

Geography

Human and physical geography;
To identify seasonal and daily weather patterns in the United Kingdom
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.

History -

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

PSED—Families and friendship

Roles of different people;
families;
Feeling cared for.

Making friends;
Feeling lonely and getting help

Physical Development

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

Health and wellbeing

Week 1

RE Week- Focus on the core values

Week 2

Arts week- African week

Week 3

Text-

Science/Geog — How can you track the weather?
Science/Geog—How can we record different weathers?

RE- What is a creator?

PSHE- What do we like about our friends?

DT- What are the features of vehicles?

Computing- What is IT?

Week 4

Science—What does a seed need to grow?

Science— Are all seeds the same?

RE- What is a creator?

PSHE- Who can we look after?

DT- What are wheels, axles and a chassis?

Computing- How can we use IT in school?

Week 5

Geog — How can we use fieldwork techniques to learn about farming?

DT — How do you make soup?

RE- Who created the world?

PSHE- What does feeling lonely mean?

DT- How do you make a vehicle body?

Computing- How can we use IT in the wider world?

Week 6

History — How has farming changed over time?

History — Who has inspired change in farming?

RE- Who created the world?

PSHE- Should you keep a secret?

DT- How do you design and decorate a vehicle body?

Computing- What are the benefits of IT?

Week 7

Science — How are foods harvested?

Science/Geog — How does the weather effect Harvest?

RE- How should we protect the world? Is it our job?

PSHE-Who should you tell secrets to?

DT- How do we make a vehicle?

Computing- How do we use IT safely?

Week 8

Science/DT — What makes a healthy meal with bread?

DT — How do you make bread?

RE-What would you ask a creator?

PSHE- What is peer pressure?

DT- What do we think about our product?

Computing- How can we use IT in different ways?

Communication Language and Literacy

Story/description/riddles

Look what I found on the farm (national trust) by Moira Butterfield & Jesus Verona
Flip flap farm

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



This half term our topic is fantastic farming. The children will be learning loads about the animals found on farms and what they are used for, where our food comes from, healthy eating and how the weather effects farming in the UK.

Phonics and reading

Year 1 and 2 will continue with Read write Inc daily as well as hearing adult lead daily story time following the favourite five scheme. Guided reading will happen once RWI has stopped in year 2. 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.

Computing-

Computing systems and networks- IT around us

Use technology purposefully to create, organize, store, manipulate and retrieve digital content.

Esafty:

Privacy and security

FOREST SCHOOL -

What are the features of Autumn?

What is living in the pond?

How can we create natural repeated patterns?

How can we make a farming themed sculpture?

How can we build trust?

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

To identify and describe the basic structure of a variety of common flowering plants, including trees.

To observe changes across the four seasons

To observe and describe weather associated with the seasons and how day length varies.

Year 2

To observe and describe how seeds and bulbs grow into mature plants

To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

The Arts

Art

-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.

DT-

To design and make appealing products for themselves and others based on design criteria.

To evaluate their ideas and products against the success criteria.

Mathematical Development

Place value Y1 Y2 (italics)

Sort, count and represent objects

Count, read and write forwards and backwards from any number 0 to 10 / 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

To use tens and ones as a part whole model as well as addition and use a place value chart

To use part whole models, fact families and the addition symbol

To find number bonds to 10 and compare number bonds

To know addition is adding together and adding more

To know subtraction is taking away by crossing out

To use fact families—add and subtract bonds to 20

To check calculations

To use related facts and compare number sentences

To add and subtract 1s and 10s