

Year 1/2 Spring 1



## KUW

### Geography -

Locational knowledge:

To name and locate the world's seven continents and five oceans.  
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 it's countries, as well as the countries, continents and oceans studied at this key stage.  
To use simple compass directions 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 recognizing 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)

## Communication Language and Literacy

### Genre- Biography (David Attenb

### Non fiction report writing : Creatures: An animal Fact Pack (Read, Write Perform)

#### 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

#### 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 (for example, the blue butterfly)  
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 use of -ly in Standard English to turn adjectives into adverbs

#### Sentence

Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon)

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

#### Punctuation

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

# 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  
Primary School



## Week 1 and 2

### Literacy -

ICT— How can we group data?

Science — What do we know about penguins?

Science—What do you measure rainfall?

RE— What is a community?

ICT— How can we count and group data?

Geog—How does the equator effect climate?

Science—How much has it rained?

RE— What is a religious/non-religious symbol?

## Week 3 and 4

ICT— How can we describe an object?

Science—What does an arctic food chain look like?

Science—what is the weather like in different seasons?

RE— What is a community ceremony?

ICT— How can we make different groups?

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

RE— How can people show their love?

## Week 5 and 6

ICT— How can we record how many objects are in a group

History—how is David Attenborough an explorer?

Geog—How does a compass work?

RE— What is a promise?

ICT— I can record and share what I have found?

DT—What would keep you warm in the cold?

RE— What is good about being in a community?

## Mathematical Development

### Shape

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

To count sides and vertices on 2D shapes

To count faces, edges and vertices on 3D shapes

### Addition and subtraction to 100

To add to, from and across the next 10

To subtract across and from a 10

To add two 2-digit numbers

To subtract two 2-digit numbers

### Number: Multiplication & Division

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

## Mastery opportunities for maths:

- To read scales to record rain fall
- To use a ruler to measure accurately for their rain gauge scale
- To read scales for maps
- To use compass directions and quarter turns
- To identify similarities and differences with animals from different climates
- To understand the properties of 3D and 2D shapes to assist in their product design
- To have an awareness of negative numbers for temperature
- To use charts and tell the time to record results

## RSHE / PSHE—Relationships

Core theme: Health and well-being  
What helps us to stay healthy?

- Why is hygiene important?
- What can I do to take care of myself?
- How can I eat healthily?
- Why is sleep and exercise important?
- What is mental health?
- Who helps me to stay healthy?
- How medicine can help people stay healthy?
- How can we stay safe around medicine?

## 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:

Recognise warm and cold colours

Painting (colour)

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

Y2: 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

To know what data is

Cool world animal branching database in J2e (CS)

Create their own databases using JET branch considering the precise questions

TEACH COMPUTING - Y1 data and information - grouping data

Skills: That programs execute by following precise and unambiguous instructions  
Use logical reasoning to predict the behaviour of simple programs

Discussion about how IT is used beyond school for sorting and organising data

Skills: Recognise common uses of IT beyond school

Self image and identify (DL)

Y1 Skills: I can recognise that there may be people online who could make someone feel sad, embarrassed or upset

If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.

## Creative Development:

### Art:

To use drawing, painting and sculpture

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

## Physical Development

### Gymnastics -Linking

Moving on different body parts

Links the movements together

Link movement together on apparatus

Perform a sequence of movements

Perform a sequence of movements on apparatus

To create own sequence of movements

To perform own sequence

NUFC: Attack and Defend



**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