

Class 1 YR, Y1 and Y2

YEAR B Key skills

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Through The Keyhole Homes</p> <p>Where do I live?</p> <p>What type of house do I live in, Is it old or new?</p> <p>What different types of houses are in our village?</p> <p>What are other peoples' homes like?</p> <p>What were homes like long ago?</p>	<p>Through the Keyhole Town and Country</p> <p>What was 'The Great Fire of London?'</p> <p>What were the houses made of and how were they built?</p> <p>Why did the fire spread so quickly?</p> <p>How do we know so much about the fire?</p> <p>Who was Guy Fawkes and what did he do?</p>	<p>Pole to Pole North</p> <p>Skills and knowledge needed</p> <p>What is this place like?</p> <p>Where is this place?</p> <p>Who lives here?</p>	<p>Pole to Pole South</p> <p>Skills and knowledge needed</p> <p>What is it like to live here?</p> <p>How does human activity affect the climate?</p>	<p>Digging it Minibeasts</p> <p>Key skills and knowledge needed</p> <p>What are mini-beasts?</p> <p>Where do minibeasts live and why?</p> <p>Knowledge of natural habitats</p> <p>Understanding of a sustainable world eg no plastics in minibeast habitats</p>	<p>Digging it</p> <p>Skills and knowledge needed</p> <p>What do plants need to grow?</p>

Maths –.	<p>White Rose</p> <p>Place value</p> <p>Y1 numbers to 20</p> <p>Y2 Numbers to 100</p> <p>Addition and subtraction</p> <p>Y1 numbers within 20</p> <p>Y2 numbers within 100</p>	<p>White Rose</p> <p>Money</p> <p>Place value</p> <p>Y1 to 50</p> <p>Y2 Multiplication</p>	White Rose	White Rose	White Rose	White Rose
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<p>English</p> <p>SPAG taught weekly</p> <p>Phonics taught daily</p>	<p>Genres:</p> <p>Labels, lists and captions</p> <p>Stories with familiar settings</p> <p>Fairy tales the 3 little pigs and alternative re-tellings.</p> <p>SPAG :</p> <p>Y1 - How words combine to make sentences.</p> <p>Letter formation.</p> <p>Finger spaces.</p> <p>Capital letters, full stops.</p> <p>Y2 – Present tense.</p> <p>Past tense. Capital letters, full stops.</p> <p>Letter formation</p>	<p>Genres:</p> <p>Town Mouse and country mouse</p> <p>Diary writing or newspaper article. Samuel Pepys.</p> <p>SPAG :</p> <p>Y1 –Letter formation.</p> <p>Capital letters, full stops</p> <p>Sequencing sentences to make short narratives.</p> <p>Y2 – Expanded noun phrases. Capital letters, full stops, question marks, exclamation marks.</p>	<p>Genres:</p> <p>Information texts</p> <p>Lost and Found</p> <p>Journey stories</p> <p>SPAG :</p> <p>Y1 –</p> <p>Question marks, exclamation marks. Capital letters – pronouns (and names).</p> <p>Joining sentences – ‘and’.</p> <p>Letter formation.</p> <p>Y2 – commas in a list.</p> <p>Sentences with different forms.</p> <p>Co-ordination and subordination</p>	<p>Genres:</p> <p>Stories from other cultures</p> <p>Handas surprise</p> <p>Meerkat Mail</p> <p>Post cards</p> <p>SPAG :</p> <p>Y1 – prefix – un</p> <ul style="list-style-type: none"> - S, es for plurals. - Adding ed, er, ing. <p>Y2 – Apostrophes for contractions.</p> <ul style="list-style-type: none"> - Suffixes - ness, er. Ful, less. Er, est. <p>Continuous verb forms.</p> <p>Adverbs.</p>	<p>Genres:</p> <p>Eric Carle stories</p> <p>Anansi the spider</p> <p>Explanations How do bees make honey?</p> <p>How do spiders spin a web?</p> <p>Animal riddles. (links with science)</p> <p>SPAG : (Revision and consolidation)</p> <p>Y1 – Letter formation and letter size.</p> <p>Adjectives.</p> <p>Adventurous vocabulary.</p> <p>Y2 – joined handwriting.</p> <p>Adventurous vocabulary.</p> <p>Further spelling rules (e.g. tion).</p>	<p>Genres:</p> <p>Thumbelina – fairy stories</p> <p>Poetry</p> <p>SPAG: (Revision and consolidation)</p> <p>Y1 - Letter formation and letter size.</p> <p>Adjectives.</p> <p>Adventurous vocabulary.</p> <p>Y2 – joined handwriting.</p> <p>Adventurous vocabulary.</p> <p>Further spelling rules (e.g. tion).</p>
<p>Science</p>	<p>Seasonal Changes:</p> <p>Observe changes across the four seasons</p> <p>Everyday materials / Use of everyday materials</p> <p>Naming, describing and comparing everyday materials.</p>	<p>Seasonal Changes:</p> <p>Observe changes across the four seasons</p> <p>Christmas cooking-changes in materials</p> <p>Materials and their properties - homes</p>	<p>Animals including humans</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals – grouping and classify</p>	<p>Seasonal Changes:</p> <p>Observe changes across the four seasons</p> <p>Animals including humans</p> <p>Describe how animals obtain their food from plants and other animals, food chains and sources of food.</p>	<p>Living things and their habitats</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Explore and compare the differences between things that are dead, living and</p>	<p>Seasonal Changes:</p> <p>Observe changes across the four seasons</p> <p>Plants:</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of</p>

	<p>Consider the suitability of different materials for different purposes.</p> <p>Can the shape of materials change when twisted, squashed etc?</p> <p>Working Scientifically: Asking simple questions and recognising that they can be answered in different ways. Identifying and classifying. Using their observations and ideas to answer questions. Gathering and recording data to help in answering questions</p>		<p>Adaptations for different habitats</p> <p>Notice how animals have offspring and how they grow</p>		<p>things that have never been alive.</p> <p>Working Scientifically: Observing closely using simple equipment Performing simple tests Identifying and classifying. Using their observations and ideas to answer questions.</p> <p>Gathering and recording data to help in answering questions.</p>	<p>common flowering plants, including trees.</p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Working Scientifically: Observing closely using simple equipment Performing simple tests Identifying and classifying. Using their observations and ideas to answer questions. Gathering and recording data to help in answering questions.</p>
RE	<p>Harvest</p> <p>Who is Jewish and how do they live?</p>	Who is Jewish Part 2	What does it mean to belong to a faith community?	What do Christians believe God is like?	Who do Christians say made the world?	How should we care for the world and for others, and why does it matter?
PE	Multiskills / basic skills	Gymnastics	Dodgeball Swimming	Multiskills / basic skills	Team games	Team games
Computing	<p>Computing networks</p> <p>IT around us Y2</p> <p>-To recognise the uses and features of information technology</p>		<p>Creative media Y2</p> <p>-To make choices when taking a photograph</p> <p>-To describe what makes a good photograph</p>		<p>Programming Y2</p> <p>-To make choices when taking a photograph</p> <p>-To describe what makes a good photograph</p>	<p>Data and Information Y2</p> <p>-To recognise that we can count and compare objects using tally charts</p> <p>-To recognise that objects can be represented as pictures</p>

	<ul style="list-style-type: none"> -To identify the uses of information technology in the school -To identify information technology beyond school -To explain how information technology helps us -To explain how to use information technology safely -To recognise that choices are made when using information technology 		<ul style="list-style-type: none"> -To decide how photographs can be improved -To use tools to change an image -To recognise that photos can be changed 		<ul style="list-style-type: none"> -To decide how photographs can be improved -To use tools to change an image -To recognise that photos can be changed 	<ul style="list-style-type: none"> -To create a pictogram -To select objects by attribute and make comparisons -To recognise that people can be described by attributes -To explain that we can present information using a computer
Topic	<p>Art</p> <p>BE AN ARCHITECT Exploring architecture and creating architectural models.</p> <p>D.T. design a dream house. Look at architects work.</p> <p>History</p> <p>Changes within living memory.</p>	<p>Art</p> <p>D.T structures strength of houses- 3 little pigs.</p> <p>Vehicles for the town mouse and country mouse (mechanisms)</p> <p>Christmas craft - textiles</p> <p>History</p> <p>Events beyond living memory.</p> <p>Poppy Day</p> <p>Great Fire of London</p> <p>Gunpowder plot</p>	<p>Art</p> <p>EXPLORING THE WORLD THROUGH MONO PRINT</p> <p>Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership</p> <p>Geography</p>	<p>Art</p> <p>African Art. Using a range of materials.</p> <p>Make an African mask.</p> <p>D.T. Food- Chocolate</p> <p>Or Fruit from Handa's surprise</p> <p>Geography</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the U.K.</p>	<p>ART</p> <p>EXPLORE & DRAW Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.</p> <p>Matisse snail.</p> <p>Texture, collage.</p> <p>Eric Carle style.</p> <p>Geography</p>	<p>Art</p> <p>Sculpture – wire</p> <p>Illustration – Victorian botanists.</p> <p>David Wojtowycz</p> <p>DT - structures</p>

	<p>Looking at their own homes timeline and those in the village.</p> <p>How have houses changed over time? identify similarities and differences between ways of life in different periods.</p> <p>Geography</p> <p>Identify seasonal and daily weather patterns in the UK.</p> <p>Children’s addresses</p>	<p>Geography</p> <p>Use basic geographical vocabulary to describe human and physical features of the town and country.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <p>Use world maps, atlases and globes to locate the U.K. and it’s countries.</p>	<p>Seasonal and daily weather patterns</p> <p>Name and locate the worlds 7 continents and 5 oceans</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the U.K. and of a small area in a contrasting non-European country</p> <p>Compass NSEW</p>	<p>and of a small area in a contrasting non-European country.</p> <p>Use aerial photographs and plan perspectives to identify landmarks and physical and human features and devise a simple map and construct basic symbols in a key.</p> <p>Name and locate the 4 countries of the U.K and it’s capital cities.</p>	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	
Music	<p>Music to match a home. What would these people be listening to?</p> <p>Ukele. Piano keys on a keyboard.</p>	<p>Continue from last term and Christmas themed music and songs.</p>	<p>Rhythm using a drum (Rachael’s book)</p> <p>Make a skin drum.</p> <p>Traditional songs</p> <p>Traditional Dance (BBC Bitesize)</p>	<p>African dance and instruments.</p> <p>African music.</p> <p>Drumming workshop</p>	<p>Incey Wincey spider</p> <p>The Ugly bug ball</p> <p>Movement for minibeasts to music</p> <p>Musical instruments that represent sounds of minibeasts slow/quick</p>	
PHSE (Jigsaw) and British Values	<p>Being in My World</p>	<p>Celebrating Difference</p>	<p>Dreams and Goals</p>	<p>Healthy Me</p>	<p>Relationships</p>	<p>Changing Me</p>

