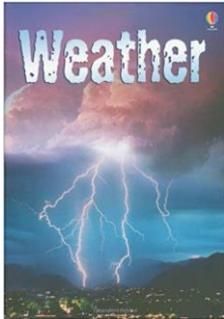


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Our Wonderful World (1 st Half Term)			
Subject: What is wonderful about the weather in our World?			
Topic Texts	Knowledge (What do you want children to know at the end)	Skills (From skills ladders)	Enrichment Opportunities
 <p style="text-align: center; color: blue;">Cloud lesson (Literacy Shed)</p> 	<p>English Genres: Narrative (Different Stories by same author. Adventure Stories) Non-Fiction Non-chronological reports (linked to Humanities topic) Poetry (Weather)</p> <ul style="list-style-type: none"> • Word Reading • Comprehension • Transcription • Handwriting • Composition • Vocabulary, Grammar and Punctuation 	<p>English Word - Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs Sentence - Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) - Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] - How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Text - Correct choice and consistent use of present tense and past tense throughout writing - Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>] Punctuation - 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 [for example, <i>the girl's name</i>]</p>	<p>Contact local weather presenters with questions</p> <p style="text-align: center;">BBC's Shefali Oza ITV's Des Colman @Descolemanweather</p> <p style="text-align: center;">Create green screen weather forecast</p>
	<p>Maths Multiplication and Division</p>	<p>Maths Develop fluency with multiplication and division facts for the 2, 5 and 10 times tables.</p>	

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	<p>Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign.</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</p> <p>Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p>	<p>Read, write and interpret mathematical statements involving multiplication (×), division (÷) and the equals sign (=).</p> <p>Represent and make connections between these tables using concrete objects and pictures.</p> <p>Connect the 10 times table to their understanding of place value (eg, that 3 tens are equal to 30).</p> <p>Solve problems either relating to the grouping and sharing of discrete and continuous quantities, or show that multiplication is the same as repeated addition or that the multiplication of two numbers can be done in any order (commutative) but that division of one number by another cannot.</p> <p>Begin to relate these problems to fractions and measures (eg, $40 \div 2 = 20$, 20 is a half of 40).</p> <p>Use commutativity and inverse calculations to develop multiplicative reasoning (eg, $4 \times 5 = 20$ and $20 \div 5 = 4$).</p>	
<p style="text-align: center;">Non-Fiction Weather texts</p>	<p>Science (Whole Term)</p> <p>To distinguish between an object and the material from which it is made</p> <p>To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>To describe the simple physical properties of a variety of everyday materials</p> <p>To compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>To explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent.</p> <p>To explore and experiment with a wide variety of materials, including for example: brick, paper, fabrics, elastic, foil.</p> <p>To work scientifically by: performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for ear muffs</p>	<p>Science (Whole Term)</p> <p>Ask questions about the world around us.</p> <p>Recognise that they can be answered in different ways</p> <p>Observe and identify, compare and describe.</p> <p>Use simple features to compare objects, materials and decide how to sort and group them.</p> <p>Observe closely, using simple equipment.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>To observe changes over time and, with guidance, begin to notice patterns and relationships.</p> <p>To say what I am looking for and what I am measuring.</p> <p>To know how to use simple equipment safely.</p> <p>Use simple measurements and equipment with increasing independence (eg hand lenses and egg timers)</p> <p>Begin to progress from non-standard units, reading mm, cm, m, ml, l, °C</p> <p>Perform simple tests.</p> <p>To discuss my ideas about how to find things out.</p> <p>To say what happened in my investigation.</p>	
	<p style="text-align: center;">Traction Man Adventure series</p>		



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	<p>To work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.</p> <p>To observe changes across the four seasons and describe weather associated with the seasons and how day length varies.</p>	<p>Record and communicate their findings in a range of ways. Can show my results in a table Talk about what they have found out and how they found it out. To say what happened in my investigation. To say whether I was surprised at the results or not. To say what I would change about my investigation.</p> <p>Use simple scientific language and some science words. Use comparative language – rougher, smoother etc</p>	
	<p>Geography To use atlases and globes to identify UK and its countries. To identify daily weather patterns in the context of the weather of the UK To identify daily weather patterns in the UK (on going) To understand seasonal weather patterns in context of weather of the UK To name and locate the world's seven continents. To identify the location of hot and cold areas of the world in relation to the equator and North/South Poles To use Ariel photographs and plan perspectives to recognise landmarks and basic human and physical features To use basic geographical vocabulary to refer to key human and physical features. To understand the human/physical geography of a cold area of the world.</p>	<p>Geography Use maps and globes to locate the UK. Be able to identify the 4 countries and label the capital cities. Study pictures/videos of two differing localities, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? Draw pictures to show how places are different and write comparatively to show the difference. Express own views about a place, people and environment. Use both maps and globes, identify the coldest places in the world – The North and South pole, related to their study of the Arctic. Make predictions about where the hottest places in the world are? Children to identify the equator and locate the places on the Equator which are the hottest. Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	
	<p>Art To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, in the context of creating a landscape.</p>	<p>Art Record and explore ideas from first hand observations</p>	



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	<p>To use colour and pattern to create a landscape. To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, in the context of learning about Metzinger. To describe the work of the artist, Metzinger.</p>	<p>Ask and answer questions about the starting points for their work Develop their ideas – try things out, change their minds Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work <u>Colour</u> Identify primary colours by name Mix primary shades and tones</p>	
	<p>Design and Technology To explore what windmills are and how they are used. To explore ways of making strong bases. To explore how to make sails for windmills. To be able to design your own windmill. To be able to follow a plan to make a windmill. To be able to evaluate your finished windmill.</p>	<p>Design and Technology Use simple design criteria to help develop their ideas. Generate ideas by drawing on their own experiences. Use knowledge of existing products to help come up with ideas. Develop and communicate ideas by talking and drawing. Model ideas by exploring materials, components, constructions kits and by making templates and mock- ups. Use information and communication technology, where appropriate, to develop and communicate their ideas. Selects from a range of tools, materials and components according to their characteristics. Explains their choices. Measures, marks out, cuts and shapes a range of materials and components. Assembles, joins and combines materials and components. Begins to use finishing techniques, including those from art and design. Talk and write about how to make their products better.</p>	
	<p>Music (Whole Term) Hands Feet Heart</p>	<p>Music (Whole Term) Identify the pulse in music. Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud</p>	



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	<p>World Music Charanga Scheme</p>	<p>and quiet), tempo (fast and slow) and pitch (high and low).</p> <p>Carefully choose sounds to achieve an effect (including use of ICT).</p> <p>Order sounds to create an effect (structure-beginnings/endings).</p> <p>Create short musical patterns.</p> <p>Create sequences of long and short sounds-rhythmic patterns (duration).</p> <p>Control playing instruments so they sound as they should.</p> <p>Use pitch changes to communicate an idea. Start to compose with two or three notes</p>	
	<p>Computing</p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content relating to weather</p> <p>To recognise common uses of information technology beyond school e.g. weather forecasting, earthquake prediction etc</p> <p>To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. (on-going)</p>	<p>Computing</p> <p>Finding Out</p> <p>Input data into a simple database program and use it to answer simple questions.</p> <p>Use a database to produce bar charts.</p> <p>Use simple navigation tools including hyperlinks, menus, index, forward and back buttons e.tc to explore pre-selected digital information sources purposefully.</p> <p>Compare photographs they have taken which show change eg <i>clouds on different days</i>.</p> <p>View data and on screen measurements eg, <i>temperature, precipitation</i> collected in school and beyond through sensors and websites and apps.</p>	
	<p>PE</p> <p>Indoor and Outdoor</p>	<p>PE</p> <p>Pupils explore simple skills. They copy, remember, repeat and explore simple action with control and co-ordination.</p> <p>They begin to show some understanding of simple tactics and basic compositional ideas.</p> <p>They talk about differences between their own and others' performance and suggest improvements.</p> <p>They understand how to exercise safely, and describe how their bodies feel during different activities.</p>	

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