

## Class 2: Year 1 and 2

	Autumn 1 + 2 2021	Spring 1 + 2 2022	Summer 1 + 2 2022
Whole school theme	<b>Our British Roots...</b>	<b>The Street beneath our feet...</b>	<b>It's a Bugs Life!</b>
English	<p><b>Non-fiction:</b> 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> Explore 'The land of make belief' including fairy tales &amp; nursery rhymes.</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> Inspired by the Eden project "The Global Garden" we will write an explanation text titled "How to grow a book/ tyre/ jeans". Looking at the journey of natural raw material to product.</p> <p><b>Fiction:</b> Exploring stories related to how our environment supports our wellbeing: "The Tin Forest", "The Flower", "The Sky Garden", "The Promise" &amp; "The Invisible". Writing our own story to show plants can grow happiness.</p> <p><b>Poetry: Studying</b> "The Lost Words" we learn about poetry presentation. Focusing on effective word choices we will write our own sense poetry inspired by our classroom view. Before writing a Narrative Poem documenting environmental change based on "The Window"</p>	<p><b>Non-fiction:</b> Reading about Edward Jenner we learn about his contributions to developing the first ever vaccine which cured "Smallpox". We will design our own viruses, and produce texts to explain their symptoms. After which we will write instructions to administer a cure.</p> <p><b>Fiction:</b> Exploring stories related to mini-beasts "The Bog baby" and "King of Tiny Things" we will be inspired to write our own stories that show the importance of living things having the right habitat to thrive.</p> <p><b>Poetry:</b> Inspired by the "Ugly Bug Ball" we will compose performance poetry that include rhythm and rhyme.</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> Using tally skills to track our progress in <b>Active Ten</b>. How far will we make it across the UK?</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 capacity to explore changes in daily rain fall.</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> Building bar charts to show the change in daily length over the months of the year</p>	<p><b>Number:</b> Continue to study numbers and the number system introducing fractions of both shapes and amounts. Developing our knowledge of language of the four calculation rules as well as mental and written methods. Applying their knowledge and proving their understanding.</p> <p><b>Measures:</b> we will learn to use measuring equipment for length, capacity and weight. Using these skills to solve practical problems.</p> <p><b>Geometry:</b> we will be learning both the properties of 2D and 3D shapes including sorting by these.</p> <p><b>Statistics:</b> we will use Carroll and Venn diagrams to sort animals by different characteristics. (science links)</p>

<p style="text-align: center; color: red; font-weight: bold;">Science</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>Living things &amp; plants:</b> Learning about plants and their life cycles. Identifying and naming a variety of common wild and garden plants, including deciduous and evergreen trees.. Observing and describing how seeds and bulbs grow into mature plants. Exploring the conditions they need for survival</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 observe day length days, and explore how this relates to our position on the globe.</p> <p><b>Investigation Skills:</b> we will learn to collect and interpret data sets: <i>Where on the school field do the most daisies grow?</i></p>	<p><b>Living things and their habitats:</b> Learn about different plants and animals; where they live and why? Including exploring local microhabitats and mini-beasts. Looking at life cycles, predator -prey relationship and simple food chains within these environments.</p> <p><b>Seasonal Changes:</b> Continue to observe how our seasons' change as we enter summer. In particular observe how our weather becomes warmer as we orbit closer to the sun.</p> <p><b>Investigation Skills:</b> use the outdoor environment to develop our observation, questioning and evaluation skills as we explore Bug Life!</p>
<p style="text-align: center; color: red; font-weight: bold;">History</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>Historical Enquiry:</b> <i>How did the significant event "The Battle of Hastings" shape our British Monarchy?</i></p> <p><b>Famous Person:</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): Archaeologist for a day ...</b> starting by setting up our dig sites we will learn about the tools and processes of exploring the world beneath our feet. After which 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 a wide range of time lines including those that show Environmental Development.</p> <p><b>Significance &amp; interpretation (concept): Famous People...</b> looking Biographies as a historical source we will learn more about our LLF ambassadors. Considering the contribution different sources such as pictures/ music recording can add to teaching us about famous people.</p>	<p><b>Cause &amp; Effect (concept): Famous People...</b> studying the life of significant local person Edward Jenner who contributed nationally to the removal of small pox by inventing a vaccine. Relating this to current situation of the spread of Moneypox and how with modern medical procedures we can stop the spread of diseases more effectively.</p>

Geography	<p><b>Maps &amp; mapping:</b> Learning at the compass points North, East, South and West. Give directions around Fairy Tale maps, and designing own fictional map including a key.</p>	<p><b>Fieldwork &amp; Investigation (skill):</b> <b>Weather Watchers</b>...Observing local weather changes over time. Setting up our own class chart and identifying patterns. Monitoring our outdoor environment by looking at ariel photos and mapping the school field in order to investigate growth of plants over time.</p>	<p><b>Weather patterns:</b> identify different weather conditions in the UK. Link these to the seasons and monitor daily weather in Uley, UK</p> <p><b>Maps &amp; Mapping:</b> Use simple compass directions (N, S, E &amp; W) and locational language to describe the position of features on a map. Draw own maps to show where our Bug Hotels are located.</p>
Computing	<p><b>Computing:</b> Basics of Coding</p> <p><b>E-safety:</b> <i>Staying Safe Online</i>, Agreeing class internet safety rules</p>	<p><b>Computing:</b> Grouping and Sorting</p> <p><b>E-safety:</b> <i>Screen out the mean</i>, Learning what to do if you experience nasty comments online or by text.</p> <p><b>Day: 09<sup>th</sup> February 2022</b></p>	<p><b>E Safety:</b> Understanding how to keep personal information safe when using technology. Exploring which key words are effective when using the internet to find information, for example learning about bugs and their habitats.</p>
D+T	<p><b>Structures &amp; Buildings:</b> Developing our joining and construction skills to build to design build and evaluate our own castles to defend Britain. Drawing upon historical designs and our knowledge of materials</p>	<p><b>Measuring Equipment:</b> <i>Rain, Rain Go Away!</i> Linked to our geography work we will be exploring instruments for measuring weather changes, designing, making and evacuating our own</p>	<p><b>Bug Hotels:</b> Build bug hotels using a range of eco-friendly materials. Position these in the school grounds and see who comes to visit us.</p>
Art	<p><b>Portraits: Origins of family Portraits</b> Studying the Monarchy we will explore the concept of family portraits. Mastering line drawing skills to create own portraits.</p>	<p><b>Famous Artist:</b> using historical sources to learn about the life and works of <b>Van Gogh</b>. We will explore his inspiration and how his work changed with his mood. Then we will develop our line drawing and painting skills to create our own version of "<b>The Sunflower</b>".</p>	<p><b>Drawing:</b> Create Self-portraits that reflect how we have matured as learners throughout this academic year, and represent our individual characters.</p> <p><b>Collage:</b> Learn about the techniques <b>Eric Carle</b> uses to illustrate books such as the Hungry Caterpillar. Explore using different papers including tissue to create texture before creating their own bug image.</p> <p><b>Art Appreciation:</b> Study artist <b>Henri Matisse</b> looking at how his style of art changed has he became older, and commenting on the famous collage 'The Snail'.</p>

<p style="text-align: center; color: red;"><b>Music</b></p>	<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>Listening &amp; Responding:</b> We will be listening to a range of music across the centuries. We will be using our knowledge of music rhythm, pace, tempo, beat, pitch and dynamics to describe how the style of famous composers music changes through time.</p>	<p><b>Composing, &amp; Performing:</b> using un-tuned instruments to explore different pitch, timbre and dynamics. Compose own Bug music to accompany our performance poetry.</p>
<p style="text-align: center; color: red;"><b>RE</b></p>	<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> Trust</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' Philippians 4:13</i></p>	<p><b>The Christian Calendar:</b> Ascension Day, Pentecost, &amp; Trinity Sunday.</p> <p><b>Comparative Faith:</b> Judaism <i>Who is Jewish and how do they live?</i></p> <p><b>Christian Value:</b> Truthfulness <i>'Tell the Truth to each other.' Zechariah 8:16</i></p>
<p style="text-align: center; color: red;"><b>PHSE</b></p>	<p><b>Be the Best you can be...</b></p> <p><b>Theme 1:</b> Inspirational People</p> <p><b>Theme 2:</b> Targets &amp; Goals</p> <p><b>British Value:</b> Mutual Respect <i>(Social development linked to school value of Friendship)</i></p> <p><b>Me &amp; my relationships:</b> Discussing a what makes an Ideal Classroom for learning. Developing an understanding of how a "Growth Mind-set" helps us learn!</p> <p><b>Valuing Difference:</b> Exploring the meaning of kindness and learning to identify others actions towards us as unkind, teasing or bullying (<b>Anti-Bullying Week:</b> 15<sup>th</sup> November 2021)</p>	<p><b>Be the Best you can be...</b></p> <p><b>Theme 3:</b> Paralympic &amp; Olympic Values Be inspired by our LLF Athlete.</p> <p><b>British Value:</b> Individual Liberty <i>(Cultural development linked to school value of Wisdom)</i></p> <p><b>Wellbeing focus:</b> Learning new things <i>(linked to school value of Wisdom)</i></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></p> <p><b>Theme 5:</b> Personal Growth through challenging Comfort Zone and developing Resilience</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>Rights &amp; Responsibilities:</b> Learning ways I can look after myself and the environment around me. Knowing how to handle and care for money wisely.</p> <p><b>Growing &amp; Changing:</b> Looking at how our bodies change as we grow from being a toddler to school</p>

			child. Being able to label the body including private parts and knowing how to ask an adult for help.
PE	<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 that 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>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>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> Developing underpinning skills of different movements including running and hopping, changing both pace and direction appropriately. Learning to throw accurately towards a target and to participate in relay races. (Monday PM)</p>
Enhancing the curriculum Visitors Trips		Library visit	