



This is me!

Children will be learning about different habitats and their living creatures and use the theme as a vehicle for all creative, literacy and knowledge and understanding



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 understand similarities and differences in religions
To understand the importance of caring for others and our world.
To identify how different religions care for the poor.
To identify how different religions show care to others and the importance of this.

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)
Y2: Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

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
- To explain life cycles
- to compare and contrast pond life

Communication Language and Literacy

Genre— Diaries and story writing

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'
- Words
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 tense 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

Computing — How can a series of words form a sequence?

HOOK: Art — What makes me special?

RE— Do all religions think that everyone is unique and special?

Science— Are all bodies the same?

Computing— How can I create an algorithm?

Geog— Where do I live?

RE— Why should we care for others?

Science— How do we experience the outdoors?

Week 3 and 4

Computing— How do I follow an algorithm?

Geog —Where do I live?

RE— Why should we care for the world around us?

Science— Why is exercise important?

Computing— How do I create a mat for a robot?

Science—What goes in a healthy meal?

RE— How do different religions look after the poor?

Science— Are all people the same?

Week 5

Computing — How do I test and debug an algorithm?

Art—Are all self portraits the same?

RE— Who shows care to others?

Science— How do people change?

Week 6—History Heritage week

Mathematical Development

Fractions

- parts and wholes
- equal and unequal groups
- recognise and find a half
- recognise and find a quarter
- recognise and find a third
- unit and non-unit fractions
- recognise and find 3 quarters

Time

- O'clock and half past
- Hours, minutes and seconds
- Quarter past and quarter to
- Tell the time past and to the hour
- T-ell the time to 5 minutes

Mass, capacity and temperature

- measure in grams and kilograms
- compare mass
- compare volume and capacity
- measure in millilitres and litres
- measure temperature

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 observation
Y2: begin to add detail to line drawings
- Sculpture
Y1: experiment with collage
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:

Health and well-being—how computing can affect our health and well-being

Computing:

- Create an algorithm
- Test and debug an algorithm
- Create a mat for a robot
- Test and review the mat

Mastery opportunities for maths:

- 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 minibeasts
- to collect and present data in charts

PSHE

To understand different feelings
To identify what makes us feel happy
To know what to do when we feel unhappy
To learn how to help ourselves with big feelings
To learn the importance of speaking to people who can help us about our feelings.

Creative Development Music—D & T

To understand where fruit comes from
To plan a fruit smoothie
To make a fruit smoothie
To review the fruit smoothie

Physical Development

NUFC—Striking and fielding

Teamwork;

To include all team members
To build trust and communication
To cooperate with team members
To problem solve in a team



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