

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

	AUTUMN Create: Arts Weather/Arctic to Desert Key Question: Does colour bring art to life?		SPRING Discover: History - Superheroes Key Question: Are all superheroes alive today?		SUMMER Explore: Geography Where I Live: Food and Farming / Local area / Forests and woodland Key question: Do all children around the world live the same life?	
THEMES	Focus driver: Create		Focus driver: Discover		Focus driver: Explore	
	Hook/ Role play - Weather station		Hook / Role Play- Hospital		Hook / Role Play - Garden shop	
VISITS AND TRIPS					Sherwood Forest	
ENGLISH	TWS - The day the crayons quit - Drew Daywalt - narrative TWS - Firework night by Andrew Collett - list poem - Year 1 TWS - My Christmas Star by The BBC - narrative - Year 2		TWS - The Crow's Tale by Naomi Howarth - narrative - fable - Year 2 TWS - Seasons by Hannah Pang - Information text - Year 1		TWS - Last Stop on Market Street by Matt de la Pena - narrative - Year 1 TWS - Our Trip to The Woods - recount - Year 1 TWS - Plants by Dorling Kindersley - information text - Year 2	
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
GRAMMAR AND PUNCTUATION	Year 1 Curriculum Key terminology use throughout, so children are secure in understanding of word classes etc.					
	Punctuation: Separation of words with spaces Introduction to the use of capital	Word work: Regular plural noun suffixes (adding <i>s</i> or <i>es</i>) How it changes the meaning of the	Sentence structure: Putting words together to make a sentence.	Text structure: Sequencing sentences to form short narratives	Word work: Suffixes added to verbs where no change is needed in the spelling of root words (adding <i>ed</i> , <i>ing</i> or <i>er</i>)	Sentence structure: Recap and revision

	<p>letters, full stops, question marks and exclamation marks to demarcate sentences.</p>	<p>noun. e.g. <i>dog- dogs</i> <i>wish- wishes</i></p> <p>Punctuation: Using capital letters for names and the personal pronoun 'I'.</p>	<p>How and can join words and join sentences.</p>		<p>Prefix (adding 'un' in front of a word) How it changes the meaning of verbs and adjectives. e.g. <i>unkind</i>, <i>untie</i></p>	
<p>Year 2 Curriculum Key terminology use throughout so children are secure in understanding of word classes etc.</p>						
		<p>Formation of nouns using suffixes such as - <i>ness</i>, -<i>er</i> and by compounding (for example, <i>whiteboard</i>, <i>superman</i>)</p> <p>Formation of adjectives using suffixes such as - <i>ful</i>, -<i>less</i></p>	<p>Subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and Co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>).</p> <p>Expanded noun phrases for description and specification (e.g. <i>the blue butterfly</i>, <i>plain flour</i>, <i>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</i>, <i>he was shouting</i>)</p>	<p>Use of the suffixes -<i>er</i>, -<i>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>Penguin Small by Mick Inkpen. One World: 24 hours on Plane Earth by Nicola Davies A hundred and one daffodils by Malachy Doyle I can fly by Fifi Kuo We travel so far by Laura Knowles</p>	<p>Florence Nightingale (Usborne Famous Lives) (Young reading Series 3) by Lucy Lethbridge The Extraordinary Life of Mary Seacole by Nadia Redgrave. The hospital dog by Julia Donaldson</p>	<p>Between Tick and Tock by Louise Greig Mini Rabbit not lost by John Bond Here we are by Oliver Jeffers It starts with a seed by Laura Knowles</p>			

MATHS YEAR 1	<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>
Maths Year 2	<p>Number: Place value Number: Addition and subtraction 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>
SCIENCE	<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</p> <p>Exploring Everyday Materials (Year 1) Children will learn names of everyday materials such as: wood, plastic, metal, rock and glass. They will be able to tell the difference between the objects based on the simple physical properties.</p>	<p>Seasons Changes: Spring and Summer (Year 1) The children will observe and describe how day length varies from spring to summer. They will observe changes across Spring and Summer seasons and describe weather associated with Spring and Summer</p> <p>Everyday Materials (Year 2) The children will carry out simple investigations using their knowledge of materials. They will be able to describe the materials properties and why it may</p>	<p>Introduction to plants (Year 1) The children will observe how seeds and plants grow into plants. They will know what plants need in order to grow (water, light and suitable temperature). They will recognise some seeds and associate them with trees.</p> <p>Plants - Growth and Care (Year 2) The children will observe how seeds and plants grow into mature plants. They will find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>

		<p>be useful. They will also learn how solid objects can be twisted, squashed and bent. Finally, the children will learn about a famous scientist and how they developed useful materials.</p>	
HISTORY		<p style="text-align: center;">Nurses</p> <p>Significant people: Know about Florence Nightingale, Edith Cavell and Mary Seacole and explain their greatest achievements.</p> <p>Know how FN improved nursing.</p> <p>Compare these inspirational nurses.</p> <p>Compare hospitals in the past with hospitals today.</p>	<p style="text-align: center;">Food and Farming</p> <p>Changes over time with food and farming.</p> <p>How farming vehicles have changed over time.</p>
GEOGRAPHY	<p>Know and compare the main physical and human features of the Sahara Desert and Antarctica;</p> <p>Locate on a map.</p> <p>Know why there are no polar bears in Antarctica and why penguins don't need to fly</p> <p>Observe and record some elements of daily weather in the UK over several days;</p> <p>Know that the weather has patterns over time and in different places</p> <p>Know and describe how weather conditions change in the UK during the four seasons</p>		<p>Know where North Clifton is in the UK and locate on a map.</p> <p>Know the range of physical and human features of our school and villages.</p> <p>Know the different types of land use in North Clifton, Newark and Lincoln:</p> <p>Know that that food comes from plants and animals</p> <p>Know and describe what happens on a on a dairy farm (and other farms) - how cows produce milk, how the milk gets from farm to dairy to shop.</p> <p>Describe and know reasons why the weather and landscape in Lincolnshire/ Nottinghamshire makes it a good place for farming;</p>

	Describe and compare the physical features of very cold and very hot places.				Compare local farms and the land use with farms in urban areas.	
ART	<u>Access Art - Spirals</u> Using drawing, collage and mark making to explore spirals. Cold and warm colours - lighter and darker. Look at colours surrounding Arctic and Desert. Think about animals that live in these landscapes. Create a collage.		<u>Inspired by Flora and Fauna</u> Explore how artists make art inspired by flora and fauna. Make collages of minibeasts and display as a shared artwork.		<u>Stick transformation Project</u> Explore how you can transform a familiar object into new and fun forms.	
Design and Technology	Food technology: Healthy sandwiches		Materials: Create musical instruments		Mechanisms: Pneumatic Mini Beasts	
PE	Multi-skills/agility		Swimming Throwing and catching		Swimming Hitting and running	
PSHE	Scarf - Me and My Relationships (Year 2)	Scarf - Valuing Difference (Year 2)	Scarf - Keeping Safe (Year 2)	Scarf - Rights and Respect (Year 2)	Scarf - Being my Best (Year 2)	Scarf - Growing and Changing (Year 2)
RE	<u>Stories from the Old Testament and the Nativity (Yr2.1)</u>		<u>Stories of Jesus</u> Stories Jesus told and what we can learn from them (Yr1.4b)	<u>Believing</u> Jewish ideas about the creation, Shabbat and links between Shabbat and the creation story. (Yr2.4)	<u>Leaders</u> Great leaders and leadership - Moses, St Peter, God (Yr2.3)	
COMPUTING	Computing systems and networks - IT around us (Year 2)	Creating media - Digital photography (Year 2)	Data and information- Grouping data (Year 1)	Programming A - Robot algorithms (Year 2)	Creating media - digital writing (Year 1)	Programming B - programming animations (Year 1)

MUSIC	Singing (harvest, Christmas carols and nativity)	Charanga - Hands, feet and heart (Year 2 - Autumn 1)	Charanga- Zootime (Year 2 - Spring 2)
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