



Class Two		Year Group: Y 1 / 2		Year 2022-23	
Curriculum focus:	Fire! Fire! Great Fire of London [British history]		Carnival [Geography - UK/Non-European country comparison: Brazil – Rio De Janeiro]		To infinity and beyond [History: Changes in living memory/ significant individual]
	Autumn Term One & Two		Spring Term Three & Four		Summer Term Five & Six
Understanding English, communication and languages	TEXT TYPES – to be covered over the year				
	Recount	Myths (link to RE creation)	Information texts	Visual poems	Instructional texts (guide to driving their lunar buggy)
	Research skills		Poetry	Adventure stories	Structured poetry Science fiction
	<p>Dialogue and play scripts</p>				
<p>FOCUS: 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. listen attentively, talk clearly and confidently about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves effectively</p> <p>2. read accurately and fluently to comprehend and critically respond to texts of all kinds, on paper and on screen, in order to access ideas and information</p> <p>3. write, present and broadcast 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. analyse, evaluate and criticise a range of uses of language in order to draw out meaning, purpose and effect.</p>					
<ul style="list-style-type: none"> Non Fiction; Poetry and Fiction texts – planned literacy activities Phonic awareness: 'Twinkl' phonics scheme Handwriting program linked to 'Twinkl' scheme - 'Support for Spelling' Speaking and Listening in a range of everyday contexts and imaginary situations Reading books, Library work 			<p>Essential knowledge</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 <, > 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>		<p>Y1: <u>Place value within 50:</u> Count from 20 to 50 Count by making groups of 10 Partitioning into tens and ones Number lines to 50 Estimating on a number line One more, one less <u>Fractions:</u> Recognizing and finding half of a shape, object or quantity Recognizing and finding quarter of a shape, object or quantity <u>Time:</u> Before and after Days of the week Months of the year Hours, minutes and seconds Tell the time to the hour and half hour <u>Mass and volume:</u> Heavier and lighter Measuring and comparing mass Full and empty Comparing volume Measuring and comparing capacity <u>Multiplication and division:</u> Counting in 2s, 10s and 5s Recognising and adding equal groups Making arrays Making doubles Making equal groups: grouping and sharing <u>Position and direction:</u> Describe turns and position (left and right, forwards and backwards, above and below) Ordinal numbers <u>Money:</u> Unitising Recognising coins and notes Counting in coins</p> <p>Y2: <u>Fractions:</u> Parts and whole, equal and unequal parts Recognize and find a half, quarter, third and whole Unit and non-unit fractions Equivalence (half and two quarters) Recognise and find three quarters Counting fractions up to a whole <u>Time:</u> O'clock and half past, quarter past and quarter to Tell time past the hour, to the hour, to 5 minutes Minutes in an hour, hours in a day <u>Mass, capacity and temperature:</u> Comparing mass Measuring in grams and kilograms, litres and millilitres Comparing volume and capacity Temperature <u>Position and direction</u> Language of position Describing movement and turns Shape patterns with turns <u>Statistics</u> Draw/make and interpret pictograms, tally charts, block charts</p>
	Religious Education	<p>Is everybody special? Y1 U1 (Christianity)</p> <ul style="list-style-type: none"> How do some religions demonstrate that everyone is special? Does everyone believe the same things about God? <p>Does Creation help people understand God? Y1 U3 (Christianity/ Judaism)</p> <ul style="list-style-type: none"> Does the world belong to God? 		<p>Is it important to celebrate the New Year? Y2 U3 (Judaism Rosh Hashanah)</p> <ul style="list-style-type: none"> Why are religious celebrations important to some people but not to others? Does everyone believe the same things about God? <p>How should the church celebrate Easter? Y2 U4 (Christianity)</p> <ul style="list-style-type: none"> Why do symbols and stories play important roles in 	

	<ul style="list-style-type: none"> Should people take care of the world? 	<p>religions?</p> <ul style="list-style-type: none"> Why do some people follow religious leaders and teachings? 	<p>beliefs?</p>
Understanding the arts (Art / DT/Music)	<p>Art:</p> <ul style="list-style-type: none"> 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. Use different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels. Use drawing to develop and share their ideas, experiences and imagination. <p>Children will learn to:</p> <ul style="list-style-type: none"> draw lines of varying thickness; use dots and lines to demonstrate pattern and texture; use different materials to draw, for example pastels, chalk, felt tips; 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 <p>.DT:</p> <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording experiences. Practical skills and techniques use a range of materials and components, including textiles; with help, measure and mark out; cut, shape and score materials with some accuracy; assemble, join and combine materials, components or ingredients; demonstrate how to cut, shape and join fabric to make a simple product; manipulate fabrics in simple ways to create the desired effect; use a basic running stitch; begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations. <p>Children learn to:</p> <ul style="list-style-type: none"> respond positively to ideas and starting points; explore ideas and collect information; describe differences and similarities and make links to their own work; try different materials and methods to improve; use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. <p>Music:</p> <ul style="list-style-type: none"> To sing songs and make music with expression and control To listen and observe carefully, taking account of simple instructions Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Art:</p> <p>Portrait painting</p> <ul style="list-style-type: none"> Exploring the work of Romero Britto, a Brazilian artist Developing an understanding of watercolour washes Drawing self-portraits Exploring the use of colour in portraits Making collage portraits <p>Sculpture:</p> <ul style="list-style-type: none"> Learning about sculpture through a study of carnival floats, puppets and costumes Creating our own sculptures <p>Music:</p> <ul style="list-style-type: none"> Charanga as a main resource supplemented as necessary Listen and appraise the songs 'In the groove' and 'Round and Round' and other songs in the style of Bossa Nova/Latin /Jazz Build understanding of interrelated dimensions of pulse, rhythm and pitch Improvise, sing and accompany with unpitched instruments and pitched instruments using 2/3 notes (glockenspiels) Opportunities to perform. Adapt 'In the Groove' to other musical styles-eg Blues/Bhangra/Folk/Funk 	<p>DT:</p> <p>Nutrition:</p> <p>This term children will develop their understanding of:</p> <ul style="list-style-type: none"> The basic principles of a healthy and varied diet to prepare dishes Where food comes from. <p>Mechanisms:</p> <ul style="list-style-type: none"> Design, make and evaluate: Create a new lunar buggy build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms: levers, wheels and axles in their products <p>Art/DT:</p> <ul style="list-style-type: none"> Design, make and evaluate: Design and make a badge to commemorate the completion of astronaut training learn to use a basic stitch, eg. Running stitch begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations Produce creative work, exploring their ideas and recording experiences. Practical skills and techniques use a range of materials and components, including textiles; with help, measure and mark out; cut, shape and score materials with some accuracy; assemble, join and combine materials, components or ingredients; demonstrate how to cut, shape and join fabric to make a simple product; manipulate fabrics in simple ways to create the desired effect; use a basic running stitch; begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations. <p>Children learn to:</p> <ul style="list-style-type: none"> respond positively to ideas and starting points; explore ideas and collect information; describe differences and similarities and make links to their own work; try different materials and methods to improve; use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. <p>Music:</p> <ul style="list-style-type: none"> Music notation Graphic scores to show pitch and dynamics Compositions
Scientific and Technological understanding	<p>Identifying materials:</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock <p>Seasonal changes/trees and animals:</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees <p>Working scientifically:</p> <ul style="list-style-type: none"> Observing closely, using simple equipment Identifying and classifying Performing simple tests Asking simple questions and recognising that they can be answered in different ways Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions <p>Computing:</p> <ul style="list-style-type: none"> Word processing skills Painting skills 	<p>Identifying animals:</p> <ul style="list-style-type: none"> Begin to look at animals that are both familiar and unfamiliar to them, describing the features of these animals and where they live. Consider how they can be grouped or classified based on these factors. Confidently talk about animal characteristics and features, e.g. whether they have feathers, a tail, fins or a skeleton, whether they live in the water or on land, and if they are nocturnal. Work scientifically to observe and compare groupings of animals. Ask questions about animals, e.g. why a crocodile is classed as a reptile, and use their knowledge of senses to identify and classify, based on sounds, smells and textures. <p>Habitats:</p> <ul style="list-style-type: none"> Say what is different about things that are living, dead or have never been alive Identify some of the plants and animals in a familiar habitat. Sort objects into categories. Find microhabitats. Describe the conditions in a habitat. Ask questions about different habitats. Describe the characteristics of some plants and animals. Name some sources of food. 	<p>Animals, including humans:</p> <p>Growth and survival</p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene <p>Working scientifically: Plants/Forces and materials</p> <p>Super scientists</p> <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions <p>Computing:</p> <ul style="list-style-type: none"> Children will explore using individual commands, both with others and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. Children will also be introduced to the early stages of program design through the introduction of algorithms.
Historical, geographical and social understanding (Hist / Geog)	<p>Geography:</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key human features. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>History:</p> <ul style="list-style-type: none"> To study events beyond living memory that are significant nationally or globally – The Great Fire of London To study significant historical events, people and places in their own locality - 	<p>Geography:</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country use basic geographical vocabulary to refer to key physical and human features. Where we live – England in the UK Continents and oceans South America with a focus on Brazil and the carnival in Rio de Janeiro Famous features and characteristics of Rio and its carnival Other famous carnivals around the world <p>History:</p> <ul style="list-style-type: none"> To study events beyond living memory that are significant 	<p>Geography:</p> <ul style="list-style-type: none"> Maps/ features visible from space: recap of oceans and continents from previous term's focus 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 simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3 Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 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

		<p>nationally or globally</p> <ul style="list-style-type: none"> To study significant historical events, people and places in their own locality 	<p>environment</p> <p>History:</p> <ul style="list-style-type: none"> To study events beyond living memory that are significant nationally or globally – Neil Armstrong and the history of space exploration To study significant historical events, people and places in their own locality – linked with the above focus 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding physical development, health and wellbeing (PE / PSHCE)</p>	<p>Dance:</p> <ul style="list-style-type: none"> Describe how the body feels before, during and after exercise. Carry and place equipment safely. Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance. Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Watch and describe performances. Begin to say how they could improve. <p>Games/Ball skills:</p> <ul style="list-style-type: none"> Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching. Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. Bounce and kick a ball whilst moving. Pass the ball to another player in a game. Use kicking skills in a game. Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game. 	<p>Gymnastics:</p> <p>We will develop skills in:</p> <ul style="list-style-type: none"> making shapes holding balances travelling in different ways creating simple sequences performing rolls and jumps remembering, performing and evaluating simple sequences <p>Dance:</p> <ul style="list-style-type: none"> Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions composition with coordination. Perform learnt skills with increasing control. Compete against self and others. Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others. 	<p>Athletics:</p> <ul style="list-style-type: none"> 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. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action. Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance. Perform learnt skills with increasing control. Compete against self and others. Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others. 	
	<p>Progressive development of understanding of a 'Growth Mindset': Starting with part 1. Brainology (Growth vs Fixed Mindset) (2. Praise process & effort, 3. Challenges, 4. Mistakes, 5. Feedback, 6. You matter)</p>			
	<p>Scarf units for this term:</p> <p>Me & my relationships</p> <ul style="list-style-type: none"> Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these Recognise how others might be feeling by reading body language/facial expressions; Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) Identify a range of feelings; Identify how feelings might make us behave: Suggest strategies for someone experiencing 'not so good' feelings to manage these. Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt. Recognise that they belong to various groups and communities such as their family; Explain how these people help us and we can also help them to help us. Identify simple qualities of friendship; Suggest simple strategies for making up. Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel. <p>Valuing Difference:</p> <ul style="list-style-type: none"> Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people. Recognise and explain how a person's behaviour can affect other people. Identify people who are special to them; Explain some of the ways those people are special to them. Explain how it feels to be part of a group; Explain how it feels to be left out from a group; Identify groups they are part of; Suggest and use strategies for helping someone who is feeling left out. Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings; Suggest kind words and actions they can show to others; Show acts of kindness to others in school. Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships. 	<p>Scarf units for this term:</p> <p>Keeping myself safe</p> <ul style="list-style-type: none"> Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that promote healthy sleep. Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe. Understand and learn the PANTS rules; Name and know which parts should be private; Explain the difference between appropriate and inappropriate touch; Understand that they have the right to say "no" to unwanted touch; Start thinking about who they trust and who they can ask for help. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Understand that medicines can sometimes make people feel better when they're ill; Explain simple issues of safety and responsibility about medicines and their use. Recognise the range of feelings that are associated with loss. <p>Right & respect:</p> <ul style="list-style-type: none"> Recognise how a person's behaviour (including their own) can affect other people. Identify what they like about the school environment; Recognise who cares for and looks after the school environment. Demonstrate responsibility in looking after something (e.g. a class pet or plant); Explain the importance of looking after things that belong to themselves or to others. 	<p>Scarf units for this term:</p> <p>Being my best</p> <ul style="list-style-type: none"> Explain the stages of the learning line showing an understanding of the learning process; Help themselves and others develop a positive attitude that support their wellbeing; Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. Understand and give examples of things they can choose themselves and things that others choose for them; Explain things that they like and dislike, and understand that they have choices about these things; Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. Explain how germs can be spread; Describe simple hygiene routines such as hand washing; Understand that vaccinations can help to prevent certain illnesses. Explain the importance of good dental hygiene; Describe simple dental hygiene routines. Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Describe how food, water and air get into the body and blood. How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with common injuries, including head injuries. <p>Growing & changing</p> <ul style="list-style-type: none"> Explain where people get money from; List some of the things that money may be spent on in a family home. Recognise that different notes and coins have different monetary value; Explain the importance of keeping money safe; Identify safe places to keep money; Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). Demonstrate simple ways of giving positive feedback to others. Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages. 	