

Year 1/2 Spring 1



Traveller's Tales

Children will be learning about different forms of transport and use the theme as a vehicle for all creative, literacy and knowledge and understanding

Grange View C.E
First School



KUW

History

Changes in living memory. Where appropriate, these should be used to reveal aspects of change in national life

Events beyond living memory that are significant nationally or globally (transport)

Significant historical events, people and places in their own locality.

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

Human and physical geography:

To use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

RE— The Bible 2.1

What is important about the Bible

KUW— Skills based objectives to focus on:

History:

Continuity and change

- Discuss change and continuity in an aspect of life, e.g. holidays

Geography:

Making maps

- Draw basic maps, including appropriate symbols and pictures to represent places or features
- Use photographs and maps to identify features

Mastery opportunities for Literacy:

- To use vehicle features as adjectives on magpie wall
- To report on transport
- To describe and compare transport
- To compare DT creations
- To write instructions for how to create a new vehicle or thiers
- To describe and recount a trip
- To report on the differences in Widdrington in the past to present

Communication Language and Literacy

Genre- Stories from other cultures and Non Chronological reports.

Focus: Setting and description

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 sue of -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 it's 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)

Week 1 and 2

Literacy - Traditional stories (4 weeks)

ICT— How can we use technology effectively?

DT — What do we make a sculpture from?

RE— What is special about books?

ICT— How is technology used at home?

Geog / Hist—Why do we live in Widdrington Station?

RE—What is important about the Bible?

Tuesday 14th January—Y2 Gymnastics festival

Week 3 and 4

ICT— How do we access shared resources?

History—How has transport changed over time?

RE—What is important about the Bible?

ICT— How can an ipad app present information?

History—How has transport changed over time?

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

Week 5, 6 and 7

Literacy - Poetry—senses (3 weeks)

ICT— How can we use qr codes to access more information?

TRIP—To Beamish—date TBC

RE—What is important about the Bible?

Friday 7th Feb—NSPCC Numbers Day

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

DT—How could you transport your box into a mode of transport?

RE—What is important about the Bible?

Tuesday 11th 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 suing 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 pictograms (1:1)

Draw / interpret pictographs (2, 5 and 10)

Block diagrams

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.

Music—Charanga: Rhythm in the way we walk / banana rap

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 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

Mastery opportunities for maths:

- To read scales to compare distances on a map
- To use a range of pattern making to decorate their Vehicle box
- To use a ruler to measure accurately for their vehicle
- To read scales for maps
- To identify similarities and differences with vehicles to sort and classify
- To understand the properties of 3D and 2D shapes to 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:

Screen out the mean

SMART Crew

Safer Internet Day

ICT- Databases

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

To use technology safely and respectfully , keeping personal information private: identify where to go for help and support when they have concerns about content and contact on the internet or other online technologies



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