

THE COLOUR RED

AUTUMN 1 & 2

CLASS 2

Years 1/2

M A T H E M A T I C S	<p><u>Year 1 Mathematics (White Rose Maths)</u> PLACE VALUE WITHIN 10 ADDITION AND SUBTRACTION WITHIN 10 GEOMETRY (SHAPE)</p> <p><u>Year 2 Mathematics (White Rose Maths)</u> PLACE VALUE ADDITION AND SUBTRACTION GEOMETRY (SHAPE)</p> <p><u>Year 1 Mastering Number</u> Year 1 weeks 1-12</p> <p><u>Year 2 Mastering Number</u> Year 2 weeks 1-12</p>
L I T E R A C Y	<p><u>Fiction Key Texts</u> TRADITIONAL STORIES INCLUDING CHARACTER DESCRIPTIONS Little Red Toby and the Great Fire Of London The Day the Crayons Quit</p> <p><u>Non-Fiction</u> DIARY WRITING & NEWSPAPER REPORTS - Samuel Peps/Guy Fawkes/Fire of London (letters, diaries, newspaper reports)</p> <p><u>Poetry</u> PATTERNS ON A PAGE/ACROSTIC - Remembrance</p> <p><u>Drama and Public Speaking</u> Christmas play performances</p>
Spellings	SPELLINGS FOLLOW STAGE 1 AND STAGE 2 SPELLING LISTS FROM SPELLING SHED.
Phonics	LITTLE WANDLE PHONICS SCHEME
Guided Reading	Rotation activities Monday to Thursday, Friday Buddy reading: Guided reading group with class teacher, Comprehension task with TA Word Work - Common exception, high frequency & tricky words. Accelerated reading quizzes and book changing.
S C I E N C E	<p><u>Autumn 1 - Understand Animals and Humans</u></p> <ul style="list-style-type: none"> Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

<p style="text-align: center;">S C I E N C E</p>	<p><u>Autumn 2 – Investigate materials</u></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. • 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.
<p style="text-align: center;">RE</p>	<p><u>Cumbria Agreed Syllabus for RE</u></p> <p><u>Autumn 1</u></p> <p>How do Christians show they are thankful during harvest?</p> <p><u>Autumn 2</u></p> <p>Why do Christians give gifts?</p>
<p style="text-align: center;">PSHE</p>	<p><u>CONRAM Life Education SCARF Scheme</u></p> <p>Autumn 1 – ME AND MY RELATIONSHIPS Autumn 2 -VALUING DIFFERENCE</p> <p><i>*Both units lesson titles can be viewed within the 'PSHE policy' appendix on the website.</i></p>
<p style="text-align: center;">Online Safety</p>	<p><u>Project Evolve (interlinked with our P.S.H.E)</u></p> <p>Autumn 1 – Online relationships & online bullying</p> <p>Autumn 2 – Managing Information Online</p>
<p style="text-align: center;">C O M P U T I N G</p>	<p><u>Ilearn2 Computing (Year 2 Units)</u></p> <p><u>Recognize Uses of ICT</u></p> <p>National Curriculum Content - Recognise common uses of information technology beyond school.</p> <p><u>Digital Art</u></p> <p>National Curriculum Content - Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p><u>Internet Research</u></p> <p>National Curriculum Content - 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.</p>

G E O G R A P H Y

INVESTIGATE PLACES

• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment

INVESTIGATE PATTERNS

• Identify land use around the school.

INVESTIGATE PLACES

• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

COMMUNICATE GEOGRAPHICALLY

• **key human features**, including: city, town, village, factory, farm, house, office and shop.

History

COMMUNICATE HISTORICALLY

• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time

• Show an understanding of the concept of nation and a nation's history.

• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

INVESTIGATE AND INTERPRET THE PAST

• Observe or handle evidence to ask questions and find answers to questions about the past.

• Ask questions such as: What was it like for people? What happened? How long ago?

• Use artefacts, pictures, stories, online sources and databases to find out about the past.

• Identify some of the different ways the past has been represented

BUILD AN OVERVIEW OF THE WORLD

Describe historical events.

	<p>UNDERSTAND CHRONOLOGY</p> <p><i>*Place events and artefacts in order on a time line.</i></p> <ul style="list-style-type: none"> <i>• Label time lines with words or phrases such as: past, present, older and newer.</i> <i>• Recount changes that have occurred in their own lives</i>
<p>M U S I C</p>	<p><u>Cheranga Music Scheme</u> (Year 2)</p> <p>Autumn 1 – Hands, feet, heart</p> <p>Autumn 2 – HO HO HO</p>
<p>Art and Design</p>	<p>MASTER TECHNIQUES -Drawing</p> <p><i>Draw lines of different sizes and thicknesses</i></p> <p><i>Colour (own work) neatly following the lines</i></p> <p><i>Show pattern and texture by adding dots and lines</i></p> <p><i>Show different tones by using coloured pencils</i></p> <p>MASTER TECHNIQUES - Textiles</p> <p><i>Use weaving to create pattern</i></p> <p><i>Join materials using glue and/or stitch</i></p> <p><i>Use plaiting</i></p> <p><i>Use dip dye techniques</i></p>
<p>Design and Technology</p>	<p>TAKE INSPIRATION FROM DESIGN THOUGHOUT HISTORY</p> <p><i>Explore objects and designs to identify likes and dislikes of the designs.</i></p> <p><i>Suggest improvements to existing designs.</i></p> <p><i>Explore how products have been created.</i></p> <p>DESIGN, MAKE, EVALUATE AND IMPROVE</p> <p><i>Design products that have a clear purpose and an intended user.</i></p> <p><i>Make products, refining the design as work progresses.</i></p> <p><i>Use software to design. (linked to ICT)</i></p>
<p>P4C</p>	<p><i>The colour Monster text/The Day the Crayons Quit!</i></p> <p><i>Red colour associations</i></p>

P.E.

Autumn 1

Gymnastics (coach)

- Copy and remember actions.
- Move with some control and awareness of space.
- Link two or more actions to make a sequence.
- Show contrasts (such as small/tall, straight/curved and wide/narrow).
- Travel by rolling forwards, backwards and sideways.
- Hold a position whilst balancing on different points of the body.
- Climb safely on equipment.
- Stretch and curl to develop flexibility.
- Jump in a variety of ways and land with increasing control and balance.

Multi-skills and circuits (teacher)

*Use rolling, hitting, running, jumping, catching and kicking skills in combination.

*Athletic activities are combined with games in Years 1 and 2.

*Lead others as appropriate.

Autumn 2

Dance (coach)

- Copy and remember moves and positions.
- Move with careful control and coordination.
- Link two or more actions to perform a sequence.
- Choose movements to communicate a mood, feeling or idea.

Gymnastics (teacher)

- Copy and remember actions.

	<ul style="list-style-type: none"> • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance.
<p>Visits And Visitors</p>	<p>Woods Visits in Autumn 2</p>