

## Class 2: Year 1 and 2

	Autumn 1 + 2 2019	Spring 1 + 2 2020	Summer 1 + 2 2020
Whole school theme	<b>Way back when...</b>	<b>Inside out!</b>	<b>The world is stage</b>
English	<p><b>Non-fiction:</b> We will be using non-fiction books about castles and knights to learn about glossaries, content pages and index pages. If you have any books about castles and knights, please bring them in.</p> <p><b>Fiction:</b> 'George (a mouse) and the Dragon' and 'The Dragon Tree' will be used to inspire our writing.</p> <p><b>Poetry:</b> We will be exploring pattern, sound &amp; sound in Dragon and Firework poems</p> <p><b>Fiction:</b> Explore 'The land of make belief' including fairy tales &amp; nursery rhymes focusing this year on the Story of Peter Pan , and his new adventures in Neverland.</p> <p><b>Poetry:</b> The Shortest Day poem exploring day length, the winter solstice and natural wonder of the world the Northern Lights.</p>	<p><b>Non-fiction:</b> We will be linking our writing to our science topic. We will be labelling our body parts inside and out as well as writing instructions for an X-ray machine.</p> <p><b>Fiction:</b> The really wild things will inspire our story writing this term. We will be learning to empathise with characters emotions and how to show emotion in our own writing.</p> <p><b>Poetry:</b> from reading poetry we will learn the importance of effective word choice. We will be investigating how we use our senses to explore the world around. Then take our inspiration from the world around us to write our own poems.</p>	<p><b>Non-fiction:</b> TBC.</p> <p><b>Fiction:</b> TBC</p> <p><b>Poetry:</b> TBC</p>
Maths	<p><b>Number:</b> Become increasingly familiar with the 100 square. Find facts about weekly number including 10more/10 less, and odd or even.</p> <p><b>Measures:</b> Apply our knowledge of money to do the weekly shop. Use our growing knowledge of time to set the date daily, and to sequence daily activities, and record their timings.</p> <p><b>Geometry:</b> Identify shapes in the environment, including designing and building houses from 2D and 3D shapes.</p> <p><b>Statistics:</b> Use our tally skills to track our progress in <b>Active Ten</b> progress. Building a bar chart of types of Active Ten we perform.</p>	<p><b>Number:</b> Become increasingly confident with the four rules, and manipulating numbers within 100. Know multiplication &amp; division facts for tables 2,5 and 10.</p> <p><b>Measures:</b> Use knowledge to different measures such as weight and capacity to create a healthy recipe.</p> <p><b>Geometry:</b> Relate our increasing knowledge of pattern and shape to Art and design. Relate 2D shapes the faces of 3D shapes by exploring nets, and identify lines of symmetry within shapes.</p> <p><b>Statistics:</b> Continue to track our progress in <b>Active Ten</b> representing the data in a number of ways</p>	<p><b>Number:</b> Using our knowledge of place value, and the four rules including fractions to start solving reasoning questions.</p> <p><b>Measures:</b> Applying our number skills to solve both practical and word problems that involve weight, capacity, length, time and money.</p> <p><b>Geometry:</b> Describing the position of shapes in arrays, then describing routes between using directional language. Using ordinal language to describe the position of shapes in sequences.</p> <p><b>Statistics:</b> Start to interpret the data set we collect from Active Ten sessions as well as collecting data sets to explore questions such as 'What is your favourite time of day?'</p>

<p style="text-align: center;"><b>Science</b></p>	<p><b>Materials &amp; their properties:</b> Learning about everyday materials such as wood, plastic, metal, water and rock. Naming the different materials, identifying their properties and their uses.</p> <p><b>Seasonal Changes:</b> Honing observation skills to identify the changes in the seasons and identifying the different natural features of Autumn &amp; Winter.</p> <p><b>Investigation Skills:</b> investigating waterproof material - Making a shelter for a dragon</p>	<p><b>Seasonal Changes:</b> Continue to observe our natural environment commenting on the changes that occur as the seasons change from Winter to Spring. In particular measure the temperature changes, and record the daily weather.</p> <p><b>Knowledge:</b> Learning about Humans and other animals we will be identifying whether something is dead, alive or never alive. We will be sequencing how humans grow from babies to adults. Taking notice of the fact animal young usually looks like their parents. Looking closer at the structure of humans and animals we will label body parts as well as identify inside skeletal structures.</p> <p><b>Investigation Skills:</b> we will learn to collect data using measuring equipment to answer questions such as <i>Who is the tallest in the class?</i></p>	<p><b>Seasonal Changes:</b> Studying our local habitat to relate wildlife activity to the Summer season, and its warmer weather and longer days. Continue to develop our weather watch skills, and a design our weather station.</p> <p><b>Knowledge:</b></p> <p><b>Investigation Skills:</b></p>
<p style="text-align: center;"><b>History</b></p>	<p><b>Period of British History (knowledge):</b> Learning the life and times of Medieval Britain when some lived in castles, and there was no government to rule the land fairly.</p> <p><b>Significant Event:</b> Using historical sources to learn about the, cause and effectiveness, of Guy Fawkes actions (linked to British value: Law of the Land)</p>	<p><b>Chronological Order (skill):</b> We will be considering how events can be placed in a time from when we were born to daily routines. We then expand our skill range by studying time lines of both British and world artists.</p>	<p><b>Famous Person:</b> TBC</p> <p><b>Chronological Order:</b> TBC</p> <p><b>Significant Event:</b> TBC</p> <p><b>Cause &amp; Effect:</b> TBC</p>
<p style="text-align: center;"><b>Geography</b></p>	<p><b>Maps &amp; mapping:</b> We will look at the compass points North, East, South and West. We will plot some pirate routes across the oceans.</p>	<p><b>Place and location (knowledge):</b> we are learning to recall, locate and identify the seven oceans and continents of the world using an atlas or world map.</p>	<p><b>Contrasting location:</b> <i>Japan home of the 2020 Summer Olympic games, more details to come.</i> TBC</p>
<p style="text-align: center;"><b>Computing</b></p>	<p><b>E-safety:</b> <i>Staying Safe Online</i>, Agreeing class internet safety rules</p> <p><i>Screen out the mean</i>, Learning what to do if you experience nasty comments online or by text.</p>	<p><b>E-safety:</b> <i>Following the digital trail</i>, Learning why it not safe to give out personal information online.</p> <p><b>E-safety Day: 11<sup>th</sup> February 2020</b></p>	<p><b>E Safety:</b> <i>Sending email</i> - learning email can be a way communicating and sharing information, but that you need to remain safe.</p> <p><i>Using key words</i> knowing how to use key words to find sites of with information relating to a given topic</p>

<b>D+T</b>	<b>Daring Dragon Project:</b> Exploring creative ideas through drawing dragons. We will evaluate these to plan the construction of a giant sculpture made from recyclable items.	<b>X-ray machine:</b> We will be building an X-ray machine as of our Non-Fiction English. We will draw upon our research, and making skills to create a demonstration model.	<b>Textile Project:</b> <i>Opening ceremony costume and headdresses TBC</i>
<b>Art</b>	<b>Remembrance Day:</b> make our own poppies using the technique of mosaic to create a textured look.	<b>Portrait Project:</b> Answering the question how do we see ourselves by commenting on a range of self-portraits. On our wow day we will learn how to be independent artists who know the seven elements of art. We will build on this foundation by studying a range of famous artists and mastering some of their techniques. So that we can create our own experimental self-portraits.	
<b>Music</b>	<p><b>Singing in Unison:</b> Learn to sing in tune Maths songs such as double trouble.</p> <p><b>Group Performance:</b> Take part in Infant Nativity.</p> <p><b>Music (skills):</b> The long and the short of it. - Exploring duration through making sequences of long and short vocal sounds moving on to instrumental accompaniments</p>	<b>Listening &amp; Responding:</b> We will be listening to the well-known score Peter and the Wolf. We will be using our knowledge of music rhythm, pace, tempo, beat, pitch and dynamics to describe how the score changes to tell the story, and create atmosphere that conveys character emotion.	<b>Composing &amp; Transcribing:</b>
<b>RE</b>	<p><b>The Christian Calendar:</b> Harvest, Advent, Remembrance &amp; Christmas</p> <p><b>Creation:</b> <i>Who made the world?</i></p> <p><b>Incarnation:</b> <i>Why does Christmas matter to Christians?</i></p> <p><b>Christian Value:</b> Truthfulness</p>	<p><b>The Christian Calendar:</b> Epiphany, Shrove Tuesday, Ash Wednesday, Lent, Mothering Sunday &amp; Easter week.</p> <p><b>The Gospels:</b> <i>What was the good news Jesus brought?</i></p> <p><b>Salvation:</b> <i>Why do Christians call the day Jesus died 'Good Friday'?</i></p> <p><b>Christian Value:</b> Perseverance <i>'I can do all things through him who strengthens me' Philipians 4:13</i></p>	<p><b>The Christian Calendar:</b> Ascension Day, Pentecost, &amp; Trinity Sunday.</p> <p><b>Comparative Faith Week:</b> Exploring the Hindu faith</p> <p><b>Reflective Question:</b></p> <p><b>Christian Value:</b> <b>Service</b> <i>'Serve one and another' Galatians, 5:13</i></p>

<p style="text-align: center;"><b>PHSE</b></p>	<p><b>Be the Best you can be...</b>  <b>Theme 1:</b> Inspiration People  <b>Theme 2:</b> Targets &amp; Goals</p> <p><b>Mutual Respect</b> (<i>Social development linked to school value of Friendship</i>)</p> <p><b>Me &amp; my relationships:</b></p> <p><b>Valuing Difference:</b> exploring the meaning of kindness and learning to identify others actions towards us as unkind, teasing or bullying</p> <p><b>Anti-Bullying Week:</b> 12<sup>th</sup> November 'Choose RESPECT!'</p>	<p><b>Be the Best you can be...</b>  <b>Theme 3:</b> Paralympic &amp; Olympic Values          Be inspired by our Value Athlete.</p> <p><b>British Value:</b> Individual Liberty (<i>Cultural development linked to school value of Wisdom</i>)</p> <p><b>Rights &amp; responsibilities:</b> developing our understanding of Citizenship by exploring why we have classroom rules, and the need to respect both people &amp; our environment</p> <p><b>Being my best:</b> learning how to care for ourselves including a balance diet, exercise, hygiene, and the importance of super sleep</p>	<p><b>Be the Best you can be...</b>  <b>Theme 5:</b> Personal Growth through challenging <i>Comfort Zone</i> and developing <i>Resilience</i></p> <p><b>Theme 6:</b> Personal development in Body, Mind, Emotion &amp; Spirit</p> <p><b>British Value:</b> Tolerance of others faiths and beliefs (<i>Spiritual development linked to school value of Compassion</i>)</p> <p><b>Growing &amp; changing:</b> learning what makes our relationships with friends and family healthy. Learning to recognise when relationships are not good for us.</p> <p><b>Keeping myself safe:</b></p>
<p style="text-align: center;"><b>PE</b></p>	<p><b>Multi-Skills:</b> Perform a range of activities that supports the development of key skills for team games including ball control.</p> <p><b>Write Dance:</b> Using movement-to-music to develop gross motor control of legs &amp; arms which supports handwriting, and co-ordination skills.</p> <p><b>Active Ten:</b> Daily challenge to get active doing circuits of the field, the playground trail or wake 'n' shake inside</p>	<p><b>Dance:</b> Learn a range of dance skills including position, shape, movement and sequence. We will the explore the importance of body control, spatial awareness, and collaboration when choreographic short pieces that represent key emotions sad, angry, happy and calm.</p> <p><b>Cricket:</b> This term we will have specialist teachers to teach the children the skills of cricket as well as introducing them to game rules and etiquette.</p> <p><b>Active Ten:</b> Daily challenge to get active doing circuits of the field, the playground trail or wake 'n' shake inside</p>	<p><b>Athletics:</b></p> <p><b>Swimming:</b> Friday PM</p>
<p>Enhancing the curriculum Visitors Trips</p>	<p>Berkley Castle</p>	<p>Library visit</p>	