

Yearly Overview

Topic Name and Curriculum Driver

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| If you go down to the woods today... | Funnybones | Transport | Farming and our local area | Peter Rabbit and friends | Our sea at Haverigg |
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Year 2 National Curriculum Objectives

Spellings / Common Exception Words & Handwriting

Spellings

Year 1 spellings will be taught through Read Write Inc following the KS1 RWI Spelling programme of study.

The reading and spelling of the KS1 Common Exception words will be taught explicitly outside the RWI Spelling Programme. These are practised in school and at home.

Handwriting

- I can write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.
- I can sit correctly at a table, holding a pencil comfortably and correctly.
- I can form digits 0-9.
- I can understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
- I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- I can form lower case letters of the correct size, relative to one another.
- I can use spacing between words that reflects the size of the letters.

READING

In Reception and KS1, reading and phonic skills are taught through Read Write Inc. We strive to foster a lifelong love of reading. Reading is a priority in our school and it is promoted across the curriculum. Children are given regular opportunities for independent reading and hearing quality texts are read aloud every day.

WRITING

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| <p>Handwriting will be taught explicitly for the first 2 weeks of this half term and then will continue weekly.</p> <hr/> <p>Character description</p> <p><i>Little Red Riding Hood</i></p> <p><u>Vocabulary, grammar and punctuation</u></p> <p>I can use simple sentence structures.</p> <p>I can use finger spaces.</p> <p>I can use full stops to end sentences.</p> <p><u>Planning, Writing and editing</u></p> <p>I can say out loud what I am going to write about.</p> <p>I can compose a sentence orally before writing it.</p> <p>I can compose a sentence orally before</p> | <p>Recount</p> <p><i>The Hungry Caterpillar</i></p> <p><u>Vocabulary, Grammar and Punctuation</u></p> <p>I can use simple sentence structures.</p> <p>I can use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>I can use finger spaces.</p> <p>I can use full stops to end sentences.</p> <p><u>Planning, Writing and editing</u></p> <p>I can say out loud what I am going to write about.</p> <p>I can compose a sentence orally before writing it.</p> <p>I can reread my writing to check that it</p> | <p>Poem</p> <p><i>Row your boat</i></p> <p><u>Vocabulary, Grammar and Punctuation</u></p> <p>I can use simple sentence structures.</p> <p>I can use finger spaces.</p> <p>I can use adjectives.</p> <p>I can use full stops to end sentences.</p> <hr/> <p><u>Planning, Writing and Editing</u></p> <p>I can say out loud what I am going to write about.</p> <p>I can compose a sentence orally before writing it.</p> | <p>Story writing (Talk for Writing)</p> <p><i>The Sheep and The Goat</i></p> <p><u>Vocabulary, Grammar and Punctuation</u></p> <p>I can use simple sentence structures.</p> <p>I can use finger spaces.</p> <p>I can use full stops to end sentences.</p> <p>I can use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>I can begin to form simple compound sentences.</p> <p><u>Planning, Writing and Editing</u></p> <p>I can say out loud what I am going to write about.</p> <p>I can compose a sentence orally before</p> | <p>Instructions</p> <p><i>Planting</i></p> <p><u>Vocabulary, Grammar and Punctuation</u></p> <p>I can use simple sentence structures.</p> <p>I can use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>I can begin to form simple compound sentences.</p> <p>I can use finger spaces.</p> <p>I can use full stops to end sentences.</p> <p>I can begin to use question marks and exclamation marks.</p> <p><u>Planning, Writing and Editing</u></p> | <p>Story Writing and Talk for writing</p> <p><i>Cat, Bramble and Heron</i></p> <p><u>Vocabulary, Grammar and Punctuation</u></p> <p>I can use simple sentence structures.</p> <p>I can use finger spaces.</p> <p>I can use full stops to end sentences.</p> <p>I can use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>I can begin to form simple compound sentences.</p> <p><u>Planning, Writing and Editing</u></p> |
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| <p>writing it</p> <p>I can reread my writing to check that it makes sense and to independently begin to make changes.</p> <p><u>Audience, Purpose and Structure</u></p> <p>I can use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <hr/> <p style="text-align: center;">Story Writing (Talk For Writing)</p> <p style="text-align: center;"><i>Little Red Riding Hood</i></p> <p><u>Vocabulary, Grammar and Punctuation</u></p> <p>I can use simple sentence structures.</p> <p>I can use finger spaces.</p> <p>I can use full stops to end sentences</p> <p><u>Planning, Writing and Editing</u></p> <p>I can say out loud what I am going to write about.</p> <p>I can compose a sentence orally before writing it</p> <p>I can reread my writing to check that it makes sense and to independently begin to make changes.</p> <p><u>Audience, Purpose and Structure</u></p> <p>I can use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> | <p>makes sense and to independently begin to make changes.</p> <p><u>Audience, Purpose and Structure</u></p> <p>I can use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <hr/> <p style="text-align: center;">Explanation text</p> <p style="text-align: center;"><i>The Body</i></p> <p><u>Vocabulary, Grammar and Punctuation</u></p> <p>I can use simple sentence structures.</p> <p>I can begin to form simple compound sentences.</p> <p>I can use finger spaces.</p> <p>I can use full stops to end sentences.</p> <p><u>Planning, Writing and Editing</u></p> <p>I can say out loud what I am going to write about.</p> <p>I can compose a sentence orally before writing it.</p> <p>I can reread my writing to check that it makes sense and to independently begin to make changes.</p> <p><u>Audience, Purpose and Structure</u></p> <p>I can use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <hr/> <p style="text-align: center;">Poem</p> <p style="text-align: center;"><i>12 days of Christmas (Elf's pocket)</i></p> <p><u>Vocabulary, Grammar and Punctuation</u></p> <p>I can use simple sentence structures.</p> <p>I can use finger spaces.</p> <p>I can us adjectives</p> <p>I can use full stops to end sentences.</p> <p><u>Planning, Writing and Editing</u></p> <p>I can say out loud what I am going to write</p> | <p>I can sequence sentences to form short narratives.</p> <p>I can reread my writing to check that it makes sense and to independently begin to make changes.</p> <p>I can read my writing aloud clearly enough to be heard by my peers and the teacher.</p> <p><u>Audience, Purpose and Structure</u></p> <p>I can use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <hr/> <p style="text-align: center;">Non-Chronological Report</p> <p style="text-align: center;"><i>Transport</i></p> <p><u>Vocabulary, Grammar and Punctuation</u></p> <p>I can use simple sentence structures.</p> <p>I can use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>I can begin to form simple compound sentences.</p> <p>I can use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>I can use finger spaces.</p> <p>I can use full stops to end sentences.</p> <p><u>Planning, Writing and Editing</u></p> <p>I can say out loud what I am going to write about.</p> <p>I can compose a sentence orally before writing it.</p> <p>I can sequence sentences to form short narratives.</p> <p>I can reread my writing to check that it makes sense and to independently begin to make changes.</p> <p><u>Audience, Purpose and Structure</u></p> <p>I can use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> | <p>writing it</p> <p>I can sequence sentences to form short narratives.</p> <p>I can reread my writing to check that it makes sense and to independently begin to make changes.</p> <p><u>Audience, Purpose and Structure</u></p> <p>I can use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <hr/> <p style="text-align: center;">Recount</p> <p style="text-align: center;"><i>Farm trip</i></p> <p><u>Vocabulary, Grammar and Punctuation</u></p> <p>I can use simple sentence structures.</p> <p>I can use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>I can use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>I can use finger spaces.</p> <p>I can use full stops to end sentences.</p> <p><u>Planning, Writing and editing</u></p> <p>I can say out loud what they are going to write about.</p> <p>I can compose a sentence orally before writing it.</p> <p>I can reread their writing to check that it makes sense and to independently begin to make changes.</p> <p><u>Audience, Purpose and Structure</u></p> <p>I can use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> | <p>I can say out loud what I am going to write about.</p> <p>I can compose a sentence orally before writing it.</p> <p>I can discuss what I have written with my teacher or other pupils.</p> <p>I can reread my writing to check that it makes sense and to independently begin to make changes.</p> <p><u>Audience, Purpose and Structure</u></p> <p>I can use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <hr/> <p style="text-align: center;">Fact file about the Animals</p> <p style="text-align: center;"><i>Peter Rabbit</i></p> <p><u>Vocabulary, Grammar and Punctuation</u></p> <p>I can use simple sentence structures.</p> <p>I can use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>I can begin to form simple compound sentences.</p> <p>I can use finger spaces.</p> <p>I can use adjectives.</p> <p>I can use full stops to end sentences.</p> <p><u>Planning, Writing and Editing</u></p> <p>I can say out loud what I am going to write about.</p> <p>I can compose a sentence orally before writing it.</p> <p>I can sequence sentences to form short narratives.</p> <p>I can discuss what I have written with my teacher or other pupils.</p> <p>I can reread my writing to check that it makes sense and to independently begin to make changes.</p> <p>I can read my writing aloud clearly enough to be heard by my peers and the teacher.</p> | <p>I can say out loud what they are going to write about.</p> <p>I can compose a sentence orally before writing it</p> <p>I can sequence sentences to form short narratives.</p> <p>I can reread their writing to check that it makes sense and to independently begin to make changes.</p> <p><u>Audience, Purpose and Structure</u></p> <p>I can use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>I can start to engage readers by using adjectives to describe.</p> <hr/> <p style="text-align: center;">Letter Writing</p> <p style="text-align: center;"><i>The Sea Saw</i></p> <p><u>Vocabulary, Grammar and Punctuation</u></p> <p>I can use simple sentence structures.</p> <p>I can use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>I can begin to form simple compound sentences.</p> <p>I can use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>I can use finger spaces.</p> <p>I can use adjectives</p> <p>I can use full stops to end sentences.</p> <p>I can begin to use question marks and exclamation marks.</p> <p><u>Planning, Writing and Editing</u></p> <p>I can say out loud what I am going to write about.</p> <p>I can compose a sentence orally before writing it.</p> |
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| <p>about.</p> <p>I can compose a sentence orally before writing it.</p> <p>I can reread my writing to check that it makes sense and to independently begin to make changes.</p> <p>I can read my writing aloud clearly enough to be heard by my peers and the teacher.</p> <p><u>Audience, Purpose and Structure</u></p> <p>I can use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>I can start to engage readers by using adjectives to describe.</p> | | | | <p><u>Audience, Purpose and Structure</u></p> <p>I can use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>I can start to engage readers by using adjectives to describe.</p> | <p>I can sequence sentences to form short narratives.</p> <p>I can discuss what I have written with my teacher or other pupils.</p> <p>I can reread my writing to check that it makes sense and to independently begin to make changes.</p> <p><u>Audience, Purpose and Structure</u></p> <p>I can use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>I can start to engage readers by using adjectives to describe.</p> |
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- Composition:**
- I can write narratives about personal experiences and those of others (real and fictional).
 - I can write about real events.
 - I can write simple poetry.
 - I can plan what I am going to write about, including writing down ideas and/or key words and new vocabulary
 - I can encapsulate what I want to say, sentence by sentence.
 - I can make simple additions, revisions and corrections to my own writing by evaluating their writing with the teacher and other pupils.
 - I can reread to check that my writing makes sense and that the correct tense is used throughout.
 - I can proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).
 - I can write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.
 - I can use new vocabulary from my reading, my discussions about it (one- to-one and as a whole class) and from my wider experiences.
 - I can read aloud what I have written with appropriate intonation to make the meaning clear.

- Handwriting:**
- Hand writing will be taught explicitly in the first 2 weeks of the Autumn term and then on a weekly basis throughout the year.
 - I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
 - I can form lower case letters of the correct size, relative to one another. I can use spacing between words that reflects the size of the letters.

MATHS

Ongoing throughout the year: Children will take part in weekly mastering number sessions.

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| <p>Place Value</p> <ul style="list-style-type: none"> • count to and across 10, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 10 in numerals; • identify one more and one less of a given number • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 10 in numerals and words <p><u>Shape</u></p> | <p><u>Addition and Subtraction within 10</u></p> <ul style="list-style-type: none"> • read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs • represent and use number bonds and related subtraction facts within 10 • add and subtract one-digit and two-digit numbers to 10, including zero • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ <p><u>Height and length</u></p> | <p>Place Value</p> <ul style="list-style-type: none"> • count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 20 in numerals; • identify one more and one less of a given number • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 20 in numerals and words <p><u>Addition and Subtraction within 20</u></p> | <p>Place Value</p> <ul style="list-style-type: none"> • count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 50 in numerals; • identify one more and one less of a given number • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 20 in numerals and words <p><u>Mass and volume</u></p> | <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> • one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher <p><u>Fractions</u></p> <ul style="list-style-type: none"> • recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity <p><u>Position, direction and movement</u></p> | <p><u>Place Value to 100</u></p> <ul style="list-style-type: none"> • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; • identify one more and one less of a given number • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 100 in numerals and |
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| <ul style="list-style-type: none"> recognise and name common 2-D shapes e.g. rectangles (including squares), circles and triangles recognise and name common 3-D shapes e.g. cuboids (including cubes), pyramids and spheres <p><u>Time</u></p> <ul style="list-style-type: none"> recognise and use language relating to dates, including days of the week, weeks, months and years | <ul style="list-style-type: none"> compare, describe and solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half <p><u>Time</u></p> <ul style="list-style-type: none"> sequence events in chronological order using language e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening recognise and use language relating to dates, including days of the week, weeks, months and years | <ul style="list-style-type: none"> read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 10, including zero solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ <p><u>Time</u></p> <ul style="list-style-type: none"> recognise and use language relating to dates, including days of the week, weeks, months and years | <ul style="list-style-type: none"> compare, describe and solve practical problems for mass/weight e.g. heavy/light, heavier than, lighter than compare, describe and solve practical problems for capacity and volume e.g. full/empty, more than, less than, half, half full, quarter <p><u>Money</u></p> <ul style="list-style-type: none"> recognise and know the value of different denominations of coins and notes | <ul style="list-style-type: none"> describe position, direction and movement, including whole, half, quarter and three-quarter turns <p><u>Money</u></p> <ul style="list-style-type: none"> recognise and know the value of different denominations of coins and notes | <p>words</p> <p><u>Time</u></p> <ul style="list-style-type: none"> for time e.g. quicker, slower, earlier, later measure and begin to record mass/weight measure and begin to record capacity and volume measure and begin to record capacity and volume measure and begin to record time (hours, minutes, seconds) tell the time to the hour and half past the hour and draw the hands on a clock face to show these times . |
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GEOGRAPHY

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| | <p><u>Where I live (Maps)</u></p> <ul style="list-style-type: none"> Name and locate and identify characteristics of the four countries of the UK Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (Where I live) Use basic geographical vocabulary to refer to physical and human features Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage Use aerial photos and plan perspectives to recognise landmarks and basic human features Devise a simple map and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of its school and its grounds and the key humans and physical features of its surrounding environment | | <p><u>Farming in the local area</u></p> <ul style="list-style-type: none"> Name and locate and identify characteristics of the four countries of the UK Use basic geographical vocabulary to refer to physical and human features Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (Different farms) Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage Use aerial photos and plan perspectives to recognise landmarks and basic human features Devise a simple map and use and construct basic symbols in a key | | <p><u>Improving Haverigg</u></p> <ul style="list-style-type: none"> Name and locate the Name and locate and identify characteristics of the four countries of the UK Name and locate the worlds 7 continents and 5 oceans Use basic geographical vocabulary to refer to physical and human features Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage |
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HISTORY

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| <p>History: <u>Enquiry Question: Why did the Fire of London spread so quickly?</u> Hi1/1.2 events beyond living memory that are</p> | | <p>History: <u>Enquiry Question: How did we learn to fly?</u> Hi1/1.2 events beyond living memory that are significant nationally or globally e.g. the Great Fire</p> | | <p>History: <u>Enquiry Question: How am I making history?</u> Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal</p> | |
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| significant nationally or globally e.g. the Great Fire of London , the first aeroplane flight or events commemorated through festivals or anniversaries | | of London, the first aeroplane flight or events commemorated through festivals or anniversaries. Significant people – Bessie Coleman Amelia Earhart and Neil Armstrong | | aspects of change in national life. | |
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SCIENCE

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| <p>WORKING SCIENTIFICALLY</p> <ul style="list-style-type: none"> *asking simple questions and recognising that they can be answered in different ways * observing closely, using simple equipment * performing simple tests * identifying and classifying * using their observations and ideas to suggest answers to questions * gathering and recording data to help in answering questions | <p>KEY SKILLS</p> <ul style="list-style-type: none"> *Ask simple questions *Recognise that questions can be answered in different ways *Observe closely, using simple equipment *Perform simple tests Identify and classify *Record and communicate their findings in a range of ways and begin to use simple scientific language *Gather and record data to help answer questions *Use their observations and ideas to suggest answers to simple questions |
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| <p>Seasons</p> <p>I can observe changes across the 4 seasons;</p> <p>I can observe and describe weather associated with the seasons and how day length varies.</p> <p>Humans:</p> <p>I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Animals:</p> <p>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals; ()</p> <p>Plants:</p> <p>I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees;</p> <p>I can identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>TAPS</p> <p style="text-align: center;"><u>Observe and Measure</u></p> <p style="text-align: center; color: red;">I can use my observations and ideas to suggest answers to questions.</p> <p style="text-align: center;">Shades of Colour</p> <p>What did we find? Which colour was most common? Which colour was hardest to find?</p> | <p>Animals including Humans</p> <p>I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Seasons</p> <p>I can observe changes across the 4 seasons;</p> <p>I can observe and describe weather associated with the seasons and how day length varies.</p> <p style="text-align: center;"><u>TAPS</u></p> <p style="text-align: center;"><u>Evaluate</u></p> <p style="text-align: center; color: red;">I can use my observations and ideas to suggest answers to questions.</p> <p style="text-align: center;">Body Parts</p> <p>Can the children observe and name parts of the human body?</p> <p>Can the children use their observations to say which part of the body is associated with each sense?</p> | <p>Everyday Materials</p> <p>I can distinguish between an object and the material from which it is made;</p> <p>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock;</p> <p>I can describe the simple physical properties of a variety of everyday materials;</p> <p>I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Seasons</p> <p>I can observe changes across the 4 seasons;</p> <p>I can observe and describe weather associated with the seasons and how day length varies.</p> <p>TAPS</p> <p style="text-align: center;"><u>Ask questions and plan enquiry</u></p> <p style="text-align: center; color: red;">I can ask questions and know they can be answered in different ways.</p> <p style="text-align: center;">Ways to test transparency</p> <p>Can children test whether materials are opaque or transparent?</p> <p>Can children compare materials on the basis of their transparency?</p> <p>Can children discuss different ways to test transparency?</p> <p style="text-align: center;"><u>Set up enquiry</u></p> <p style="text-align: center; color: red;">I can do tests.</p> <p style="text-align: center;">Floating and Sinking</p> <p>Can children carry out a simple test?</p> <p>Can children use test results to group materials</p> | <p>Animals including Humans</p> <p>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals;</p> <p>I can identify and name a variety of common animals that are carnivores, herbivores and omnivores;</p> <p>I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets);</p> <p>Seasons</p> <p>I can observe changes across the 4 seasons;</p> <p>I can observe and describe weather associated with the seasons and how day length varies.</p> <p>TAPS</p> <p style="text-align: center;"><u>Interpret and Report</u></p> <p style="text-align: center; color: red;">I can name and group.</p> <p style="text-align: center;">Animal Classification</p> <p>Can the children name a variety of animals including fish, amphibians, reptiles, birds, mammals?</p> <p>Can the children classify animals according to different animal groups and/or what they eat?</p> | <p>Plants:</p> <p>I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees;</p> <p>I can identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Seasons</p> <p>I can observe changes across the 4 seasons;</p> <p>I can observe and describe weather associated with the seasons and how day length varies.</p> <p>TAPS</p> <p style="text-align: center;"><u>Observe and Measure</u></p> <p style="text-align: center; color: red;">I can look closely, using equipment.</p> <p style="text-align: center;">Leaf looking</p> <p>Can children observe closely and make an accurate representation of a leaf that they have found?</p> | <p>Animals including Humans</p> <p>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals;</p> <p>I can identify and name a variety of common animals that are carnivores, herbivores and omnivores;</p> <p>I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets);</p> <p>Seasons</p> <p>I can observe changes across the 4 seasons;</p> <p>I can observe and describe weather associated with the seasons and how day length varies.</p> <p>TAPS</p> <p style="text-align: center;"><u>Record</u></p> <p style="text-align: center; color: red;">I can collect and record data to help answer questions.</p> <p style="text-align: center;">Seasons throughout the Year</p> <p>Can children observe changes across the seasons?</p> <p>Can children record and discuss changes across the seasons?</p> |
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into those which float or sink?

ART

Explore and Draw
Discipline:
 Drawing, sketchbooks, collage
Key Concepts:

- That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art.
- That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity.
- That we can use the things we find to draw from, using close observational looking.
- That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes.
- We can use the way we arrange elements on the page, to create compositions which we like.

Themes:
 Natural Forms, Seasonal Changes, Patterns, Symmetry
Medium:
 Graphite, Handwriting Pen, Brusho, Wax Resist
Artists:
 Rosie James, Alice Fox
 Andy Goldsworthy

2 weeks **Portraits** – lines. Drawing and mark making. Juan Miro
Discipline:
 Drawing, sketchbooks,
Key Concepts:

- That we can use a range of pens and pencils to make different lines
- That we can be inspired by artists and that artists do not always see the world in the same way

Medium pens and pencils if different type, thickness and colour
Artist Juan Miro

Simple Printmaking
Discipline:
 Printmaking, Collage, Drawing
Key Concepts:

- That we can make a “plate” from which to “print”
- That there is a relationship between plate and print: e.g. negative / positive.
- That we can use print to create “multiples”
- That we can explore line, shape, colour and texture to explore pattern, sequence, symmetry and intention.

Medium:
 Paper, Printing Ink, Plasticine, Printing Foam

Explore Watercolour
Disciplines:
 Painting (Watercolour)
Key Concepts:

- That watercolour paint has special characteristics.
- That we can use the elements of surprise and accident to help us create art.
- That we can develop our painting by reflecting upon what we see and adding new lines and shapes to help develop imagery.

Themes:
 Exploration, Discovery

Medium:
 Watercolour
Artists: Paul Klee, Emma Burleigh

Be an Architect
Disciplines:
 Architecture, Drawing, Sketchbooks, Collage, Making
Key Concepts:

- That architects design buildings and other structures which relate to our bodies and which enhance our environment.
- That architects take inspiration from the environment their building will exist in, and from the people they will serve, to design exciting structures.
- That we can use drawing as a way to help us process and understand other people’s work.
- That we can use digital tools such as drones and film to inspire us.
- That we can use our imaginations to make architectural models to explore how we might design buildings relating to a particular need or stimulus.
- That we can use “Design Through Making” (some call it Make First) as a way to connect our imagination, hands and materials.

Themes:
 Habitat, Community, Culture, Purpose
Medium:
 Construction Materials
Artists:
 Hundertwasser, Heatherwick Studios
 Local architects

Flora and Fauna
Disciplines:
 Drawing, Painting Collage, Sketchbooks
Key Concepts:

- That artists can be inspired by the flora and fauna around them.
- That we can use careful looking to help our drawing, and use drawing to help looking.
- That we can use a variety of materials to make images, and that the images we make can become imaginative.
- That we can create individual artwork, and that we can bring that artwork together to make a shared artwork.

Medium:
 Handwriting pen, Graphite, Oil pastel, watercolour paints, Paper & Collage
Artists: Eric Carle, **Beatrix Potter**, Joseph Redoute, Jan Van Kessel

Seascapes
Disciplines:
 Painting, sketchbooks
Key Concepts:

- That artists sometimes use gestural brush marks to create expressive painting.
- Expressive painting can be representational or more abstract.
- Artists use brush marks to give texture to the painting.
- Artists sometimes use colour intuitively and in an exploratory manner.
- That we can enjoy, and respond to, the way paint and colour exist on the page.

Medium:
 Oil pastel, acrylic paints
Artists: Vincent Van Gogh

Playful Making
 Creativity medals
Disciplines:
 Sculpture, Drawing
Key Concepts:

- That when we make art in 3 dimensions it is often called Sculpture.
- That we can generate ideas through playful exploration.
- That we can build understanding of the properties of materials through manipulation.
- That making sculpture is a partnership between materials, ideas, hands and tools.
- That we can reflect upon our intention when we see our ideas made physical.

Theme:
 Transformation & Invention
Medium:
 Construction Materials (card, paper, string, fabric)

R. S. E: My Happy Mind

My Happy Mind
Meet the brain
 Children in Year 1 will learn:

My Happy Mind
Celebrate
 Children in Year 1 will learn:

My Happy Mind
Appreciate

My Happy Mind
Relate
 Children in Year 1 will learn:

My Happy Mind
Engage

Where their brain is in their body and what it looks like.
 That our brain has 3 main parts, and it works best when they work together.
 The 3 parts are Team H-A-P, Hippocampus, Amygdala and Prefrontal Cortex.
 That when we feel big emotions, our Amygdala can react and take over our brain, sending the Hippocampus and Prefrontal Cortex to sleep.
 That Happy Breathing helps our entire body, including our brain, to relax and wakes up the Hippocampus and Prefrontal Cortex.
 That if they want to improve at something, they need to practice repeatedly, and our brain helps us get better each time. This is called Neuroplasticity.

Vocab: Brain, cells, Team H-A-P, Hippocampus, Amygdala, Prefrontal Cortex, Happy Breathing, Neuroplasticity, Big Emotions

What Character Strengths are and how they make us unique and special.
 About the 5 Character Strengths and what they mean:
 1. Love and Kindness
 2. Bravery and Honesty
 3. Exploring and Learning
 4. Teamwork and Friendship
 5. Love of Life and our World
 How the best way to learn more about your strengths is to notice them.
 That our strengths are like superpowers, and when we use them, it helps us to be our best and feel happy.
 That it is nice to tell other people when they use their strengths, as it makes them feel good.

Vocab: Character Strengths, Love and Kindness, Bravery and Honesty, Exploring and Learning, Teamwork and Friendship, Love of Life and our World, Unique, Special

Children in Year 1 will learn:
 What Appreciate means, what types of things we Appreciate, and how we show Appreciation.
 That you can appreciate others, experiences and themselves and not just material things. They will be able to say the categories on the Wheel of Gratitude.
 How to develop an Attitude of Gratitude. They will learn that showing gratitude makes them feel good; when we make someone feel good, it makes us feel good too.
 How Happy Breathing exercises help to remind us to appreciate the things we might forget.
 By practising giving gratitude over and over again, our brains will improve at appreciating things and people. This is called Neuroplasticity.
 That when we give and receive gratitude, it makes Team H-A-P happy, and they can work well together.

Vocab: Appreciate, Grateful, Thankful, Gratitude Wheel, Ourselves, Others, Experiences, Team H-A-P, Attitude of Gratitude, Neuroplasticity

That relate means to get along with others and understand another person and that they can relate with family, friends, and teachers in different ways.
 How their character strengths help them get along with others and learn that it is okay that we are all different.
 What Active Listening is.
 What 'Stop, Understand and Consider' means and think about how this can help them with friendship issues.
 That Happy Breathing can help them if they have big emotions when falling out with friends.

Vocab: Character Strengths, Relate, Get along, People, Active Listening, Stop, Understand, Consider

Children in Year 1 will learn:
 What engage means and what types of things they can engage in.
 That when they engage in something and feel happy, they can do the activity better.
 That they can set goals; sometimes these can be to do with learning, and other times they are to do with a hobby.
 How to set a class goal using the 3 steps.
 That setting goals and achieving them can make Team H-A-P happy too.
 That just because they can't do something straight away, it doesn't mean they won't be able to in the future.

Vocab: Engage, Activity, Goal, Goal Setting, Feel good, Do good, Believe to Achieve, Happy Breathing, Team H-A-P, Habits.

DESIGN TECHNOLOGY

D/T:
Processes
Cut, stick and shape. Make animals in continuous provision

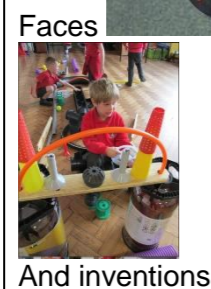


Mechanisms Day project. Using an axel to make a winding mechanism to put out the fire in Pudding Lane



D/T:
Processes
Cut and Join with split pins in continuous provision. Making skeletons.

Structures Day project. Invention challenge with scrap store recycled materials



And inventions

D/T:
Processes
Cut, stick and Join with split pins and treasury tags in continuous provision



Mechanisms Day project
 Wheels and axels
 Making a moving car mobilo, lego and making with a box and recycled materials



D/T:
Processes
Cut, stick, shape and join in continuous provision

Food Day project
 Strive for Five
 Phunky Foods

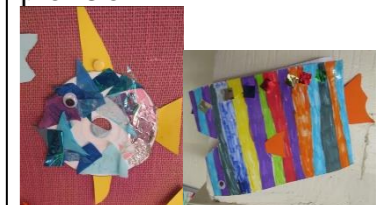


D/T:
Processes
Cut, stick, shape and join in continuous provision

Mechanisms and Textiles Day project
 Explore toys
 Making simple toys. Pop up Peter Rabbit and using textiles for making peg dolls



D/T:
Processes
Cut, stick, shape and join sea creatures in continuous provision



Structures and Food Day project
 Den building and phunky foods with a picnic in the den



COMPUTING AND ONLINE SAFETY

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| <p>Computing: Improving mouse skills</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>Recognise common uses of information technology beyond school</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> | <p>Computing: E-safety</p> <p>Recognise common uses of information technology beyond school</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> | <p>Computing: Algorithms</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> | <p>Computing: Digital Imagery</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p> | <p>Computing: Beebots</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> | |
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PE

ONGOING THROUGHOUT THE YEAR

Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.

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| <p>Autumn 1: Gymnastics Unit 1</p> <ul style="list-style-type: none"> Carry equipment safely. Hurdle step take off. Perform egg roll and log roll. Explore body tension. Linking movements. Rock, spin, turn. Move on, off, over. Point balances h,y, front/back support <p>Autumn 1: Send & Return</p> <ul style="list-style-type: none"> Sliding and receiving a ball/beanbag. Explore different ways of sending a ball. Moving towards and returning balls. Scoring points against opposition. Attempt to hit a ball. Basic rally with slow moving objects (balloon). Feeding the ball over a net. Track balls. Develop core strength to send objects from a sitting, kneeling, and standing position | <p>Autumn 2: Dance Unit 1</p> <ul style="list-style-type: none"> Respond to a range of stimuli and types of music. Explore space, direction, levels and speeds. Experiment creating actions and performing movements with different body parts. Able to build simple movement patterns from given actions. Compose and link actions to make simple movement phrases. Respond appropriately to supporting concepts such as canon and levels. <p>Autumn 2: Run, Jump, Throw - Unit 1</p> <ul style="list-style-type: none"> Starting and stopping at speed. Show power in run, use arms. Take off on two feet. Use leading arm to throw. Compete in relay teams. Perform agile movements. Work for sustained periods of time. Negotiate obstacles. Jumping and bounding. Run from different starting positions | <p>Spring 1: Attack, Defend, Shoot Unit 1</p> <ul style="list-style-type: none"> Send to targets. Catch and intercept. Bounce ball to self. Defend a target. Attack and defend as a pair. Communicate with partner. Compete in a basic tournament 2v2 <p>Spring 1: Hit, Catch, Run Unit 1</p> <ul style="list-style-type: none"> Use a range of throwing and rolling skills. Return a ball to a base/zone. Work with others to stop players scoring runs. Self-feed and hit a ball. Run between bases to score points. | <p>Spring 2: Attack, Defend, Shoot Unit 2</p> <ul style="list-style-type: none"> Send to targets. Catch and intercept. Bounce ball to self. Defend a target. Attack and defend as a pair. Communicate with partner. Compete in a basic tournament 2v2 <p>Spring 2: Gymnastics Unit 2</p> <ul style="list-style-type: none"> Carry equipment safely. Hurdle step take off. Perform egg roll and log roll. Explore body tension. Linking movements. Rock, spin, turn. Move on, off, over. Point balances h,y, front/back support | <p>Summer 1: Dance Unit 2</p> <ul style="list-style-type: none"> Respond to a range of stimuli and types of music. Explore space, direction, levels and speeds. Experiment creating actions and performing movements with different body parts. Able to build simple movement patterns from given actions. Compose and link actions to make simple movement phrases. Respond appropriately to supporting concepts such as canon and levels. <p>Summer 1: OAA</p> <ul style="list-style-type: none"> Follow simple instructions. Recognise, remember, and match some symbols. Perform physically challenging actions. Follow a movement pattern with others. Take part in competitive races and work with a partner. Undertake simple speed stack arrangements. | <p>Summer 2: Hit, Catch, Run Unit 2</p> <ul style="list-style-type: none"> Use a range of throwing and rolling skills. Return a ball to a base/zone. Work with others to stop players scoring runs. Self-feed and hit a ball. Run between bases to score points. <p>Summer 2: Run, Jump, Throw- Unit 2</p> <ul style="list-style-type: none"> Starting and stopping at speed. Show power in run, use arms. Take off on two feet. Use leading arm to throw. Compete in relay teams. Perform agile movements. Work for sustained periods of time. Negotiate obstacles. Jumping and bounding. Run from different starting positions |
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RE

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| <p>SACRE Units:</p> <p>What does it mean to belong to Christianity?</p> <p>What is the Holy Book?</p> | | <p>Our Wonderful World</p> <ul style="list-style-type: none"> Things that make our World Special Christian Creation Story | | <p>What do Hindus Celebrate?</p> <ul style="list-style-type: none"> Find out what Hindus believe. Find out about special occasions in a Hindu childhood. Find out what happens at a Hindu | |
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| What are the Symbols? What are the Place of Worship? Artefacts / Clothes, Beliefs | | ----- SACRE Units: Who is Jesus and why is he inspiring for some people? | | wedding. • Find out about the Hindu festival of Diwali. • Find out about the Hindu festival of Raksha Bandhan. • Find out about the Hindu festival of Ganesh Chaturthi | |
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Music

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| Singing Little Red Riding Hood songs | <p style="text-align: center;"><u>All About Me (Pulse and Rhythm)</u></p> <p><u>National Curriculum</u></p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • listen with concentration and understanding to a range of high-quality live and recorded music' • play tuned and untuned instruments musically • experiment with, create, select and combine sounds using the inter-related dimensions of music. <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Recognising and understanding the difference between pulse and rhythm. • Describing the character, mood, or 'story' of the music they listen to (verbally or through movement) • Listening to and repeating short, simple rhythmic patterns. • Listening and responding to other performers by playing as part of a group. • Combining instrumental and vocal sounds within a given structure. • Using their voices expressively to speak and chant. • Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. • Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments. • Copying back short rhythmic and melodic phrases on percussion instruments <p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> • To know that rhythm means a pattern of long and short notes. • To know that pulse is the regular beat that goes through music. • To understand that the pulse of music can get faster or slower. • To know that a piece of music can have more than one section, e.g. a verse and a chorus. | Singing songs about winter and transport | <p style="text-align: center;"><u>Fairy Tales (Timbre & Rhythmic Patterns)</u></p> <p><u>National Curriculum</u></p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • experiment with, create, select and combine sounds using the inter-related dimensions of music • listen with concentration and understanding to a range of high-quality live and recorded music' <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Recognising and understanding the difference between pulse and rhythm. • Understanding that different types of sounds are called timbres. • Recognising basic tempo, dynamic and pitch changes. • Describing the character, mood, or 'story' of music they listen to (verbally or through movement). • Describing the differences between two pieces of music. • Listening and responding to other performers by playing as part of a group. • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Combining instrumental and vocal sounds within a given structure. • Creating simple melodies using a few notes. • Choosing dynamics, tempo and timbre for a piece of music. • Copying back short rhythmic and melodic phrases on percussion instruments. • Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. <p><u>Key Knowledge:</u></p> | Singing songs about spring | <p style="text-align: center;"><u>Under the Sea (Musical vocabulary)</u></p> <p><u>National Curriculum</u></p> <ul style="list-style-type: none"> • listen with concentration and understanding to a range of high-quality live and recorded music' • use their voices expressively and creatively by singing songs and speaking chants and rhyme • experiment with, create, select and combine sounds using the inter-related dimensions of music' • play tuned and untuned instruments musically <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Recognising and understanding the difference between pulse and rhythm. • Understanding that different types of sounds are called timbres. • Recognising basic tempo, dynamic and pitch changes. • Describing the character, mood, or 'story' of music they listen to (verbally or through movement). • Describing the differences between two pieces of music. • Listening and responding to other performers by playing as part of a group. • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Combining instrumental and vocal sounds within a given structure. • Creating simple melodies using a few notes. • Choosing dynamics, tempo and timbre for a piece of music. • Copying back short rhythmic and melodic phrases on percussion instruments. • Responding to simple musical instructions such as tempo and dynamic changes as part of a |
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Vocabulary:
Pulse, rhythm

- To know that an instrument or rhythm pattern can represent a character in a story.
- To know that my voice can create different timbres to help tell a story.
- To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.

Vocabulary:
Timbre, pulse, rhythm, syllables, strings, timpani, oboe
Clarinet, bassoon, French horn, flute

class performance.

- Key Knowledge:**
- To understand that pitch means how high or low a note sounds.
 - To know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch.
 - To know that music has layers called 'texture'.

Vocabulary:
body percussion, dynamics, graphic score, instruments, pitch, seaside, sounds, tempo, timbre