

| Curriculum overview 2019-20 Year 1/2 | Topic The Sky's the Limit! | Spring TERM |
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| English | <p><u>Class text</u>- Jack and the Flum Flum Tree by Julia Donaldson Journey story with rhyming text. <u>Class text</u>- Jack and The Beanstalk Fairy tales- comparing versions. <u>Class text</u>- Plants Non-chronological report.</p> <p><u>Class Story</u>- The Bear, The boy and The Boat. James and The Giant Peach.</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 <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. <u>Spellings</u>- To continue to work through the common exception words.</p> |
| Maths | <p>Inspire Maths: Year 1 – <u>Numbers to 20</u> – Counting to 20, place value, comparing numbers, order and pattern. <u>Addition and Subtraction within 20</u> – Ways to add and subtract, solving word problems. <u>Length</u> – Comparing objects, using a start line, measuring things, finding lengths in units. <u>Mass</u> – Comparing things, finding the masses of things, finding mass in units. <u>Picture Graphs</u> – Collecting and organising data. Answering questions on data.</p> <p>Inspire Maths: Year 2 – <u>Money</u> – Getting to know our money, exchanging money, working out the amount of money. Adding and subtracting in pence, adding and subtracting in pounds, solving word problems. <u>Multiplication and Division</u> – How to multiply and divide. Multiplying by 2, 3, 4, 5, and 10. <u>Length</u> – Measuring and comparing in metres, measuring and comparing in centimetres, Addition and subtraction of length, multiplication and division of length. <u>Mass</u> – Measuring and comparing in kilograms, measuring and comparing in grams, Addition and subtraction of mass, multiplication and division of mass.</p> | |
| Science | <p><u>Everyday materials</u> – Year 1 – Distinguishing between an object and the material from which it is made. Identifying and naming a variety of everyday materials and describing physical properties. Comparing and grouping materials. Year 2 – Identifying and comparing the suitability of a variety of everyday materials. Finding out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <u>Plants</u> - Year 1 – Identifying, naming and describing the basic structure of a variety of plants, including trees. Year 2 – Observing and describing how seed and bulbs grow into mature plants. Finding out and describing how plants need water, light and a suitable temperature to grow and stay healthy. <u>Working scientifically</u> - Both year groups – Answering simple questions, observing closely, performing simple tests, identifying and classifying, using observations and ideas to suggest answers, gathering and recording data to help answer questions.</p> | |
| Art/DT | <p><u>Painting and Printing</u> - Colour Chaos;- learning about the colour wheel, primary and secondary colours. Mixing paint to create given and new colours. Using everyday objects such as vegetables and sponges to print repeating patterns. Artist focus ; Mondrian, Paul Klee and Wassily Kandinsky.</p> <p><u>Mechanisms</u>– Moving Pictures; exploring pop up and moving books. Experimenting with different levers, pulleys and flaps made of paper and card. Design a moving picture based on a fairy tale. Create the moving picture and share with Reception.</p> | |

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| PE | <p><u>Gymnastics</u>- Building on last terms skills, putting together sequences of hanging, climbing and rolling. Next focus; Revising the skill of jumping with control in different ways which will then progress on to using the springboard and vaulting on to and then over boxes.</p> <p><u>Dance</u> – Country Dancing. Following instructions, learning different dance moves, dancing in time with the music, working as a group, performing to others.</p> <p><u>Throwing and Catching Skills</u>- using the new Bee Netball resources for KS1.</p> <p>Passing the ball effectively to a partner. Receiving the ball successfully from a partner. Aiming for a target above the ground. Working with a partner to move the ball across the court. Learning to move the ball away from a defender.</p> <p><u>Attacking and Defending</u> – passing and receiving a ball, defending a goal or space, indicating their intentions to their teammates, attempting to evade defenders, identifying strengths and areas that they could improve.</p> |
| Humanities | <p><u>Geography</u> - Let's Go to China! Describe where China is located in relation to other places in the world. Draw a map of China with some physical and human features. Describe human and physical features of China and begin to give the location of some of these features. Define 'culture' and give a range of aspects of their own culture. Understand the importance of farming in China and explain how rice is grown and produced. Ask geographical questions to find out about places and begin to give reasoning.</p> <p><u>History</u>- Explorers ;What makes a person significant in history? Talk about what they know about great explorers. Know how some of these great explorers have helped us to understand more about the world and beyond. Talk about the differences and similarities in the experiences of the great explorers studied. Have an understanding of the chronology of the historical periods in which the explorers lived.</p> |
| Computing | <p><u>Coding</u>- continue to learn to program a character to move across the computer screen. Resizing, choosing backgrounds, changing directions and creating mini computer games.</p> <p><u>E safety</u> -learning to explore the internet safely. Being aware of who they are talking to online and protecting their identity. Being aware of strangers online.</p> |
| Music | <p><u>Music express</u> -Travel to Tanzania; exploring patterns of physical movement in a game song and responding with movement. Using simple musical vocabulary to describe music. Preparing and improving a performance using movement, voice and percussion. Using instruments expressively and understanding notation.</p> <p><u>BBC Music</u>- Jack and the Beanstalk. In this unit we will be focusing on breathing, posture, articulation, sound projection as well as high/low/different paces and timbre. The class will be singing songs in unison, call and response and rounds.</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>Feelings and emotions</u> – How they are feeling, How they make others feel, Their special people, Being a good friend, All being happy, Fun or not?</p> <p><u>Valuing differences</u> – An act of kindness, What makes us who we are.</p> |
| Enrichment | <p>E safety day; Easter; St George's day; Fairtrade; World Book Day; Sport/comic relief; spirituality day; trips; Growth Mindset-Going for Goals</p> |