

# Year 1 and 2

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	Autumn 1 + 2 2018	Spring 1 + 2 2019	Summer 1 + 2 2019
Whole school theme	<b>Home Sweet Home</b>	<b>Potions, Explosions &amp; Dreams</b>	<b>A Moment In Time</b>
English	<p><b>Non-fiction:</b> Recount the Uley Legend of John Daniels the famous Gorilla</p> <p><b>Fiction:</b> Explore 'The land of make belief' including fairy tales &amp; nursery rhymes</p> <p><b>Poetry:</b> Explore pattern, sound &amp; sound in Firework poems</p>	<p><b>Non-fiction:</b> Recount the significant historical event 'The Great Fire of London'</p> <p><b>Fiction:</b> Exploring <i>Zog and the Flying Doctors</i> by Julia Donaldson, and writing our own adventure for the princess an unlikely doctor.</p> <p><b>Poetry:</b> Using our imagination we will invent a germ that needs causes terrible symptoms, and needs a rhyming potion as a cure.</p>	<p><b>Non-fiction:</b> Using the Tiny Seed and The Flower as inspiration we will write about plants including life cycles, and migration journeys.</p> <p><b>Fiction:</b> Starting with a WOW we have jumped into our own street paintings. We will be reading The Story Machine and continuing to explore our own creativity.</p> <p><b>Poetry:</b> Using the <i>The Tin Forest</i> as inspiration we will use our senses to write sound scape poems about different habitats.</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 potion recipes.</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; color: red;">Science</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>Knowledge:</b> Learning about Everyday materials such as wood, plastic, metal, water and rock. Naming materials objects are made and identifying their properties.</p> <p><b>Investigation Skills:</b> Exploring why materials are suitable for different purposes in a house e.g. glass for windows.</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 identify different features that categorise living creatures into mammals, and other groups. We will also learn what living things need to survive within their habitats and how animals adapt to survive in hostile environments.</p> <p><b>Investigation Skills:</b> Exploring how life often exists in cycles from life cycles to the water cycle and rock cycle.</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> Learning about Living Things and their habitats. We will study food chains in different habitats, including the Predator-Prey relationship. Knowing baby mammals resemble their adults we will look more closely life cycles where metamorphosis is present e.g. frogs. We will continue to explore adaptation to environment, and answer the question why do animals migrate?</p> <p><b>Investigation Skills:</b> Exploring how plants also observe a life cycle, and investigate the conditions under which seeds grow successfully.</p>
<p style="text-align: center; color: red;">History</p>	<p><b>Significant Event:</b> Using historical sources to learn about the, cause and effects, of Guy Fawkes actions.</p> <p><b>Chronological Order:</b> A Street in Time, how have our homes changed through the centuries?</p>	<p><b>Chronological Order:</b> Using timelines to sequence significant events in UK history including The Gun Powder plot, The Great Fire of London and the World Wars.</p> <p><b>Significant Event:</b> Using historical sources to sequence and retell The Great Fire of London. Discussing the impact this had on the spread on the spread of the Plague, and how it influenced the design of London streets afterwards.</p>	<p><b>Chronological order:</b> Exploring the concept of timelines and their purpose. Identify World, and UK events as well as the development of Clocks and methods of measuring time.</p> <p><b>Cause &amp; Effect:</b> Considering how life has changed with the invention of the modern day wrist watch, and digital clocks. How has this changed our daily lives?</p>
<p style="text-align: center; color: red;">Geography</p>	<p><b>Our local area:</b> Learning where our place is the Great Britain, and studying maps of our local area to identify physical and human features that shape the Uley landscape.</p>	<p><b>World habitats:</b> Linked to science we will be identifying the natural features of common world habitats including the animals and plants that form eco-systems within them.</p>	<p><b>World Weather:</b> Exploring the concept of time zones whilst identifying the location of the seven continents. Relating their weather conditions to the relative position to the equator.</p>
<p style="text-align: center; color: red;">Computing</p>	<p><b>E-safety:</b> <i>Staying Safe Online</i>, Agreeing class internet safety rules <i>Screen out the mean</i>, Learning what to do if you experience nasty comments online or by text.</p> <p>Linked to History we will explore how our homes have changed since the invention of electricity.</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:</b> Tuesday 5<sup>th</sup> February</p>	<p><b>E Safety:</b> <i>Keeping it private</i>, Understanding how to keep personal information safe when using technology.</p> <p><i>Sites I like</i>, using key words to find sites of with information relating to personal interests</p>

<b>D+T</b>	<b>Textiles:</b> Researching the Uley woollen mill industry before designing and making felt poppies.	<b>Moving Pictures:</b> linking to science we will be making moving pictures that depict how animals have adapted to polar, desert, rainforest, grassland and temporal habitats.	<b>Tick-Tock Clocks:</b> linking to history we will be making different clocks through the eras using a range of materials and joining techniques.
<b>Art</b>	<b>Roses and Castles:</b> Exploring one stroke painting techniques used to decorate traditional canal boat homes.  <b>Art Appreciation:</b> linked to Sheep project with a focus on <b>Van Gogh</b> .	<b>Surrealism:</b> Exploring self-expression through art by learning about Salvador Dali, and his influences. Using medium of collage to create individual unique silhouette portraits of ourselves. <b>Art Appreciation:</b> study <i>The Conductor</i> by Joan Miro	<b>Pictures and movement:</b> Study the processes used to create a range of animations including cartoon strips. Then we will then be creating a class animation of the Tin Forest using shadow puppets.
<b>Music</b>	<b>Singing in Unison:</b> Learn & sing in tune Maths songs such as double trouble. <b>Group Performance:</b> Take part in I-sing Pop Nativity as a whole school concert. <b>Music Appreciation:</b> listening to music composed by local musician Ralph Vaughan Williams.	<b>Playing Percussion:</b> Learning to about different Samba percussion instruments, and play in unison as a group. <b>Lead by specialist teacher Mr Evans.</b>  <b>Music Appreciation:</b> listening and responding to a collect of dream inspired music	<b>Composing &amp; Transcribing:</b> We will watch silent movies and explore how music can create atmosphere. We will then compose a short pattern that can accompany our own animation; this will be transcribed using symbols for long and short sounds.
<b>RE</b>	<b>The Christian Calendar:</b> Harvest, Advent, Remembrance & Christmas  <b>Creation:</b> <i>Who made the world?</i>  <b>Incarnation:</b> <i>Why does Christmas matter to Christians?</i>  <b>Christian Value:</b> Friendship ' <i>Encourage another and build each other up.</i> ' 1 Thessalonians 5.11	<b>The Christian Calendar:</b> Epiphany, Shrove Tuesday, Ash Wednesday, Lent, Mothering Sunday & Easter week.  <b>The Gospels:</b> <i>What was the good news Jesus brought?</i>  <b>Salvation:</b> <i>Why do Christians call the day Jesus died 'Good Friday'?</i>  <b>Christian Value:</b> Forgiveness: ' <i>Just as the lord has forgiven you, so you must forgive others</i> ' Colossians 3.13	<b>The Christian Calendar:</b> Ascension Day, Pentecost, & Trinity Sunday.  <b>Comparative Faith Week:</b> Exploring the Islamic faith  <b>Reflective Question:</b> <i>What does it mean to belong to a faith community?</i>  <b>Christian Value:</b> Generosity: ' <i>God loves a cheerful giver</i> '; 2 Corinthians 9.7

<p style="text-align: center; color: red; font-weight: bold;">PHSE</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>British Value: Mutual Respect</b> (<i>Social development linked to school value of Friendship</i>)</p> <p><b>Friendship &amp; Difference:</b> Exploring how friends and family care for each other, and how to work co-operatively with peers.</p> <p><b>Anti-Bullying Week:</b> 12<sup>th</sup> November '<i>Choose RESPECT!</i>' &amp;</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: Individual Liberty</b> (<i>Cultural development linked to school value of Wisdom</i>)</p> <p><b>Me and my community:</b> Learning about people's roles within our local the community, how they keep us safe and how they can help us.</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: Tolerance of others faiths and beliefs</b> (<i>Spiritual development linked to school value of Compassion</i>)</p> <p><b>Relationships &amp; Healthy Lifestyles:</b> Learning about how we grow and change as we get older both physically and emotionally. Exploring the importance of a balanced diet and exercise for good wellbeing.</p>
<p style="text-align: center; color: red; font-weight: bold;">PE</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>Be inspired...</b> <i>By Olympian value of Friendship - how does this help them reach their goals? Be the best you can be!</i></p>	<p><b>Gymnastics:</b> Learn a range of gymnastic skills including using equipment safely. Explore the importance of body control, balance and focus to create effective sequences.</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>Athletics:</b> Thursday PM</p> <p><b>Swimming:</b> Friday PM</p> <p><b>Be inspired...</b> <i>By our Value Athlete - find out how they reached their goals? Be the best you can be!</i></p>
<p style="color: red;">Enhancing the curriculum Visitors Trips</p>			