

This half term our topic is Brilliant Britain. We will be learning about the countries that make up the UK, locate special landmarks and buildings on a map and know capital cities. They will also be learning about the Great Fire of London and how things have changed.

Geography

Location Knowledge:

name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
Geographical skills and fieldwork:
use world maps, atlases and globes to identify the United Kingdom and its countries.
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 a key.

Science

To work 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.

Year 1

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

Year 2

□ find out about and describe the basic needs of animals, including humans, for survival (water, food and air) □ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Scientist (from spine)

Elizabeth Anderson

Communication Language and Literacy

Newspaper / Letter

RWP: Great Fire of London

Vlad and the Great Fire of London

By Kate Cunningham
& Sam Cunningham

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

History

Children will be taught about:
-changes within living memory.
-events beyond living memory that are significant nationally or globally



Phonics and reading

Year 1 will continue with Read write Inc daily as well as hearing adult lead daily story time following the favourite five scheme. Children in year 2 will be working on the RWI programme or guided reading. Children will also have access to a range of 'topic books' that link with farming in the class library. On a Friday the children will go to the local library and take home a book each week.



The Arts

Art

To develop drawing skills
-To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
-To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Artist (from spine)
Stephen Wiltshire



RE

Who is Muslim and how do they live?

All lessons are planned from the locally agreed syllabus and uses understanding Christianity as a resource.

Computing

Teach computing- y1- digital artwork
Skills: Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Esafty:

Online bullying + SID (DL)

Y1 Skills: I can describe how to behave online in ways that do not upset others and can give examples.

PSHE

Year 1

What rules are, caring for the environment and caring for others needs.

Year 2

Belonging to a group; roles And responsibilities, being the same and different in the community

Physical Development

Net & Wall Multi skills:
To master the basic movements including running, jumping, throwing and catching.

Health and wellbeing

Mathematical Development

Place value Y1

Count one more and one less

To compare and order groups and number using language and symbols

Use ordinal numbers and a number line

Count object to 100 and read as numerals and words

Addition an subtraction Y1 unit

Subtraction, not and then crossing 10
Related facts and comparing number sentences

Number: Money Y2

Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value

Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

Number: multiplication and division y2

Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs

Week 1

Topic- What are the four nations?

Topic- Where is London?

RE- Who do Muslims believe in?

Art- What is sketching?

Computing- How can we paint using computers?

Week 2

Science-What are the parts of the body?

Topic- What is the Great fire of London?

Topic - When did the great fire of London happen?

RE- What do Muslims believe?

PSHE- Why do we have rules and are they important?

Art- What is a silhouette?

Computing- How can I add shapes and lines to my painting?

Week 3

Science- Can I draw and label the human body?

Topic - What is a Tudor building?

Topic - What is a Tudor building?

RE- What is a prophet?

PSHE- How do we care for people and animals?

Art- What materials can I draw with?

Computing- How can I make careful choices in paint?

Week 4

Science- Are all hands the same?

Topic -What are the features of a Tudor street?

RE- What can we learn from stories about prophets?

PSHE- What does belonging mean to me?

Art- How can I make new colours?

Computing- What tools are there?

Week 5

Science- Are all bodies the same?

Topic- How do we know what happened during the great Fire of London?

Topic- Is London the same now as it was in the past?

RE- What can we learn from stories about prophets?

PSHE- How can I look after my home?

Art- What did London look like in 1666?

Computing- Can I try it myself?- Art work

Week 6

Science- What are the five senses?

Topic- Is London the same now as it was in the past?

Topic- What important buildings and landmarks are in London?

RE- What can we learn from stories about prophets?

PSHE- Where does money come from?

Art- Who was Paul Klee?

Computing- Can I identify computer art compared to art on paper?

Week 7

Science- How do we know about the human body?

Topic- Where is Newcastle on a map? Are there similarities between Newcastle and London?

Topic- What happened in the Great fire of Newcastle?

RE- How do Muslims live?

PSHE- Is everyone unique?

Art- Who was Stephen Wiltshire?

Computing- Can I compare computer art to art on paper?