

Class 1 YR, Y1 and Y2

YEAR A Key skills

| Subject | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---------|--|---|---|---|---|--|
| | <p>Minibeasts</p> <p>Challenge: “Use what you have learnt about minibeasts to create minibeast habitat in the woods” (Could be done as part of forest school)</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>Cutting, joining skills for making a shelter</p> <p>Knowledge of different materials</p> | <p>Egyptians</p> <p>Challenge: As part of forest school, make a giant pyramid. Inscribe the inside of the pyramid with meaningful hieroglyphics. Make and try some Egyptian food.</p> <p>Skills and knowledge needed</p> <p>Understanding of what pyramids are and why were they built and by whom?</p> <p>How are pyramids built?</p> <p>What materials were used and why?</p> <p>What are hieroglyphics? What did they tell us?</p> <p>What food did Egyptians eat? How do we know?</p> <p>Cooking skills</p> | <p>Dinosaurs</p> <p>Challenge: To create an accurately scaled dinosaur small world in a box.</p> <p>Skills and knowledge needed</p> <p>What dinosaurs look like.</p> <p>What did dinosaurs eat?</p> <p>What was their habitat like?</p> <p>To use a variety of materials.</p> <p>To use clay.</p> <p>To understand relative sizes.</p> <p>To know the landscape in pre-historic times</p> | <p>Space</p> <p>Challenge: Art focus – creating a class solar system from paper Mache balloons to hang from the ceiling, using knowledge learnt about the appearance of the planets.</p> <p>Skills and knowledge needed</p> <p>What does each planet look like? How do we know?</p> <p>Space travel to see what planets look like – link with moon landings</p> <p>Using paper Mache to build models</p> <p>Accurate painting of planets from known information</p> | <p>Around the world</p> <p>Challenge: Creating a class book about the different continents including animals that live there, climate, geography and famous facts. (Compile throughout the term and share finished piece in Golden book assembly)</p> <p>Skills and Knowledge needed</p> <p>Knowing how many continents there are</p> <p>Finding out about different continents and their main features</p> <p>Knowing which animals live in which continent</p> <p>Developing knowledge of animal habitats</p> <p>Writing a non-fiction text</p> <p>Presentations skills in writing, drawing and word processing</p> | <p>Seaside holidays</p> <p>Challenge: To design and plan a trip to the seaside and create a low mileage picnic item to take on a trip.</p> <p>Skills and knowledge needed</p> <p>What are food miles?</p> <p>Where do different types of food come from?</p> <p>Where are our favourite food items made or grown? (link to display with giant world map).</p> <p>Revision of the world’s continents.</p> <p>Know about changes to seaside holidays over the years</p> <p>Calculate cost of a school trip</p> <p>Decide when is the best time for a trip and why.</p> <p>To research information using the internet</p> |

| | | | | | | |
|---|---|---|--|--|--|--|
| <p>Maths –.</p> | <p>Year 1:</p> <ul style="list-style-type: none"> - Number: Place value. (within 10) - Number: addition and subtraction. (within 10) - Geometry: shape. <p>Year 2:</p> <ul style="list-style-type: none"> - Number: Place value. - Number: addition and subtraction. <p>Days of the week, times of the day, ordering and sequencing.</p> | <p>Year 1:</p> <ul style="list-style-type: none"> - Number: addition and subtraction. (within 10) - Number: Place value (within 50) Just the multiples of 2, 5 and 10 part. - Number: Place value (within 20) - Number: Multiplication and division. <p>Year 2:</p> <ul style="list-style-type: none"> - Number: addition and subtraction. - Number: Multiplication. - Number: Division. (start) | <p>Year 1:</p> <ul style="list-style-type: none"> - Number: addition and subtraction. (within 20) - Number: Place value (within 50) Rest of unit. - Measurement: Length and height. - Number: Fractions. <p>Year 2:</p> <ul style="list-style-type: none"> - Measurement: Money. - Number: Division. (finish) - Number: Fractions. <p>Measurement: length and height.</p> | <p>Year 1:</p> <ul style="list-style-type: none"> - Time - Measurement: weight and volume. - Place value to 100. <p>Year 2:</p> <ul style="list-style-type: none"> - Measurement: time. - Statistics. - Geometry: Properties of shape. - Calculation strategies | <p>Year 1:</p> <ul style="list-style-type: none"> - Geometry: Position and direction. - Measurement: money <p>Year 2:</p> <ul style="list-style-type: none"> - Geometry: Position and direction. <p>Measurement: mass, capacity and temperature</p> | <p>Year 1 and Year 2:</p> <p>Revision and consolidation.</p> <p>Year 1: Problem solving and efficient methods.</p> <p>Year 2: Problem solving and efficient methods.</p> |
| <p>English</p> <p>SPAG taught weekly</p> <p>Phonics taught daily</p> | <p>Genres:</p> <p>Story – familiar setting.</p> <p>Poetry.</p> <p>Non-Chronological reports.</p> <p>Lists</p> <p>SPAG :</p> | <p>Genres:</p> <p>Setting descriptions.</p> <p>Instructions.</p> <p>Postcard.</p> <p>Letter</p> <p>SPAG :</p> <p>Y1 –Letter formation.</p> <p>Capital letters, full stops</p> | <p>Genres:</p> <p>Non-Chronological reports.</p> <p>Traditional stories.</p> <p>Character / dinosaur descriptions.</p> <p>SPAG :</p> <p>Y1 –</p> | <p>Genres:</p> <p>Descriptive writing.</p> <p>Postcards from a planet.</p> <p>Diary.</p> <p>Lists.</p> <p>Fantasy story.</p> <p>SPAG :</p> <p>Y1 – prefix – un</p> | <p>Genres:</p> <p>Recount (trip).</p> <p>Stories from different cultures.</p> <p>Animal riddles. (links with science)</p> <p>SPAG : (Revision and consolidation)</p> <p>Y1 – Letter formation and letter size.</p> | <p>Genres:</p> <p>Postcard</p> <p>Information leaflet.</p> <p>Summer / seaside poems.</p> <p>SPAG: (Revision and consolidation)</p> <p>Y1 - Letter formation and letter size.</p> <p>Adjectives.</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>Sequencing sentences to make short narratives.</p> <p>Y2 – Expanded noun phrases. Capital letters, full stops, question marks, exclamation marks.</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>- S, es for plurals.</p> <p>- Adding ed, er, ing.</p> <p>Y2 – Apostrophes for contractions.</p> <p>- Suffixes - ness, er. Ful, less. Er, est.</p> <p>Continuous verb forms.</p> <p>Adverbs.</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>Adventurous vocabulary.</p> <p>Y2 – joined handwriting.</p> <p>Adventurous vocabulary.</p> <p>Further spelling rules (e.g. tion).</p> |
| Science | <p>Seasonal changes – Autumn.</p> <p>Animals including humans (insect focus)</p> | <p>Seasonal changes – Winter Year 1</p> <p>Everyday materials</p> | <p>Living things and their habitats</p> | <p>Seasonal changes – Spring.</p> | <p>Animals including humans</p> | <p>Year 1 changes – Summer</p> |
| RE | <p>1.6 Who is Muslim and how do they live? (Part 1)</p> | <p>1.3 Why does Christmas matter to Christians?</p> | <p>1.6 Who is Muslim and how do they live? (Part 2)</p> | <p>1.5 Why is Easter important to Christians?</p> | <p>1.4 What is the good news Christians believe Jesus brings?</p> | <p>1.8 What makes some places sacred to believers?</p> |
| PE | <p>Multiskills / basic skills</p> | <p>Gymnastics</p> | <p>Dodgeball</p> <p>Swimming</p> | <p>Multiskills / basic skills</p> | <p>Team games</p> | <p>Team games</p> |
| Computing | <p>Internet safety</p> <p>Using technology in class</p> | <p>Using technology</p> | <p>Simple programming</p> | <p>Using technology</p> | <p>Revision of internet safety from the Autumn term.</p> | <p>Internet research</p> |
| Topic | <p>Art – accurate minibeasts models / sculpture.</p> <p>...still life drawing</p> | <p>Art – making paper and hieroglyph work</p> <p>History</p> <p>the lives of significant individuals (Egyptians</p> | <p>History / Geography</p> <p>...events beyond living memory that are significant nationally or globally.</p> <p>Geography</p> | <p>History</p> <p>---the lives of significant individuals in the past</p> <p>Geography</p> <p>...Aerial photographs what do they tell us?</p> | <p>Art</p> <p>Art from different cultures</p> <p>Geography Compare a continent / country chosen to relate to Miserden.</p> | <p>DT</p> <p>design and make a low food mile snack</p> <p>Geography</p> |

| | | | | | | |
|---|---|--|--|--|--|---|
| | Geography – using maps and DT – creating structures | History (mini-topic – Remembrance day) ... | Using fictional maps – use basic geographical vocabulary to refer to: Music – Dinosaur songs Art ... to use drawing and sculpture | | Music – select music from different cultures of continents studied. Compare and replicate. | where does food come from, food miles and transport. History ..changes within living memory Music –Seaside songs and music |
| Music Based on Charanga Music | Hey You | Little Angel gets her wings | Round and round | Glockenspiel stage 1 | I want to play in a band | Songs from the summer play |
| PHSE (from pink curriculum) | Wonderful me! | Anti-Bullying and Equalities Scheme | Make me a Superhero – Resilience | Drugs education | Keeping Myself Safe | Relationships education. |
| British values | Self-knowledge, self-esteem and self-confidence. tolerance and harmony | responsibility initiative, and contribute respect | Self-knowledge, self-esteem and self-confidence. tolerance and harmony | Right from wrong and to respect the civil and criminal law of England. | Self-knowledge, self-esteem and self-confidence. | Self-knowledge, self-esteem and self-confidence. respect |