

Y1 Term 2

English	Guy Fawkes and King James, The Gruffalo, Stick Man How to Catch a Star?	Maths	Shape, place value and addition and subtraction
Science/History/Geography: Come Outside			
Children will be taught to: NC objectives from curriculum progressions <u>Scientific Knowledge</u> *identify and name a variety of common wild and garden plants, including deciduous and evergreen trees growing in and around the school grounds *observe changes across the four seasons *observe and describe weather associated with the seasons and how day length varies *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 *describe the simple physical properties of a variety of everyday materials *compare and group together a variety of everyday materials on the basis of their simple physical properties. <u>Scientific skills</u> *ask, with prompting, simple questions that can be tested, e.g. about plants growing in their habitat. *offer ways of gathering the evidence to answer the question, e.g. by suggesting how to group everyday materials *conduct, with support, simple tests, e.g. comparing the properties of different materials. *examine objects to note key features, e.g. observe properties of materials. *identify, with support, what needs to be recorded, e.g. recording changing day length. *collect data, e.g. comparing and contrasting familiar plants. *identify key findings from an enquiry, e.g. noting weather common to the different seasons. *suggest answers to enquiry questions using data, e.g. describe how to group plants. <u>Notes and guidance (non-statutory)</u> <i>Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted.</i> <i>Pupils should 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. Pupils should explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil.</i> <i>They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).</i> <u>Pupils might work scientifically by:</u> -observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants -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. -performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?' <u>Historical Knowledge</u> *identify recent changes in the local environment, for example, the changes to the KS1 playground during the summer holidays; the local pub being knocked down *sequence seaside photographs of Margate through the ages, possibly including photographs of themselves at the beach at different ages *be taught words and phrases relating to the passing of time, such as, now, then, yesterday, week, month, year, nowadays, old, new, before, in the past			

*learn about the story of the Gunpowder Plot

Historical concepts

*identify similarities and differences between now and Margate in the recent (and more distant) past

*identify some of the causes for change, for example, why Dreamland was shut and then re-opened; why we have new equipment in the KS1 playground; why did Guy Fawkes want to blow up parliament

*find out about the past in different ways: making observations about changes, studying photographs, talking to adults, particularly family members, reading texts

Historical Enquiry

*be encouraged to ask and answer questions about the past and suggest how they could answer them

Geographical Knowledge

*name and locate the four countries of the UK and London

Geographical Understanding

*identify seasonal and daily weather patterns in the UK by observing changes from summer, through autumn to winter

*use basic geographical vocabulary to refer to local key physical features, including: beach, cliff, coast, forest, hill, sea, river, soil, vegetation, season and weather

*use basic geographical vocabulary to refer to local key human features, including: city, town, village, house, office, harbour and shop

*use maps, atlases and globes to identify the United Kingdom and its countries

*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 maps of the classroom and school

Geographical Enquiry

*use aerial photographs and Google Earth to recognise landmarks and basic human and physical features starting from the school and moving out to the UK

*devise a simple map; and use and construct basic symbols in a key (around school)

*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.

English activities/links	Maths activities/links	Outdoor learning/ Visits/Visitors
Descriptions and explanations The story of Guy Fawkes	Data collection	Much use of the school environment for investigating materials, plants, weather, seasons, changes around school, mapping routes and using directional language Fieldwork: What are the different parts of the school used for?

Art/DT: DT - Christmas card with moving parts (Mechanisms - levers and sliders)

Children will:

Design

*explore why people send cards at Christmas and when the tradition started

*investigate a range of Christmas card designs – what do they often feature?

*investigate a range of books with moving parts

*learn how to construct moving parts such as levers and sliders

*learn about the characteristics of the materials and components they are using

*consider and describe the purpose and intended user of their product – a Christmas card with moving parts

*develop a simple design criteria for a Christmas card with moving parts

*develop their design ideas through discussion, observation, drawing and modelling

*make simple drawings of their design and label parts

Make

*plan by suggesting what to do next

*begin to identify which tools and materials they will need; use vocabulary to name and describe them; explain why they have made these selections

*cut materials (mostly cardboard) with developing accuracy

*learn how to use components such as split pins *assemble, join and combine materials in order to make a Christmas card with moving parts *choose and use appropriate finishing techniques – for example, colouring, collaging, painting... Evaluate Start of the unit: *evaluate existing cards and/or books with moving parts, exploring: - what their purpose is - how they work - how and where they are used - what materials are used - what they like and dislike about them During the unit *talk about their design ideas and what they are making, identifying strengths and possible changes they might make End of the unit *evaluate their product against their design criteria, saying what worked well and what could be improved
ICT: We are treasure hunters: use programmable toys - Beebots
Children will be taught: Computer Science *that algorithms are sequences of instructions in everyday contexts. *to take real-world problems and then plan a sequence of steps to solve these: giving directions to move a partner around the classroom, moving a Bee Bot from one point to another. *to create a Bee Bot program using a sequence of instructions before running it using the Go button. Digital Literacy E-safety – Self-image and Identity: 2 Online Reputation: 2 (Project Evolve)
PHSE: Our Community
Children will be taught: L4. that they belong to different groups and communities such as family and school L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) L10. about the ‘special people’ who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.
PE
Indoor PE Gymnastics (Multi-Ability Focus: Personal) Outdoor PE Real PE and Outdoor/Adventurous (Multi-Ability Focus: Social)
Music
Music Express: Exploring sound and duration Weather song https://www.youtube.com/watch?v=RmSKsyJ15yg
RE: Who is a Christian and what do they believe?
This unit will enable children to: *talk about the fact that Christians believe in God and follow the example of Jesus (A1). *talk about some simple ideas about Christian beliefs about God and Jesus (A1). *re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). *recognise some Christian symbols and images used to express ideas about God (A3). *ask some questions about believing in God and offer some ideas of their own (C1) *talk about issues of good and bad, right and wrong arising from the stories (C3).

