

# Curriculum and Learning Journey

## Year 1/2 Spring 1



# Maths



## Reading

and

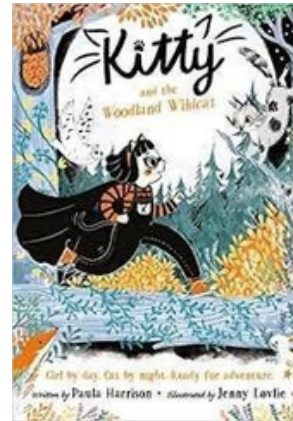


## Writing

**Text Driver:** Kitty and the Woodland Wildcat by Paula Harrison

**Outcomes:** Wildlife Report and Diary Entry

**Key skills taught**



**Read Write Inc.**  
Phonics

**Sentence types:**

- Simple sentences using -and-
- Expanded noun phrases- yr2 using more than one adjective
- Fronted adverbials

**Punctuation:**

- Full stops and capital letters
- Question Marks
- Commas in a list
- Commas after a fronted adverbial

**Phonics:**

Children will continue to have phonics lessons in groups based on their most recent phonics assessments. They will either be in a new group or will continue to consolidate the skills of their previous learning. Please keep an eye out for their weekly spellings which are connected to the phonics learning they are doing in school.

**Guided Reading:**

Children will still be having daily guided reading sessions, which will allow them to explore a range of texts that are age and stage appropriate. This will give them opportunities to develop their comprehension skills whilst embedding their decoding skills.

**Word types:**

- Adjectives
- Nouns
- Verbs
- Adverbs

**Application/devices:**

- Phonic application
- Dictation
- Planning (mind-map, story maps)
- First person writing
- Coordinating conjunctions (and)

### Year 1

**Place Value**

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count numbers to 100 in numerals; count in multiples of twos, fives and tens
- identify and represent numbers using objects and pictorial representations
- read and write numbers to 100 in numerals
- read and write numbers from 1 to 20 in numerals and words
- given a number, identify one more and one less

**Addition and Subtraction**

- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \square - 9$

### Year 2

**Money**

- 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

**Multiplication and Division**

- recall and use multiplication and division facts for the 2, 5 and 10
- multiplication tables, including recognising odd and even numbers
- know that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.



## D.T.

### Mechanisms: Slider and Levers

- Can I plan by suggesting what to do next?
- Can I select and use tools suitable for the task, explaining my choices, to cut, shape and join paper and card?
- Can I use simple finishing techniques suitable for the product they are creating?
- Can I use sliders and levers?
- Do I understand that different mechanisms produce different types of movement?
- Do I know and can use technical vocabulary relevant to the project?



## Music

### The Three Little Pigs

- Can I combine sounds to make a story?
- Can I create rhythms using word phrases?
- Do I know what a rhythm pattern is?



## R.E.

### Remembering (Judaism)

- Can I communicate in simple terms the special events in my own life that I like to remember?
- Can I explain what Shabbat is and how it is kept?
- Can I think of a time in my own life when I took time to remember and commemorate an event?



## Computing

### Programming Animations

- Can I choose a series of words that can be enacted as a program?
- Can I choose a series of commands that can be run as a program?
- Can I run a program on a device?
- Can I predict the outcome of a command on a device?
- Can I explain what a given command does and match commands to outcomes?
- Can I choose a command for a given purpose?
- Can I combine a sequence of commands in a program?



## Geography

### Village, Town and City

#### Beaulieu, Totton, Southampton

- Can I use aerial photographs/maps to recognise landmarks?
- Can I read labels on maps to recognise features?
- Can I use symbols in a key?
- Do I know the features of a village/town/city?
- Do I know the difference between a village/town/city?
- Do I know the challenges and advantages of living in a village/town/city?



## PSHE

### Mental Wellbeing: Feelings and Emotions

- Do I understand that mental wellbeing is a normal part of daily life, in the same way as physical health?
- Do I know that there is a normal range of emotions (e.g., happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions humans experience in relation to different experiences and situations?
- Can I recognise and name feelings (anger, fear & worry)?
- Do I know what makes me happy?
- Do I know what to do if I feel sad?
- Do I recognise that behaviour affects others and that when I am sad, I will feel better and how to enable me to achieve this?
- Do I know it is okay to have bad feelings as long as I know ways to feel happy again?
- Do I understand that sometimes things will go the way we want them to and other time they won't?



## Science

### Materials

- Can I group objects based on their material and/ or basic properties?
- Can I observe how objects are made from materials?
- Can I name a variety of materials?
- Can I use the terms 'natural' and 'man made' correctly?



## Gymnastics

### Stability Skills

- Can I describe what a balance is and how I know I am balanced?
- Can I watch performances and give feedback using topic vocabulary?



## Games

### Fitness

- Can I move at different speeds when asked?
- Can I complete two different exercises one after another from memory?
- Can I perform a range of movements (star jump, crab walk and kangaroo jumps)?
- Can I use my whole body when performing movements?
- Can I explain what fitness is and why it is important?
- Can I explain why being kind in sport is important?

## Enrichment

- Robin Hood pantomime
- School disco
- Outdoor leaning day on the junior field