

Curriculum overview 2023-24 Year 1/2		Topic Under The Sea	Spring TERM 2024
English	<p><u>Class text</u>- Jack and the Flum Flum Tree by Julia Donaldson TALK 4 Writing Unit Letter Writing.</p> <p><u>Class text</u>- Meerkat mail</p> <p><u>Poetry</u>- writing and performing.</p> <p><u>Class text</u>-Where the wild things are- (the beating the monster tale)- recipes.</p>	<p><u>Grammar-Yr2</u> Continue use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Identifying and using different sentences types, questions, commands, statements and questions. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as -ful, -less. Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p> <p><u>Spellings</u> - Adding -es to nouns and verbs ending in -y, Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it, Adding the endings - ing, -ed, -er, -est and -y to words ending in -e with a consonant before it, Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter and Homophones and near-homophones. Common exception words by working through the spelling lists that are sent home.</p> <p><u>Grammar -Yr1</u>- Continue to practise using capital letters, full stops, question marks and exclamation marks to demarcate sentences. Beginning to use various sentence starters and to add detail to simple sentences. Identify nouns, verbs and adjectives.</p> <p><u>Spellings</u>- To continue to work through the common exception words as well as Phase 5 sounds on Phonics Bug.</p>	
Maths	<p>Year 1 –</p> <p><u>Multiplication and Division</u>- Count in 2's, 5's and 10's, recognise and add equal groups, make arrays, make doubles and make equal groups by grouping and sharing.</p> <p><u>Length and height</u> – Comparing length and heights, measure lengths, using a ruler, adding and subtracting length problems.</p> <p><u>Fractions</u>- Recognise and find half of an object or shape, recognise and find a half of a quantity, recognise and find a quarter of an object or shape, recognise and find a quarter of a quantity.</p> <p><u>Mass and capacity</u>- Know and use the words heavier and lighter, measure and compare mass, know and use the words full and empty, compare volume, measure and compare capacity.</p> <p><u>Time</u>- Know and use the words before and after, days of the week and the months of the year, hours minutes and seconds, tell the time to the hour and to the half hour.</p> <p>Year 2 –</p> <p><u>Multiplication and Division</u> – Recognise equal groups, make and add equal groups. Multiplication sentences using the x symbol and from pictures, use arrays, 2, 5 and 10 times tables, making equal groups by sharing and grouping, odd and even numbers, dividing by 2, 5 and 10.</p> <p><u>Length and height</u> – measure in centimetres and metres, compare and order lengths and heights, use the four operations with lengths and heights.</p> <p><u>Fractions</u> – Make equal parts, recognising and finding a half, a quarter and third, unit fractions and non-unit fractions, Equivalent of a half, find three quarters, count in fractions and problem solving with fractions.</p> <p><u>Mass, capacity and temperature</u>- compare mass, measure in grams and kilograms, four operations with mass, compare volume and capacity, measure in litres and millilitres, four operations with volume and capacity, temperature.</p> <p><u>Time</u>- O'clock and half past, quarter past and quarter to, tell the time past the hour, tell the time to the hour, tell the time to 5 minutes, minutes in an hour, hours in a day.</p>		
Science	<p><u>Year 1 and 2 – Seasonal changes</u> The children will learn about the weather associated with each season and how daylight hours vary. Pupils will reflect on activities that they do at different times of the year and appropriate clothing to wear. The children will consider the impact of the seasons on plants and animals.</p> <p><u>Year 1 – Everyday materials</u> Pupils will learn to identify and name various natural and man-made materials. The children will develop their vocabulary when describing the properties of different materials. Through practical work, the children will test the properties of materials to see if they are magnetic, waterproof or can float. The highlight of</p>		

	<p>this topic will be building houses for the three little pigs. Will the houses be strong enough to withstand the wolf's huffing and puffing?</p> <p><u>Year 2 – Uses of everyday materials</u> Pupils will compare the suitability of different materials for particular uses. The children will also explore how the shape of some solid objects can be changed by squashing, bending, twisting and stretching. Through experiments, the children will test the properties of materials to see which are the most absorbent, strong and rigid. One of the most exciting experiments may prove to be one that involves testing balls to find out which is the bounciest.</p>
Art/DT	<p><u>Free Standing Structures (Junk Modelling)</u>- Develop, model and communicate their ideas through talking, mock-ups and drawings, plan by suggesting what to do next, select and use tools, skills and techniques, explaining their choices, explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings, evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.</p> <p><u>Landscapes and Cityscapes Art</u>- Use colour, texture, pattern and line, to create landscapes and cityscapes in a range of materials. Describe the work of at least two artists and think about the similarities and differences. Artist focus: Claude Monet and Vincent Van Gogh.</p>
PE	<p><u>Football</u>- Keeping control of the ball, finding a space and keeping moving with the ball. Passing - Passing the ball, receiving the ball, teamwork and using the space. Shooting - Power shots, finesse shots, balance, using arms, controlling the ball and looking ahead. Turning and tricks - Using 3 turns to keep possession of the ball. Shooting - aiming at a target, aiming into a space, stopping the ball.</p> <p><u>Fundamental movement skills (skipping)</u> – perform basic skipping skills, develop coordination in skipping, understand the concept of rhyming and timing in skipping, participate in skipping games, explore creative variations in skipping.</p> <p><u>Throwing and Catching</u>- roll a ball and stop the ball, aiming the ball and hitting a target, catch objects of varying sizes and shapes, move and position themselves to catch the ball, bounce a ball and catch it and bounce to a partner and use these skills within games.</p> <p><u>Bat and Ball</u>- hold a racket correctly, balance varying shapes and sizes on a racket, hit a ball with control towards a target, hold a cricket bat correctly, use a cricket bat to hit a ball.</p>
Humanities	<p><u>Geography-</u></p> <p><u>Oceans and Continents</u>- Identify and name the 5 oceans and the 7 continents, learn more about specific continents and create a fact file this will include the countries, animals, religions, culture, food etc. They will then look at how this is similar and different to their own life. Ask geographical questions to find out about places and begin to give reasoning.</p> <p><u>Maps/Compass</u>- Compare different types of map, explain a range of key features of maps. Use compass directions to describe how to move around a map and then plan a route using key vocabulary, positional and directional language. Compare aerial and ground level view photographs, begin to locate some of the world's major seas. Make comparisons between features of different places and how this relates to our local area.</p> <p><u>Year 2 country comparison</u>- Develop global awareness and cultural understanding. Identify and name different countries, recognizing their diversity in terms of geography, culture, and language and then to compare the different countries to our own and to our local area.</p>
Computing	<p><u>Programming Scratch</u> - learn to program a character to move across the computer screen. Resizing, choosing backgrounds, changing directions and creating mini computer games.</p> <p><u>Painting</u> -learn to use a simple painting program to paint with different colours and brushes, create shapes, fill areas, undo and redo and add text.</p>
Music	<p><u>Music express</u> –</p> <p>Seasons; Singing with expression, paying attention to the pitch shape of the melody, using sign language in a song, accompanying a song with vocal and instrumental ostinato. Identifying rising and falling pitch. Listening and responding to pitch changes with movements and singing with expression and paying attention to the pitch shape of the melody.</p> <p>Weather; Performing a rhythmic chant and playing an independent rhythm pattern to accompany it, listening in detail to a piece of orchestral music. Performing an updated version of a traditional nursery rhyme with a rap section</p>

	<p>included and accompanying a song with three different repeated word patterns. Composing music to illustrate a story.</p> <p>BBC Music Traditional Tales: Journey through Musical Storyland, where children's favourite fairy tales and traditional folktales are re-imagined with magical music performed by musicians of the BBC Philharmonic Orchestra. Listen and identify different instruments, use their voices expressively and creatively by singing songs and speaking chants and rhymes, play tuned and untuned instruments musically, listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
RE	<p><u>Discovery RE</u> – Jesus as Friend. Was it always easy for Jesus to show friendship?</p> <p><u>Understanding Christianity</u> – Salvation. Why does Easter matter to Christians?</p>
PHSE	<p><u>Keeping myself safe</u> – Keeping healthy, sleeping well, keeping safe around others, internet safety, how to feel safe, keeping secrets.</p> <p><u>Rights and responsibilities</u> –Around school, looking after money, taking care of things, basic first aid, getting on with others, dealing with emotions, feeling safe, looking after the environment,</p>
Enrichment	<p>Easter; St George's day; Fairtrade; World Book Day; Sport/comic relief; spirituality day; trips; Growth Mindset-Going for Goals</p>