

Year 1 and 2 Year B		
Spring Term 2 nd Half 5 and a half weeks		
Key Content	Year 1 Skills	Year 2 Skills
<p>Writing</p>	<p>Genre: Retelling a story NARRATIVE WRITING</p> <ul style="list-style-type: none"> Write or retell a story that includes characters; setting(s); and a beginning, a middle and an appropriate end to events of the story in proper sequence. Write a descriptive paragraph using sensory language. Create a title that is relevant to the narrative. <p>Link to Charlie and the Chocolate Factory</p> <p>Genre: Non-Chronological Report CONDUCTING RESEARCH</p> <ul style="list-style-type: none"> Gather information from experiences or provided text sources. <p>INFORMATIVE/EXPLANATORY WRITING</p> <ul style="list-style-type: none"> Write about a topic, including beginning and ending sentences, facts and examples relevant to the topics and specific steps (if writing explanatory text). <p>Non-chronological report about the rainforest</p>	<p>COMPOSITION</p> <p>-Write Sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense <p>-Discuss what they have written with the teacher or other pupils</p> <p>-Read aloud their writing clearly enough to be heard by their peers and the teacher</p> <p>SPELLING</p> <ul style="list-style-type: none"> Spell words containing each of the 40+ phonemes already taught Spell common exception words Spell the days of the week Naming the letters of the alphabet in order Using letter names to distinguish between alternative spellings of the same sound Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs Add prefixes and suffixes using the prefix un- Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words: e.g. helping, helped, helper, eating, quicker, quickest Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far <p>HANDWRITING</p> <ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly Form lower-case letters in the correct direction, starting and finishing in the right place with the correct relative size Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <p>VOCABULARY</p> <ul style="list-style-type: none"> Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words <p>GRAMMAR</p> <ul style="list-style-type: none"> Develop their understanding of the concepts set out in English Appendix 2 by: joining words and joining clauses using and <p>PUNCTUATION</p> <ul style="list-style-type: none"> Capital letters, full stops, question marks and exclamation marks to demarcate sentences
<p>Writing</p>	<p>COMPOSITION</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes <p>-Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about encapsulating what they want to say, sentence by sentence writing down ideas and/or key words, including new vocabulary <p>-Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) <p>-Read aloud what they have written with appropriate intonation to make the meaning clear</p> <p>SPELLING</p> <ul style="list-style-type: none"> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones Learning to spell common exception words distinguishing between homophones and near-homophones Learning the possessive apostrophe (singular): e.g. the girl's book Learning to spell more words with contracted forms Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far <p>HANDWRITING</p> <ul style="list-style-type: none"> Consistently Form lower-case letters of the correct size relative to one another Secure the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Use spacing between words that reflects the size of the letters <p>VOCABULARY</p> <ul style="list-style-type: none"> Use expanded noun phrases to describe and specify: e.g. the blue butterfly <p>GRAMMAR</p> <ul style="list-style-type: none"> Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Use sentences with different forms: statement, question, exclamation, command Use the present and past tenses correctly and consistently including the progressive form Use some features of written Standard English 	<p>COMPOSITION</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes <p>-Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about encapsulating what they want to say, sentence by sentence writing down ideas and/or key words, including new vocabulary <p>-Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) <p>-Read aloud what they have written with appropriate intonation to make the meaning clear</p> <p>SPELLING</p> <ul style="list-style-type: none"> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones Learning to spell common exception words distinguishing between homophones and near-homophones Learning the possessive apostrophe (singular): e.g. the girl's book Learning to spell more words with contracted forms Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far <p>HANDWRITING</p> <ul style="list-style-type: none"> Consistently Form lower-case letters of the correct size relative to one another Secure the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are 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			PUNCTUATION <ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).
Key Vocab	Year 1: Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, noun, verb, clause, adjective, Label Caption Sentence Year 2: Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, contraction, comma, paragraphs, dialogue Explanation: introductory statement, sequenced, conclusion, simple present tense, conjunctions that signal time, causal conjunctions Narrative: entertain, opening, setting, characters, build up, complication resolution and ending, first/third person, past tense, chronological, conjunctions that signal time, dialogue, adjectives, precise nouns, expressive verbs,		
Maths	Year 1 <ul style="list-style-type: none"> Time Calculation strategies within 50 Year 2 <ul style="list-style-type: none"> Exploring calculation strategies through measures Money Time 	Unit 1: Time <ul style="list-style-type: none"> tell the time to the hour and half past the hour and draw the hands on a clock face to show these times recognise and use language relating to dates, including days of the week, weeks, months and years compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds) sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] Unit 2: Calculation strategies within 50: <ul style="list-style-type: none"> represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 50, including zero read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ Multiplication tables focus: <ul style="list-style-type: none"> Focus on counting in multiples of 5 up to 60, linking with knowledge of counting in 10s. Continue to develop fluency of counting in 2's and 10's. 	Unit: Exploring calculation strategies through measures <ul style="list-style-type: none"> recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods Unit: Money (calculation links) <ul style="list-style-type: none"> recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change Unit: Time <ul style="list-style-type: none"> tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times know the number of minutes in an hour and the number of hours in a day Compare and sequence intervals of time Multiplication tables focus: <ul style="list-style-type: none"> Recall multiples of 5 up to 12x5 in any order, including missing numbers and related division facts. Recall multiples of 2 up to 12x2 in any order, including missing numbers and related division facts with growing fluency
Key Vocab	Year 1 Unit 1: months of the year, seasons: spring, summer, autumn, winter, weekend, month, year, earlier, later, first, midnight, date, how long ago? how long will I be to...? how long will it take to...? how often? always, never, often, sometimes, usually, once, twice, half past, quarter past, quarter to, clock face, hour hand, minute hand, hours, minutes Unit 2: Addition, near double, half, halve, subtract, equals, is the same as, number bonds/pairs, missing number Year 2 Unit 1: one hundred more, one hundred less, number facts, tens boundary, Addition, near double, half, halve, subtract, equals, is the same as, number bonds/pairs, missing number, one digit, two digit Unit 2: Change, dear, costs more, cheap, costs less, cheaper, costs the same as, how much...? how many...? Total, Addition, near double, half, halve, subtract, equals, is the same as, bought, sold Unit 3: Fortnight, 5, 10, 15... minutes past, digital, analogue, timer, months of the year, seasons: spring, summer, autumn, winter, weekend, month, year, earlier, later, first, midnight, date, how long ago? how long will I be to...? how long will it take to...? how often? always, never, often, sometimes, usually, once, twice, half past, quarter past, quarter to, clock face, hour hand, minute hand, hours, minutes		
Reading	FICTION STORIES/Non-fiction <ul style="list-style-type: none"> Charlie and the Chocolate Factory (Roald Dahl) The Wolf and the Seven Little Kids (Brothers Grimm) The Ugly Duckling (Hans Christian Andersen) AESOP's FABLES <ul style="list-style-type: none"> The Hare and the Tortoise KEY POEMS <ul style="list-style-type: none"> The Pasture (Robert Frost); I Know All the Sounds the Animals Make (Jack Prelutsky) See Medium Guided Reading Plans for an overview of the texts that children will be reading each week. SAYINGS AND PHRASES <p>Become familiar with the following sayings and phrases:</p> <ul style="list-style-type: none"> Let the cat out of the bag. Many hands make light work. [Connection to 'The Boy at the Dike'] 	FLUENCY <p>Use phonic knowledge as a primary approach to reading:</p> <ul style="list-style-type: none"> Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing Grapheme-Phoneme Correspondences that have been taught Read common exception words, noting unusual correspondences between spelling and sound at Phase 5 L&S or equivalent Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings Read other words of more than one syllable that contain taught GPCs at Phase 5 L&S or equivalent Read words with contractions: e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words at age-appropriate level (Phase 5 L&S level or equivalent) 	FLUENCY <p>Continue to apply phonic knowledge and skills as the route to decode words:</p> <ul style="list-style-type: none"> Decoding has become embedded and reading is fluent at Phase 6 L&S or book band level white or equivalent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes e.g. enjoyment, sadness, careful, hopeless, badly. Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word, reading almost all common exception words noting unusual correspondences: e.g. mind, pretty, prove, would, whole (see Appendix 1: Spelling pg 59). Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

		<ul style="list-style-type: none"> ➤ Re-read these books to build up their fluency and confidence in word reading ➤ Checking that the text makes sense to them as they read and correcting inaccurate reading <p>WIDTH OF READING (SHARED READING) Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ➤ Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently, Contributing relevant ideas and thoughts to discussion ➤ Being encouraged to link what they read or hear read to their own experiences identify basic similarities and differences between their own experience and that of story characters and demonstrates understanding through talk or role play: e.g. I've got a dog too, I've been to the castle/beach/city. ➤ Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics e.g. what typically happens to good and bad characters, differences between story settings. ➤ Recognising and joining in with predictable phrases e.g. identifies and says 'Then I'll huff, and I'll puff and I'll blow your house down'. ➤ Learning to appreciate rhymes and poems, and to recite some by heart e.g. Pupil comments on rhymes, word choice, humour, favourite poems. Usually joins in with reciting some by heart. <p>COMPREHENSION (VIPERS in Guided Reading) Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ➤ Discussing word meanings, linking new meanings to those already known draw on their existing vocabulary to speculate on the meaning of new words they encounter and explain the link they have noticed: e.g. Pupil knows the meaning of tooth and brush and reads compound word toothbrush <p>Inference:</p> <ul style="list-style-type: none"> ➤ Making inferences on the basis of what is being said and done e.g. Pupil identifies who is speaking in a story: 'It must be Mr Gumpy who tells them to come for a ride another day because it is his boat. <p>Prediction:</p> <ul style="list-style-type: none"> ➤ Predicting what might happen with responses linked closely to the story characters, plot and language read so far: e.g. Mr Gumpy is saying yes to everyone and telling them all to behave themselves but I think some of them won't be able to be good all the time. <p>Explanation:</p> <ul style="list-style-type: none"> ➤ Explain clearly their understanding of what is read to them, expressing views about events or characters in the story <p>Retrieval:</p> <ul style="list-style-type: none"> ➤ Drawing on what they already know or on background information and vocabulary provided by the teacher, asking and answering 'how' and 'why' questions about what they have read and know where to look for information ➤ Discussing the significance of the title and events e.g. explaining why 'We are Going on a Bear Hunt' is a good title because the children looked and looked everywhere for bears. <p>Sequence:</p> <ul style="list-style-type: none"> ➤ Participate in discussion about what is read to them, remembering significant events/key information and usually follows the agreed rules for effective discussion with a partner 	<ul style="list-style-type: none"> ➤ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ➤ Re-read these books to build up their fluency and confidence in word reading ➤ Can monitor their reading, checking that words they have decoded make sense and fit in with what they have already read and self-correcting <p>WIDTH OF READING Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ➤ Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. ➤ Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales and is able to recount details of them ➤ Recognising simple recurring literary language in stories and poetry e.g. identifying rhyming words and alliteration in poetry. ➤ Continuing to build up a repertoire of poems learnt by heart (approx. 10), appreciating these and reciting some, with appropriate intonation to make the meaning clear ➤ Understand that non-fiction books that are structured in different ways <p>COMPREHENSION (VIPERS in Guided Reading) Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ➤ Discussing and clarifying the meanings of words, linking new meanings to known vocabulary: e.g. painkiller, blackberry, invisible. ➤ Discussing their favourite words and phrases and give reasons for their choice: e.g. 'I like the word 'magical' because it means the story might have spells and wizards in it!' <p>Inference:</p> <ul style="list-style-type: none"> ➤ Making inferences on the basis of what is being said and done e.g. Great Aunt Al offers to pay for Sophie to have riding lessons so she must be a generous person. ➤ Regularly use inferences when answering and asking questions. <p>Prediction:</p> <ul style="list-style-type: none"> ➤ Predicting what might happen with responses linked closely to the story characters, plot and language read so far: e.g. I think Sophie is going to get all mucky because she gets too close to the animals <p>Explanation:</p> <ul style="list-style-type: none"> ➤ Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves <p>Retrieval:</p> <ul style="list-style-type: none"> ➤ Drawing on what they already know or on background information and vocabulary provided by the teacher to answer 'how' and 'why' retrieval questions, orally explaining how they know this <p>Sequence:</p> <ul style="list-style-type: none"> ➤ Discussing the sequence of events in books and how items of information are related ➤ Participate in discussion about books, poems and other works that are read to them contributing ideas and thoughts to discussion, remember significant events/key information and usually follow the agreed rules for effective discussion without support working in a group of 4-6
Key Vocab	<p>Sayings and Phrases</p> <ul style="list-style-type: none"> • April showers bring May flowers. The early bird gets the worm. • Title Author Illustrator Blurb Page Fairytale Fable Story Nursery Rhyme Traditional Tale Contents Index Glossary Sub-Heading Poem Comprehension Beginning, middle, end Setting* Description* Characters* highlighting definition • Understand the names for characters, including heroines and heroes. Recognise terms in drama, including actor, actress, script, costume, scenery, props, theatre, stage, audience and applause. 		

Science	<p>LIVING THINGS AND THEIR ENVIRONMENTS Teachers: Introduce the idea of interdependence between living things and their environment.</p> <p>A. HABITATS</p> <ul style="list-style-type: none"> Living things live in environments to which they are particularly suited. Specific habitats and what lives there, for example: <ul style="list-style-type: none"> Rainforests The food chain: a way of picturing the relationships between living things <ul style="list-style-type: none"> Animals: big animals can be eaten by little ones, big animals die and are eaten by little ones. <p>Taking care of the Earth</p> <ul style="list-style-type: none"> Identify the importance of conservation: some natural resources are limited, so people must be careful not to use too much of them. For example: logging and subsequent reforestation. Recognise practical measures for conserving energy and resources. For example: turn off unnecessary lights, tightly turn off taps, etc. Understand that some materials can be recycled. For example: aluminium, glass and paper. Become aware that pollution be harmful but, if people are careful, they can help reduce pollution. For example, littering, smog, water pollution Identify the importance of conservation: some natural resources are limited, so people must be careful not to use too much of them. For example: logging and subsequent reforestation.. 	<ul style="list-style-type: none"> Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including micro-habitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
Key Vocab	Recycling Conservation Forests Animals, trees, hiking, woods, wood, furniture, houses, chairs, tables, paper, air, fresh, planting, logging, water, tap, waste, recycling centre, cans, glass, plastic, pollution	

Year 1 /2 A	Year 1/2 Year B		
	Spring Term 2 nd Half		
	Key Knowledge	Year 1 Skills	Year 2 Skills
History	None this half term		
Geog.	<p>UNITED KINGDOM Use a map of the UK.</p> <ul style="list-style-type: none"> Name and locate the continent, country and county in which you live. Name and locate England, Scotland, Wales and Northern Ireland. <p>Understand important features of the UK</p> <ul style="list-style-type: none"> Identify and describe some geographical differences between England, Scotland, Wales and Northern Ireland. <p>Identify the Union flag, the Pride flag and Norfolk's flag and their component parts.</p> <p>WORLD GEOGRAPHY Teachers: In Year 1/2, children continue their study of the world around them and then broaden and complement that focus; the study of geography expands on the concepts of spatial sense, maps of the school setting, and the globe.</p> <p>GLOBE/WORLD MAP AN OVERVIEW OF THE SEVEN CONTINENTS</p> <ul style="list-style-type: none"> Differentiate between land and sea using a globe Locate the seven continents, the North and South Poles, the Pacific and Atlantic oceans Find the equator, the northern hemisphere, the southern hemisphere Understand direction: north, south, east and west. Identify the seven continents and describe unique geographical attributes of each continent including animals, plants, cities, landscape features, famous people and famous buildings <p>South America and Caribbean link to the rainforest</p>	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - begin to name and locate the world's seven continents and five oceans. 	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country. Name and locate the world's seven continents and five oceans.
Art	<p>III. ELEMENTS OF ART: COLOUR, SHAPE AND TEXTURE Teachers: The generally recognised elements of art include line, shape, form, space, light, texture, and colour. In Year 1 the children should have studied Colour and Line. In Year 2 build on these by examining the following:</p> <p>A. COLOUR Teachers: Review, if necessary, 'warm' and 'cool' colours from Year 1.</p> <ul style="list-style-type: none"> Primary colours: 	<ul style="list-style-type: none"> Developing/ Applying Ideas he/she can show her ideas/imagination through drawing, painting and sculpture and produce simple designs. Painting he/she can hold a brush correctly and use different types and sizes of brush. Painting he/she can mix colours and describe how to make them. Independent Artist he/she can begin to recall all the equipment needed for an art session. 	<ul style="list-style-type: none"> Developing/ Applying Ideas he/she can show her ideas/imagination through drawing, painting and sculpture and produce simple designs. Painting he/she can control paint and water to mix paint of different thicknesses. Painting he/she can load a brush with the correct amount of paint and choose the correct brush size.
	Earth Globe Continent Climate Ocean Southern Hemisphere Northern Hemisphere Equator Diverse Peninsula, boundary, equator, hemisphere, climate. north, south, east, west globe, Pacific, Atlantic oceans Continents Map Location Compass Key Navigate		

	<ul style="list-style-type: none"> • Know that red, yellow and blue are commonly referred to as the primary colours, meaning they are colours that cannot be made from mixing other colours together • Mixing primary colours—know that: <ul style="list-style-type: none"> • Blue + yellow = green • Blue + red = purple • Red + yellow = orange • Secondary colours: <ul style="list-style-type: none"> • Know that green, purple and orange (colours made from mixing primary colours) are commonly referred to as the secondary colours • Observe and discuss the use of colour in: <ul style="list-style-type: none"> • Claude Monet, <i>The Beach at Trouville</i>, 1870 (The National Gallery, London) • James A. McNeill Whistler, <i>Arrangement in Grey and Black No. 1</i> (also called 'Portrait of the Artist's Mother'), 1871 (Musée d'Orsay, Paris) <p>SHAPE Recognise basic geometric shapes—square, rectangle, triangle, circle, oval—in nature, man-made objects, and artworks including:</p> <ul style="list-style-type: none"> • Pablo Picasso, such as his images of Sylvette David from 1954 (various) • Leonardo da Vinci's <i>Vitruvian Man</i> of 1492 (Gallerie dell'Accademia, Venice) • Alexander Calder, such as <i>Standing Mobile</i> of 1937 (Tate Modern, London) • David Hockney, <i>The Road to York Through Sledmere</i>, 1997 (artist's collection, on view Royal Academy of Arts, London, 2012) • Wassily Kandinsky, <i>Black and Violet</i>, 1923 	<ul style="list-style-type: none"> ➤ Independent Artist he/she can help prepare and clear away her paint area. ➤ Art in Context/History he/she can describe differences and similarities between drawings, paintings and sculptures by well-known artists and designers. ➤ Art in Context/History he/she can describe how her own work is similar and/or different to the work of well-known artists and designers. 	<ul style="list-style-type: none"> ➤ Independent Artist he/she can begin to recall all the equipment needed for an art session. ➤ Independent Artist he/she can help prepare and clear away her paint area. ➤ Art in Context/History he/she can describe differences and similarities between drawings, paintings and sculptures by well-known artists and designers. ➤ Art in Context/History he/she can describe how her own work is similar and/or different to the work of well-known artists and designers.
Vocab	Primary colours. tint shade geometric shape organic shape		
DT	<p>FOOD TECHNOLOGY</p> <ul style="list-style-type: none"> • Pupils work in groups to follow a recipe for rainbow fruit kebabs • Pupils identify where in the world each fruit has been grown • Pupils prepare and weigh equal amounts of each fruit before putting together to make kebabs 	<ul style="list-style-type: none"> ➤ Food he/she can name foods from each section of the EatWell plate and understands they should eat at least 5 portions of fruit and veg each day. ➤ Food he/she understands that food comes from plants and animals and has to be farmed, grown or caught. 	<ul style="list-style-type: none"> ➤ Food he/she can use the right tools to peel, grate and chop. ➤ Food he/she can read a simple scale to measure and weigh out ingredients.
Music	<p>I. ELEMENTS OF MUSIC Through participation become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).</p> <ul style="list-style-type: none"> • Recognise a steady beat, move to a beat, play a steady beat, recognise accents. • Move responsively to music (marching, walking, hopping, swaying, etc.). • Recognise short and long sounds. • Discriminate between fast and slow. • Discriminate between obvious differences in pitch: high and low. • Discriminate between loud and soft. • Understand that melody can move up and down. • Hum the melody while listening to music. • Echo short rhythms and melodic patterns. • Play simple rhythms and melodies. • Recognise like and unlike phrases. • Recognise that music has timbre or tone colour. • Sing unaccompanied, accompanied and in unison. <p>WORKS OF MUSIC</p> <ul style="list-style-type: none"> • Become familiar with the following works and their composers: Victor Herbert, 'March of the Toys' from Babes in Toyland • Richard Rodgers, 'March of the Siamese Children' from The King and I • Camille Saint-Saëns, Carnival of the Animals <p>NOTATION Understand that music is written down in a special way and become familiar with the following notation:</p>	<ul style="list-style-type: none"> ➤ Composing he/she use short given patterns in his/her compositions ➤ Composing he/she can say what they like and do not like about other's performances. ➤ Performing he/she can make and change sound on an instrument both tuned and untuned creating both long and short sounds ➤ Listening and Context he/she can identify a beat and join in. <p>Songs to be learnt: Pop Goes the Weasel; The Muffin Man</p>	<ul style="list-style-type: none"> ➤ Composing he/she can use given symbols to record long and short sounds. ➤ Composing he/she can say what they like and do not like about other's performances. ➤ Performing he/she can perform to an audience and improve his/her performance by practising ➤ Listening and Context he/she can identify the mood of a piece of music. ➤ Listening and Context he/she can explain to another which of two sounds is higher or lower. <p>Songs to be learnt: Pop Goes the Weasel; The Muffin Man</p>

	<ul style="list-style-type: none"> • Crotchet: one single beat • Minim: the length of two crotchet beats • Semi-breve: a long note <p>Notation to be learnt whilst following Blown Away Recorder 1 – Introducing C and High D</p>			
Computing	<p>Content : We are photographers(Picture Editing using Picasso or Plixlr)</p> <ul style="list-style-type: none"> • Use a digital camera (iPad camera) to take digital photos • Edit and enhance their photos (using pic collage) <p>Online Safety: We are good digital citizens (Links with Computing and pictures)</p>	<ul style="list-style-type: none"> ➤ Recognise common uses of information technology beyond school ➤ Use technology purposefully to create, organise, store, manipulate and retrieve digital content. ➤ Use technology safely and respectfully. 	<ul style="list-style-type: none"> ➤ Recognise common uses of information technology beyond school ➤ Use technology purposefully to create, organise, store, manipulate and retrieve digital content. ➤ Use technology safely and respectfully. 	
RE	<p>Christianity:</p> <ul style="list-style-type: none"> • To understand that Jesus is special to Christians and how his welcome to Palm Sunday shows this. 	<ul style="list-style-type: none"> • Tell the Easter story up to Palm Sunday. • Explore why Jesus was welcomed like a king by the crowds on Palm Sunday. • Consider whether Jesus left as a king. 	<ul style="list-style-type: none"> • Tell the Easter story up to Palm Sunday. • Explore why Jesus was welcomed like a king by the crowds on Palm Sunday. • Consider whether Jesus left as a king. 	
PE	<ul style="list-style-type: none"> • Send and Receive and Fitness (2) • Fitness & Gymnastics(1/2) • Gym & Send and Receive (1) 	<p>Gym – Year 1 unit</p> <ul style="list-style-type: none"> ➤ To explore travelling movements using the space around you ➤ To develop quality when performing gymnastics shapes ➤ To develop stability and control when performing balances ➤ To develop technique and control when performing shape jumps ➤ To develop technique in the barrel, straight and forward roll ➤ To build strength and begin to take body weight on hands ➤ To explore key skill on apparatus showing quality, control and balance ➤ To link gymnastic actions to create a sequence 	<p>Send and Receive – Year 1/2 unit</p> <ul style="list-style-type: none"> ➤ To roll a ball towards a target ➤ To be able to track and receive a rolling ball ➤ To be able to stop, send and receive a ball with your feet ➤ To develop sending and receiving with your feet ➤ To develop throwing and catching skills ➤ To send and receive a ball using a stick ➤ To send and receive a ball using a racket 	<p>Fitness - Year 1/2 unit</p> <ul style="list-style-type: none"> ➤ To understand how to run for longer periods of time without stopping ➤ To develop co-ordination through hula hoop skills ➤ To develop co-ordination and timing when jumping in a long rope ➤ To develop individual skipping ➤ To take part in a circuit to develop stamina, co-ordination and agility ➤ To explore exercises that use own body weight ➤ To develop ABC agility, balance and co-ordination
MFL	Colours: yellow, green and blue			
PHSE	<ul style="list-style-type: none"> • Safeguarding/Online: We are good digital citizens (Links with Computing and pictures) • Safeguarding/Fire Service: Fire Safety • Environment/Go-givers: Litter: The Picnic • Character/Go-givers: Lesson: Difficult Decisions • Health/Go-givers: How do you feel today? 			