

North Clifton Primary School Year 1/2 long-term curriculum (Year B)

	AUTUMN Castles and Conflict		SPRING Earth and Space	SUMMER Sun, Sea and Sand
THEMES	Focus driver: Discover - History Great Fire of London Gunpowder Plot Remembrance Day Key question: What life lessons have been learnt from history?		Focus driver: Create - Arts/ Science Key question: Is there life on other planets? Space travel Space exploration	Focus: Explore - Geography Key question: Do children around the world live the same life? Australia Seaside holidays in the past
	Hook - Fire engine visit Baking bread		Hook - Role play - space station science - planetarium - space workshop Make rockets	Hook - Role play - Seaside shop Create a boat that will float and test it outdoors to see if it withstands stormy weather. Find and collect a selection of hidden postcards in the school grounds. Research in groups.
VISITS AND TRIPS	Gainsborough Old Hall		Planetarium	Seaside visit - Anderby creek
ENGLISH	Year 1 - Jane Considine - Little Red Riding Hood (Narrative - Traditional tale) Year 1 - Jane Considine - The Queen's Hat by Steve Antony (Narrative - Adventure) * <i>Geography link</i>	Year 2 - Jane Considine - The Great Fire of London by Emma Adams (Non-fiction - Diary) * <i>History link</i> Year 2 - Jane Considine - Meerkat Christmas by Emily Gravett (Non-fiction - postcard)	Year 1 - Jane Considine - The Way Back Home by Oliver Jeffers (Narrative - Science fiction) * <i>Science link</i> Year 2 - Jane Considine - Stardust by Jeanne Willis (Narrative - Story) Year 2 - Jane Considine - Neil Armstrong by Brad Meltzer (Non-fiction - Recount) * <i>History link</i>	Year 1 - Jane Considine - Grandad's Island by Benji Davis (Narrative- Adventure) Year 1 - Jane Considine - Wombat Goes Walkabout by Michael Morpurgo (Narrative - Adventure) * <i>Science and Geography link</i> Year 2 - Jane Considine - Grace Darling by The BBC (Non-fiction - Biography) * <i>History link</i>

PHONICS Little Wandle YEAR 1	Phase 3/ 4 Revision And 4 Phase 5 GPCs	Phase 5 Graphemes	Phase 5 Graphemes	Phase 5 Graphemes	Review Phase 5 GPCs for phonics screening check	Phase 5 Graphemes
Year 1 Curriculum Key terminology use throughout, so children are secure in understanding of word classes etc.						
	<p>Punctuation: Separation of words with spaces Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>	<p>Word work: Regular plural noun suffixes (adding <i>s</i> or <i>es</i>) How it changes the meaning of the noun. e.g. <i>dog- dogs wish- wishes</i></p> <p>Punctuation: Using capital letters for names and the personal pronoun 'I'.</p>	<p>Sentence structure: Putting words together to make a sentence. How <i>and</i> can join words and join sentences.</p>	<p>Text structure: Sequencing sentences to form short narratives</p>	<p>Word work: Suffixes added to verbs where no change is needed in the spelling of root words (adding <i>ed, ing</i> or <i>er</i>)</p> <p>Prefix (adding 'un' in front of a word) How it changes the meaning of verbs and adjectives. e.g. <i>unkind, untie</i></p>	<p>Sentence structure: Recap and revision</p>
Year 2 Curriculum Key terminology use throughout, so children are secure in understanding of word classes etc.						
	<p>Capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list</p>	<p>Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding (for example, <i>whiteboard, superman</i>)</p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i></p>	<p>Subordination (using <i>when, if, that, because</i>) and Co-ordination (using <i>or, and, but</i>).</p> <p>Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)</p>	<p>The consistent use of present tense versus past tense throughout texts.</p> <p>Use of the continuous form of verbs in the present tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>Use of the suffixes - <i>er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p> <p>Apostrophes to mark contracted forms</p>	<p>Sentences with different forms: statement, question, exclamation, command</p>

<p>READING WHOLE CLASS</p>	<p>Vlad and the <i>Great Fire of London</i> - <i>Kate Cunningham</i> Toby and the <i>Great Fire of London</i> - <i>Margaret Nash</i> You wouldn't want to be in the <i>Great Fire of London</i> - <i>Jim Pipe</i> Katie in London - <i>James Mayhew</i> Daisy and the trouble with in London - <i>Kes Gray</i> <i>Guy Fawkes (History Makers)</i>- <i>Sarah Ridley</i></p>	<p>Whatever Next - <i>Jill Murphy</i> Man on the Moon - <i>Simon Bartram</i> Beegu - <i>Alexis Deacon</i> Way back home - <i>Oliver Jeffers</i> Aliens live underpants - <i>Claire Freedman</i> Look Inside: Space - <i>Rob Lloyd Jones</i> and <i>Benedetta Giaufret</i></p>	<p><i>Billy's Bucket</i> <i>Kes Gray</i> The Light House Keepers Lunch - <i>Ronda Armitage & David Armitage</i> Sharing a Shell - <i>Julia Donaldson & Lydia Monks</i> Katie Morag's Island Stories - <i>Mairi Hedderwick</i></p>
<p>MATHS YEAR 1</p>	<p>Number: Place value (within 10) Number: Addition and subtraction (within 10) Geometry: Shape Number: Place value (within 20)</p>	<p>Number: Addition and subtraction (within 20) Geometry: Shape Number: Place value (within 50) Measurement: Length and height Measurement: Weight and volume</p>	<p>Number: Multiplication and division Number: Fractions Geometry: Position and direction Number: Place value (within 100) Measurement: Money Measurement: Time</p>
<p>Maths Year 2</p>	<p>Number: Place value Number: Addition and subtraction Measurement: Money Number: Multiplication and division</p>	<p>Number: Multiplication and division Measurement: Mass, capacity and temperature Measurement: Length and height Geometry: Properties of shape</p>	<p>Number: Fractions Geometry: Position and direction Measurement: Time Measurement: money Statistics</p>
<p>SCIENCE</p>	<p>Seasons Changes: Autumn and Winter (Year 1) The children will observe changes across the seasons Autumn and winter. They will describe how day length varies and describe weather associated with Autumn and Winter Exploring Everyday Materials (Year 1) Children will learn names of everyday materials such as; wood, plastic,</p>	<p>Living Things and their habitats (Year 2) The children will explore and compare the differences between things that are living, that are dead and have never been alive, They will identify how most living things live in habitats to which they are suited. They will identify and name a variety of plants and animals in their habitats, including micro-habitats. The children will describe how animals obtain their food from plants and</p>	<p>Animals including Humans - About Animals (Year 1) The children will learn about mammals, birds, reptiles, amphibians and fish. They will think about the needs of different pets and become familiar with the terms carnivore, herbivore and omnivore. Animals including Humans - Growth (Year 2) The children will learn about offspring and how adults and their babies may look</p>

	<p>metal, rock and glass. They will be able to tell the difference between the objects based on the simple physical properties.</p>	<p>animals, using the idea of a simple food chain and identify and name different sources of food.</p> <p>Living things and their habitats - Habitats around the world (Year 2)</p> <p>The children will explore and understand the various habitats located around the world. They will explore habitats such as the ocean, the Arctic, the Antarctic and rainforest. They will think about how animals have adapted in order to survive.</p>	<p>different and have different names. We will also learn about the stages in a humans life from babies to adults.</p>
<p>HISTORY</p>	<p>What Started The Great Fire of London? The children will learn all about The Great Fire of London. The children will be able to sequence events on a timeline and explain the cause of the fire. They will learn about Samuel Pepys and his diary. They will compare London in 1666 to now.</p> <p>Remembrance Day</p> <p>The children Our Country will be learning about what Remembrance Day is, why people wear poppies and who we are remembering on Remembrance Day. The children will be introduced to World War 1, the armistice and the first Remembrance Day, as well as exploring ways we remember and commemorate fallen soldiers today.</p> <p>The Gunpowder Plot</p> <p>The children will learn about Guy Fawkes and Bonfire Night. They will learn why Bonfire Night is celebrated, why lots of the</p>	<p>Significant people</p> <p>The children will be learning about Tim Peake and Neil Armstrong. They will learn about the history of Space travel and how it has changed. They will learn about the achievements Neil Armstrong and why he is remembered and what it was like to be part of the space mission. They will find out about Galileo and the discoveries he made.</p>	<p>Significant people</p> <p>The children will be learning about significant people throughout History. The children will also learn about Grace Darling' They will learn about how they have contributed to national and international achievements. They will also compare aspects of life in different periods.</p> <p>Seaside Holidays</p> <p>The children will investigate what we like about seaside holidays today before taking a look back to Victorian seaside holidays, why they became popular and how they have changed since. They will compare seaside holidays now to seaside holidays in the past and develop a chronological understanding of changes.</p>

	<p>people living in England didn't like King James I and who Guy Fawkes is.</p>		
<p>GEOGRAPHY</p>	<p>Know how to locate the United Kingdom.</p> <p>Know the name of, locate and identify characteristics of the 4 countries and capital cities of the UK.</p> <p>Know how to identify what makes up a town/country and know the key features and landmarks in the UK.</p> <p>Know how to locate North/South Clifton on an aerial photograph, recognising features within a local context.</p> <p>Know how to create maps using classroom objects before drawing simple maps of North Clifton.</p> <p>Know about London, including its location, geographical features and famous landmarks.</p>	<p>Transport:</p> <p>Know how to describe routes to guide a spacecraft through an asteroid field to safety!</p> <p>Know the continents of the world and locate the Kennedy Space Centre in North America.</p> <p>Know how to use compass directions to describe the position of it within the state of Florida.</p> <p>Know how to describe routes on grids using the four compass directions.</p>	<p>Know that there are geographic similarities and differences between the UK and a non- European country. (UK and Australia)</p> <p>Know that the locality has human and physical features for different purposes.</p> <p>Know the difference between 'human' and 'physical' Geography.</p> <p>Know that there are human and physical landmarks (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation)</p> <p>Know how to use a world map to start recognising continents, oceans and countries outside the UK focussing on Australia.</p> <p>Know how to identify physical features, using aerial photographs and maps with support.</p> <p>Know how to identify settlement and land use as well as human features and compare to features in our local area.</p>

			Locate continents and oceans of the world, countries and cities of the UK and surrounding seas.
ART	<p><u>Access Art</u> <u>Explore and draw</u></p>	<p><u>Simple print making</u></p>	<p><u>Access Art</u> <u>Making Birds</u></p> <p>Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.</p>
Design and Technology	<p><u>Mechanisms: Wheels and axles</u> Learn about the key parts of a wheeled vehicle, to develop an understanding of how wheels, axles and axle holders work. Design and make a moving vehicle.</p> <p><u>Food: bread</u> The children will taste various breads and create their own recipe to make their own loaf of bread. The children will learn how to measure, mix, stir and knead ingredients. They will look at using ingredients to add flavour and shape their bread.</p> <p><u>Structures: Tudor house</u> Model of a Great Fire of London House using recyclable materials (set on fire to show how quick the Great Fire of London spread) <i>*History and Geography link</i></p>	<p><u>Food: Fruit and vegetables</u> Learn to distinguish between fruit and vegetables and where they grow. Design a fruit and vegetable smoothie and accompanying packaging.</p>	<p><u>Textiles: Puppets</u> Explore methods of joining fabric. Design and make a character-based hand puppet using a preferred joining technique, before decorating.</p>
PE	<p>Multi skills/agility</p>	<p>Dance Ball skills - throwing and catching</p>	<p>Racquet/ bat and ball skills Running, jumping and throwing - athletics</p>

PSHE	Scarf - Me and My Relationships (year 1)	Scarf - Valuing Difference (year 1)	Scarf - Keeping Safe (year 1)	Scarf - Rights and Respect (year 1)	Scarf - Being my Best (year 1)	Scarf - Growing and Changing (year 1)
RE	<u>Myself and caring</u> How do we show we care for others and why does it matter? (Yr1.3)	<u>Who celebrates what and why?</u> Celebrations and festivals - Harvest, Diwali, Hanukah, Christmas (Yr1.1)	<u>Stories of Jesus</u> What can we learn about Jesus from miracle stories? (Yr1.4a)	<u>Belonging</u> Belonging and why it matters. Jesus' baptism and Christian baptisms (Yr2.2)		<u>Churches and synagogues</u> In what ways are churches and synagogues important to believers? (Yr1.2)
COMPUTING	Computing systems and networks - Technology around us	Creating media - Digital painting	Data and information - pictograms	Programming A - moving a robot	Creating media - digital music	Programming B - programming quizzes
MUSIC	Singing (harvest, Christmas carols and nativity)		Charanga - Combining pulse, rhythm and pitch (Year 1 - Spring Term 2)		Traditional Australia music, folk songs.	