



Class Two		Year Group: Y 1 / 2		Year 2022-23	
Curriculum focus:	<b>Fire! Fire!</b> Great Fire of London [British history]		<b>Carnival</b> [Geography - UK/Non-European country comparison]		<b>To infinity and beyond</b> [History: Changes in living memory/ significant individual]
	Autumn Term One & Two		Spring Term Three & Four		Summer Term Five & Six
Understanding English, communication and languages	<b>TEXT TYPES – to be covered over the year</b>				
	Recount	Myths (link to RE creation)	Persuasion texts	Structured poems	Research skills/non-chronological reports Science fiction
	<p><b>FOCUS:</b> Children use and apply their literacy skills confidently and competently in their learning and in everyday contexts. They convey ideas and opinions clearly and respond creatively and critically to a wide range of information and ideas.</p> <p>1. <b>listen attentively, talk clearly and confidently</b> about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves effectively</p> <p>2. <b>read accurately and fluently to comprehend and critically respond</b> to texts of all kinds, on paper and on screen, in order to access ideas and information</p> <p>3. <b>write, present and broadcast</b> a range of ideas, in a wide variety of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts</p> <p>4. <b>analyse, evaluate and criticise</b> a range of uses of language in order to draw out meaning, purpose and effect.</p>				
	<ul style="list-style-type: none"> <li>Non Fiction; Poetry and Fiction texts – planned literacy activities</li> <li>Phonic awareness: 'Twinkl' phonics scheme</li> <li>Handwriting program linked to 'Twinkl' scheme - 'Support for Spelling' Speaking and Listening in a range of everyday contexts and imaginary situations</li> <li>Reading books, Library work</li> </ul>		<p><b>Essential knowledge</b></p> <p>a. how language is used to express, explore and share information, ideas, thoughts and feelings</p> <p>b. the power of language and communication to engage people and influence their ideas and actions</p> <p>c. how creativity and imagination are essential to making new meanings, exploring and experimenting with language and creating effects</p> <p>d. how languages work, their structures and conventions, variations in use and changes over time</p> <p>e. how languages, literature and the media enable different ways of thinking and give access to ideas and experiences from different cultures and times.</p>		
Mathematical Understanding	<p>Being delivered by ability group rather than year group:</p> <p>Y1: <u>Number: Place Value</u> Given a number, identify one more or one less. <u>Number: Addition and Subtraction</u> Read, write and interpret mathematical statements involving addition. Represent and use number bonds and related subtraction facts within 20. Add and subtract one digit and two digit numbers to 20, including zero. (+), subtraction (-) and equals (=) signs. <u>Number: Division</u> Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Y2: <u>Number – place value</u> Count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward. Recognise the place value of each digit in a two digit number (tens, ones). Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs. <u>Number – addition and subtraction</u> 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. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. <u>Measurement: Money</u> Recognise and know the value of different denominations of coins and notes. 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. <u>Multiplication and Division</u> Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign.</p>		<p>Y1: <u>Place Value within 20</u> Count forwards and backwards and write numbers to 20 in numerals and words Numbers from 11 to 20 Tens and ones Count one more and one less Compare groups of objects and numbers Order groups of objects and numbers <u>Weight and Volume</u> Measure and compare mass and capacity <u>Addition and subtraction within 20</u> Add by counting on Find and make number bonds Add by making 10 Subtraction not crossing and crossing 10 Compare number sentences <u>Length and Height</u> Compare and measure height and length <u>Place value within 50</u> Numbers to 50 Tens and ones Represent numbers to 50 One more one less Compare and order objects and numbers within 50 Count in 2s and 5s</p> <p>Y2: <u>Multiplication and division</u> Make equal groups and arrays Redistribute from unequal to equal groups Add equal groups <u>Weight and Volume</u> Measure mass in grams and kilograms Introduce and compare volume <u>Addition and Subtraction</u> Add and subtract 1 and 2 digit numbers Add and subtract 1 and 2 digit numbers (crossing 10) <u>Length and Height</u> Measure length in cm and m Compare and order lengths in cm and m Four operations with length <u>Multiplication and division</u> 2, 5 and 10 times table Multiplication sentences using the x symbol Recognise, add and make equal groups Make doubles</p>		
	Religious Education	<p><b>Is everybody special?</b> Y1 U1 (Christianity)</p> <ul style="list-style-type: none"> <li>How do some religions demonstrate that everyone is special?</li> <li>Does everyone believe the same things about God?</li> </ul> <p><b>Does Creation help people understand God?</b> Y1 U3 (Christianity/ Judaism)</p> <ul style="list-style-type: none"> <li>Does the world belong to God?</li> <li>Should people take care of the world?</li> </ul>		<ul style="list-style-type: none"> <li><b>Is it important to celebrate the New Year?</b> Y2 U3 (Judaism Rosh Hashanah)</li> <li><b>How should the church celebrate Easter?</b> Y2 U4 (Christianity)</li> </ul>	

<p style="text-align: center;"><b>Understanding the arts</b> (Art / DT/Music)</p>	<p><b>Art:</b></p> <ul style="list-style-type: none"> <li>explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on.</li> <li>Use different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</li> <li>Use drawing to develop and share their ideas, experiences and imagination.</li> </ul> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>draw lines of varying thickness;</li> <li>use dots and lines to demonstrate pattern and texture;</li> <li>use different materials to draw, for example pastels, chalk, felt tips;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space</li> </ul> <p><b>.DT:</b></p> <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording experiences.</li> </ul> <p>Practical skills and techniques</p> <ul style="list-style-type: none"> <li>use a range of materials and components, including textiles;</li> <li>with help, measure and mark out;</li> <li>cut, shape and score materials with some accuracy;</li> <li>assemble, join and combine materials, components or ingredients;</li> <li>demonstrate how to cut, shape and join fabric to make a simple product;</li> <li>manipulate fabrics in simple ways to create the desired effect;</li> <li>use a basic running stitch;</li> <li>begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.</li> </ul> <p>Children learn to:</p> <ul style="list-style-type: none"> <li>respond positively to ideas and starting points;</li> <li>explore ideas and collect information;</li> <li>describe differences and similarities and make links to their own work;</li> <li>try different materials and methods to improve;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</li> </ul> <p><b>Music:</b></p> <ul style="list-style-type: none"> <li>To sing songs and make music with expression and control</li> <li>To listen and observe carefully, taking account of simple instructions</li> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Play tuned and untuned instruments musically</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p><b>Art:</b></p> <p><b>DT:</b></p> <p><b>Music:</b></p> <p><b>ICT:</b></p>	<p><b>Art:</b></p> <p><b>DT:</b></p> <p><b>Music:</b></p> <p><b>ICT:</b></p>
<p style="text-align: center;"><b>Scientific and Technological understanding</b></p>	<p><b>Identifying materials:</b></p> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> </ul> <p><b>Seasonal changes/trees and animals:</b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies</li> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul> <p><b>Working scientifically:</b></p> <ul style="list-style-type: none"> <li>Observing closely, using simple equipment</li> <li>Identifying and classifying</li> <li>Performing simple tests</li> <li>Asking simple questions and recognising that they can be answered in different ways</li> <li>Using their observations and ideas to suggest answers to questions</li> <li>Gathering and recording data to help in answering questions</li> </ul> <p><b>Computing:</b></p> <ul style="list-style-type: none"> <li>Word processing skills</li> <li>Painting skills</li> </ul>	<p><b>Habitats:</b></p> <p><b>Uses of materials:</b></p>	<p><b>Animals and humans:</b></p> <p><b>Diet and exercise:</b></p>
<p style="text-align: center;"><b>Historical, geographical and social understanding</b> (Hist / Geog)</p>	<p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key human features.</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>To study events beyond living memory that are significant nationally or globally – The Great Fire of London</li> <li>To study significant historical events, people and places in their own locality -</li> </ul>	<p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</li> <li>use basic geographical vocabulary to refer to key physical and human features.</li> </ul> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>To study events beyond living memory that are significant nationally or globally</li> <li>To study significant historical events, people and places in their own locality</li> </ul>	<p><b>History:</b></p> <ul style="list-style-type: none"> <li>To study events beyond living memory that are significant nationally or globally – focus on Anglo Saxons and Vikings</li> <li>To study significant historical events, people and places in their own locality – linked with the above focus</li> <li>To learn about the life and work of William Shakespeare (linked to a focus on 'A Midsummer Night's Dream')</li> </ul>

<p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>Describe how the body feels before, during and after exercise.</li> <li>Carry and place equipment safely.</li> <li>Copy and repeat actions.</li> <li>Put a sequence of actions together to create a motif.</li> <li>Vary the speed of their actions.</li> <li>Use simple choreographic devices such as unison, canon and mirroring.</li> <li>Begin to improvise independently to create a simple dance.</li> <li>Perform using a range of actions and body parts with some coordination.</li> <li>Begin to perform learnt skills with some control.</li> <li>Watch and describe performances.</li> <li>Begin to say how they could improve.</li> </ul> <p><b>Games/Ball skills:</b></p> <ul style="list-style-type: none"> <li>Throw underarm and overarm.</li> <li>Catch and bounce a ball.</li> <li>Use rolling skills in a game.</li> <li>Practise accurate throwing and consistent catching.</li> <li>Travel with a ball in different ways.</li> <li>Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</li> <li>Bounce and kick a ball whilst moving.</li> <li>Pass the ball to another player in a game.</li> <li>Use kicking skills in a game.</li> <li>Use different ways of travelling in different directions or pathways.</li> <li>Run at different speeds.</li> <li>Begin to use space in a game.</li> </ul>	<p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>Recognise and describe how the body feels during and after different physical activities.</li> <li>Explain what they need to stay healthy</li> <li>Copy, remember and repeat actions.</li> <li>Create a short motif inspired by a stimulus.</li> <li>Change the speed and level of their actions.</li> <li>Use simple choreographic devices such as unison, canon and mirroring.</li> <li>Use different transitions within a dance motif.</li> <li>Move in time to music.</li> <li>Improve the timing of their actions</li> <li>composition with coordination.</li> <li>Perform learnt skills with increasing control.</li> <li>Compete against self and others.</li> <li>Watch and describe performances, and use what they see to improve their own performance.</li> <li>Talk about the differences between their work and that of others.</li> </ul> <p><b>Games:</b></p> <ul style="list-style-type: none"> <li>Begin to use and understand the terms attacking and defending.</li> <li>Use at least one technique to attack or defend to play a game successfully.</li> <li>Follow simple rules to play games, including team games.</li> <li>Use simple attacking skills such as dodging to get past a defender.</li> <li>Use simple defensive skills such as marking a player or defending a space.</li> </ul>	<p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</li> <li>Combine different jumps together with some fluency and control.</li> <li>Jump for distance from a standing position with accuracy and control.</li> <li>Investigate the best jumps to cover different distances.</li> <li>Choose the most appropriate jumps to cover different distances.</li> <li>Know that the leg muscles are used when performing a jumping action.</li> <li>Throw different types of equipment in different ways, for accuracy and distance.</li> <li>Throw with accuracy at targets of different heights.</li> <li>Investigate ways to alter their throwing technique to achieve greater distance.</li> <li>Perform learnt skills with increasing control.</li> <li>Compete against self and others.</li> <li>Watch and describe performances, and use what they see to improve their own performance.</li> <li>Talk about the differences between their work and that of others.</li> </ul>
<p>Progressive development of understanding of a 'Growth Mindset':                  Starting with part 1. Brainology (Growth vs Fixed Mindset)                  (2. Praise process &amp; effort, 3. Challenges, 4. Mistakes, 5.Feedback, 6. You matter)</p>		
<p><b>Scarf units for this term:</b></p> <p><b>Me &amp; my relationships</b></p> <ul style="list-style-type: none"> <li>Understand that classroom rules help everyone to learn and be safe;</li> <li>Explain their classroom rules and be able to contribute to making these</li> <li>Recognise how others might be feeling by reading body language/facial expressions;</li> <li>Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</li> <li>Identify a range of feelings;</li> <li>Identify how feelings might make us behave:</li> <li>Suggest strategies for someone experiencing 'not so good' feelings to manage these.</li> <li>Recognise that people's bodies and feelings can be hurt;</li> <li>Suggest ways of dealing with different kinds of hurt.</li> <li>Recognise that they belong to various groups and communities such as their family;</li> <li>Explain how these people help us and we can also help them to help us.</li> <li>Identify simple qualities of friendship;</li> <li>Suggest simple strategies for making up.</li> <li>Demonstrate attentive listening skills;</li> <li>Suggest simple strategies for resolving conflict situations;</li> <li>Give and receive positive feedback, and experience how this makes them feel.</li> </ul> <p><b>Valuing Difference:</b></p> <ul style="list-style-type: none"> <li>Identify some of the physical and non-physical differences and similarities between people;</li> <li>Know and use words and phrases that show respect for other people.</li> <li>Recognise and explain how a person's behaviour can affect other people.</li> <li>Identify people who are special to them;</li> <li>Explain some of the ways those people are special to them.</li> <li>Explain how it feels to be part of a group;</li> <li>Explain how it feels to be left out from a group;</li> <li>Identify groups they are part of;</li> <li>Suggest and use strategies for helping someone who is feeling left out.</li> <li>Recognise and describe acts of kindness and unkindness;</li> <li>Explain how these impact on other people's feelings;</li> <li>Suggest kind words and actions they can show to others;</li> <li>Show acts of kindness to others in school.</li> <li>Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</li> <li>Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</li> </ul>	<p><b>Scarf units for this term:</b></p> <ul style="list-style-type: none"> <li>Keeping myself safe</li> <li>Right &amp; responsibilities</li> </ul>	<p><b>Scarf units for this term:</b></p> <ul style="list-style-type: none"> <li>Being my best</li> <li>Growing &amp; changing</li> </ul>