of three or more movements

To recognise and use changes in level, speed and direction

To compose and perform a simple sequence with a partner

Mastery opportunities for maths:

-To read scales to compare distances on a map
- To use a range of pattern making to decorate their map
- To use a ruler to measure accurately for their map squares
- To read scales for maps
- To identify similarities and differences with fish and shells to sort and classify
- To understand simple grid references to locate their start and end position on the treasure map
- To use position and direction language to navigate their bodies and Beebot on a map

PSED—Mental Wellbeing

SEALS Good to be me!

Year 1 1c) to recognise, name and deal with their feelings in a positive way.

1d) to think about themselves, learn from their experiences and recognise what they are good at;

1e) how to set a simple goal;

1h) to contribute to the life of the class and the school;

4b) to listen to other people and work and play cooperatively;

4c) to identify and respect the differences and similarities between people;

4g) to consider social and moral dilemmas that they come across in everyday life.

Year 2 1a) to recognise, name and deal with their feelings in a positive way;

1d) to think about themselves, learn from their experiences and recognise what they are good at;

3d) about the process of growing from young to old and how people's needs change.

Key

Outside environment

Multiculturalism

Arts

Esafety:

My Creative Work

ICT- Beebots— Control

To understand what algorithms are; how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions

To create an debug simple programs

Computing skills:

Computer Science

-Understand what algorithms are

- Create and debug simple programs

Digital Literacy:

Use technology safely and respectfully.



Communication Language and Literacy

Genre- Stories with predictable and patterned endings and postcards writing

Focus: Opening and Endings

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

Text

Sequencing sentences to form a short narrative

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

-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 suffix -ly in standard English to turn adjectives into adverbs.

Sentence

Expanded noun phrases for description and specification (for example: the blue butterfly)

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

Text

Use of the progressive form of verbs in the present and past tense to mark actions in progress (eg: she is drumming)

Punctuation

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

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