



# This is me!

Children will be learning about themselves, healthy lifestyles and their locality, using the theme as a vehicle for all creative, literacy and



## KUW

### Geography -

#### Locational knowledge:

To name, locate and identify characteristics of the four countries and capital cities of the UK and it's surrounding seas

#### Geographical skills and fieldwork

To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.  
To use world maps. Atlases and globes to identify the UK and it's countries.

### Science

#### Y1 Animals including humans

To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

#### Y2 Living things and their habitats

To notice that animals, including humans, have offspring which grow into adults  
To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

### RE--

To know basic facts about Judaism

To know some Jewish stories

To know how people pray and care for our world

To know and compare the features of Judaism and Christianity

### KUW— Skills based objectives to focus on:

#### Geographical skills and fieldwork- Map work:

##### Using maps

Use a simple picture map to move around the school

Use directional language such as near and far, up and down, left and right, forwards and backwards

Use photographs and maps to identify features

##### Making maps

Draw basic maps, including appropriate symbols and pictures to represent places or features

#### Knowledge, including map knowledge:

##### Locational knowledge:

Y1: Name the four countries of the United Kingdom and begin to draw comparisons with their characteristics

Y2: Name and locate the four countries and capital cities of the United Kingdom using maps and atlases, labelling these on a map and identifying their characteristics.

Y2: Name and locate the surrounding seas of Great Britain.

##### Science—Working scientifically:

Y1: ask simple questions

Y2: ask simple questions and recognise that they can be answered in different ways

##### Plants and animals (including humans):

Y1: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Y2: Notice that animals, including humans, have offspring which grow into adults

Y2: find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

### Mastery opportunities for Literacy:

- To use outdoor explorations to encourage adjectives, expanded nouns and similes for living things
- To report on themselves
- To compare different religions
- To write instructions for how to create their Art work
- To describe and recount a trip

## Communication Language and Literacy

**Genre— Different stories by the same author (3 weeks)** Focus: Action and adventure

**Genre—Diary writing** . Focus: personal events (2 weeks Oak Academy)

**Genre- Poetry** Focus: Poems on a theme (2 weeks t4w link)

### 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

How the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat)

#### Sentence

Joining words and joining clauses using and

#### Punctuation

Capital letters for names and for the personal pronoun I

#### 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

#### Sentence

Subordination (using when, if, that, because) and coordination (using or, and, but)

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

## Week 1 and 2

**Literacy - Different Stories with the same author**

**ICT— What shapes can you draw on scratch?**

**HOOK: Art — What makes me special?**

**RE- Why do Christians and Jews believe we should be a friend to all?**

**ICT— What is a sprite and how do I change it?**

**Science— Are all bodies the same?**

**TRIP —Boulmer—Mudlarks 8th and 9th June**

**ICT— What is a sprite and how to I change it?**

**Geog— Where do I live?**

**RE—How was the world created? Does everyone believe the same?**

**Science— How do we experience the outdoors?**

## Week 3 and 4

**Literacy - Diary writing (2 weeks)**

**ICT— How can we create music in scratch?**

**Geog —Where do I live?**

**RE—Do Christians and Jews see the world the same?**

**Science— Why is exercise important?**

**ICT— How can we alter the appearance of a sprite??**

**Science—What goes in a healthy meal?**

**RE—How do Christians and Jews look after the world?**

**Science— Are all people the same?**

## Week 5 and 6

**Literacy - Poetry (2 weeks)**

**ICT— What is a loop? How can it be used?**

**Art—Are all self portraits the same?**

**RE—How should we care for the world and others?**

**Science— How do people change?**

## Mathematical Development

Core number sense and basic skills being revised.

### 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

### 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

### Number: Measurement: Length & Height Y2 unit

Measure length (cm)

Measure length (m)

Compare lengths

Order lengths

Four operations with lengths

## Mastery opportunities for maths:

- To use a ruler to measure accurately for their sunflower
- To read scales for maps
- To identify similarities and differences with each other
- To understand simple grid references to locate their positions in the school grounds
- To use position and direction language to plot and record minibcasts
- to collect and present data in charts

## PSED—Primary Toolkit Health and wellbeing

### Growing and changing:

- Y1: Recognise what makes the unique and special; feelings; managing when things go wrong
- Y2: Growing older; naming body parts; moving class or year.

### Keeping safe:

- Y1: how rules and age restrictions help us; keeping safe online
- Y2: safety in different environments; risk and safety at home emergencies/.

## Creative Development

### Music—Charanga:

Y1 Reflect, rewind and replay

Y2: Three little birds

To use their voices expressively and creatively by singing songs and speaking chants and rhymes.  
To play tuned and untuned instruments musically

## Physical Development

**Monday—Alnwick Bears Rugby**

**Tops Athletics Cards**

To develop skills of throwing and aiming (discus / javelin / howler / quoit)  
To develop skills at jumping and running (track / hurdles / long jump / triple jump/ standing jump)  
To develop skills at running with a team (baton relay / long distance)

## Creative Development

### Art

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

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

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

#### Applying techniques:

##### Drawing

Y1: Colour neatly within the lines using control of lines to create simple drawings from imagination and observations

Y2: begin to add detail to line drawings

##### Sculpture

Y1: experiment with collage

Y2: express personal experience and ideas to shape and form using direct observations with both malleable and rigid materials

Y2: build up decorative techniques to replicate patterns and textures

## Esafety:

Sites I like and SMART CREW

### ICT- Scratch

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

#### Esafety - Digital Literacy (DL)

Y1: Understand they need to follow certain rules to remain safe when visiting places online

Y2: identify websites that are good for them to visit and not inappropriate sites

#### Programming - computer science (CS)

Y1: Begin to use software to create movement and pattern on a screen

Y1: Begin to identify an algorithm to achieve a specific purpose

Y2: articulate an algorithm to achieve a purpose

Y2: explore outcomes when giving instructions in a simple logo program

Y2: watch a logo program and execute & debug any problems



**Communication Language and Literacy**

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**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