

English (RWInc) Y1

National Curriculum Links

Reading-word reading

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

Reading-comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
 - Being encouraged to link what they read or hear to their own experiences.
- Understand both the books that they can already read accurately and fluently and those that they listen to by:
- Discussing the significance of the title and events.
 - Participate in discussions about books, taking turns and listening to what others say.

Writing

- Name the letters of the alphabet in order.
- Sit correctly at a table, holding a pencil comfortably and correctly.
- Form digits 0-9.

Write sentences by:

- Saying out loud what they are going to write about and composing a sentence orally before writing it.
- Leaving spaces between words
- Joining words and joining clauses using and.
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

English(RWInc) Y2

National Curriculum Links

Reading-word reading

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending sounds in words that contain graphemes taught so far, especially recognising alternative sounds for graphemes.

Reading-comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Discussing the sequence of events in books and how items of information are related.
- Discussing and clarifying the meaning of words, linking new meanings to known vocabulary.

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- Drawing on what they already know or on background knowledge provided by the teacher.
- Answering and asking questions.

Writing

- Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
- Learning to spell common exception words.
- Form lower-case letters of the correct size relative to one another.

Develop positive attitudes towards and stamina for writing by:

- Writing about real events

Consider what they are going to write before beginning by:

- Saying out loud what they are going to write about.
- Writing down key words, including new vocabulary.
- Learn how to use familiar and new punctuation correctly (full stops, capital letters, question marks and exclamation marks).
- Learn how to use sentences with different forms: statement, question, exclamation, command.

Heroes!

Ash Class Year 1/2

Autumn 1 2022

Heroes! texts

Traction Man is Here by Mini Grey

Look Up!, Clean Up! and Rocket Rules! by Nathan Byron

Life Savers: Spend a day with 12 Real-Life Emergency Service Heroes by Eryl Nash

Non-fiction texts on Grace Darling

Supertato by Paul Linnet and Sue Hendra.

A Superhero Like You by Dr Ranj

Super Duper You by Sophy Henn

Ten Little Superheroes by Mike Brownlow

History

What makes Grace Darling a hero?

National Curriculum Links

- To develop an awareness of the past through finding out about changes beyond living memory that are significant nationally or globally.
- To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements.
- To find out about significant historical events, people and places in their own locality.

Learning Outcomes

Children will:

- Use books, the internet, newspapers and testimony of trusted people to find out about present day heroes and to research the life of Grace Darling.
- Sequence events from their own lives as well as the life of Grace Darling.
- Ask and answer questions about Grace Darling's life.
- Find out facts associated with Grace Darling's life and the famous rescue she was involved with.
- Use appropriate vocabulary: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.
- Act out the events leading to Grace Darling's famous rescue.

PSHE

Being Me in My World - Jigsaw Scheme

Pupils should be taught:

- Their rights and responsibilities as a member of their class.
- To respect the views of others and know their views are valued.
- To recognise the choices they make and the consequences of their decisions.

Learning Outcomes

Children will:

- Talk about the 5 Golden Rules and have routines established.
- Begin to feel respected as a member of the class and school community.
- Begin to recognise how they are feeling and how to communicate this.
- Begin to realise the effects of their actions on others.
- Learn about real life heroes who help us.

Maths Y2

Place Value

National Curriculum Links – Place Value

- Count in steps of 2,3 and 5 from 0, and in tens from any number, forward and backward.
- Recognise the place value of each digit in a two-digit number (tens, ones)
- Identify, represent and estimate numbers using different representations, including the number line.
- Compare and order numbers from 0 up to 100; use <, > and = signs
- Read and write numbers to at least 100 in numerals and in words
- Use place value and number facts to solve problems.

-Shape

- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
- Identify 2-D shapes on the surface of 3-D shapes (for example, a circle on a cylinder and a triangle on a pyramid).
- Compare and sort common 2-D and 3-D shapes and everyday objects.

Science

Plants and Seasonal Changes

National Curriculum Links

Pupils should be taught to:

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (Y1).
- Identify and describe the basic structure of a variety of common flowering plants, including trees (Y1).
- Observe and describe how seeds and bulbs grow into mature plants (Y2)
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy (Y2)
- Observe changes across the four seasons and observe and describe weather associated with the seasons and how day length varies.

Learning Outcomes - Children will:

- Observe, identify and classify some common wild and garden plants, seeds and bulbs.
- Ask what plants need to stay healthy.
- Make predictions and then observe how different plants grow in the school environment (over the course of the year).
- Perform a simple teacher-led test to make observations to answer what plants need to grow and stay healthy.
- Use equipment to measure the growth of plants as they change over time.
- Draw pictures and charts to record growth and other changes.
- Investigate the requirements for germination.
- Be introduced to the process of reproduction in plants.

Physical Education

Multi Skills with Newcastle United Foundation and Fundamental Movements

National Curriculum Links

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.

Learning Outcomes

Children will:

- Learn basic skills: passing, movement, spacing, communication and developing team work.
- Develop competence to excel in a broad range of physical activities.

Maths Y1

Place Value and Shape

National Curriculum Links – Place Value

Pupils should be taught to:

- Count to and across 100, forwards, backwards, beginning with 0, 1 or any given number.
- Count, read and write numbers to at least 100 in numerals and in words.
- Count in multiples of twos, fives and tens, then count in steps of 2,3 and 5 from 0 and in tens from any number, forward and back.
- Given a number, identify one more and one less.
- Identify, represent then estimate numbers using objects and pictorial representations including the numberline, and use the language of: equal to, more than, less than (fewer), most, least
- Read and write numbers from 1 to 20 in numerals and words.

-Shape

- Recognise and name common 2-D and 3-D shapes, including:
2-D shapes (for example rectangles(including squares) circles and triangles)
3-D shapes (for example, cuboids (including cubes), pyramids and spheres).

Design & Technology

Superhero Vehicles

National Curriculum Links

Pupils should be taught to:

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

- Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing).
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria.

Learning Outcomes

Children will:

- Use books, comics, posters and the internet to help research the clothes and accessories worn by superheroes
- Look at and explore given examples of combining wheels, axles and chassis (Y1) Experiment with different ways of combining wheels, axles and chassis (Y2)
- Generate ideas for their own vehicle for a superhero or real-life hero.
- Develop their chosen design through discussion and drawing (Y2).
- Explore which materials and tools are most suited to their design (Y2).
- With help, mark out, measure and cut materials with some accuracy (Y1)/Mark out, measure and cut materials with some degree of accuracy (Y2).
- Use tools and equipment safely .
- Follow advice to improve their design (Y2).
- Evaluate after the making process by making simple comments about strengths and weaknesses (Y1)/ Evaluate after the making process by talking about strengths and weaknesses, likes and dislikes (Y2).



RE

Northumberland Agreed Syllabus

Theme: Creation Story Religion: Christianity

Key Question: How does God want Christians to Look After the World?

Learning Outcomes

Children will:

- Look at natural objects and phenomenon then ask and answer questions about where they think these things have come from.
- Listen to stories about the creation of the world from The Bible and other cultures and Wonderful Earth by Nick Butterworth & Mick Inkpen.
- Look at positive and negative aspects in the world then consider how God would feel about how humans are looking after the world and what we can do to make the world a better place.
- To retell the Christian Creation story and being to talk about it and explain how this has influenced how Christians behave

Computing

Superhero Secret Identities and Superhero Cinema

National Curriculum Links

Pupils should be taught to:

Use technology purposefully to create, organise, store, manipulate and retrieve digital 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.

Learning Outcomes:

Children will:

- Learn to log on and off independently (Chromebooks).
- Learn about the importance of keeping personal information private and what to do if they have a concern (SID's Top Tips).
- Discuss why many people use avatars and nicknames online (superhero secret identities).
- Help to plan and write a whole-class superhero film trailer with support.
- Use iPads to record video using a camera app.
- Learn how to zoom as they record videos.
- Use tools to add effects to a video (Y2).
- Begin to use green screen with support (Y2).
- Work with an adult to combine videos using iMovie (Y2).

Opportunities for Outdoor Learning

Science

- Identify plants in our school environment.
- Plant hyacinth bulbs.
- Go on a seed hunt.

Computer

- Use iMovie app to record mini Superhero films when Superhero accessories are finished using the outdoor environment.

Maths

- Find 2-D and 3-D shapes in the outdoor environment and use natural resources to make these shapes.

Mastering English

Opportunities for children to develop deep learning:

- Applying new topic vocabulary when writing across the curriculum.
- Using appropriate features when writing in different styles across topic areas.
- Using their speech and language skills to question, discuss and explain their thinking.
- Applying learnt grammar and punctuation conventions when writing across the curriculum.

For example:

- *Writing about famous people from history, such as Grace Darling.*
- *Writing a letter to Traction Man.*

Mastering Maths

Opportunities for children to develop deep learning:

Design Technology:

- Measuring and using comparative language whilst making Superhero accessories.

Science:

- Measuring and using comparative language when drawing and cutting out features for their Superhero accessories
- Ordering historical events on a timeline
- Measuring the height of plants and recording them on charts.

Computing:

Using the language of position and direction when programming Beebots.

Music Charanga – Hey You!

National Curriculum Links

Pupils should be taught to:

- Use their voices expressively and creatively when singing.
- Listen with concentration and understanding.
- Play tuned and untuned instruments musically
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Learning Outcomes

- Sing Hey You! and other old school Hip-Hop songs, identifying, through listening, clapping back, movement and voice, the pulse, rhythm and pitch.
- Learn to make different types of sounds with their voices and create rhythm with words.
- Play the glockenspiel accompaniment to Hey You! using up to three notes C, D and E –Y2 children may begin to create these notes on the musical stave.
- Based on Hey You! create simple melodies using one, two or three notes (C,D,E) – Y2 may use four or five (C,D, E, F, G) notes.

Possibilities

Science

- What do plants need to grow?
 - Can plants grow in different environments?
 - Which plants grow the quickest?
- Do all plants need the same amount of water?

DT

What is the best material for making a particular Superhero accessory?

Philosophy for Children

History

- Why do we think of Grace Darling being a “hero”?
- What constitutes a modern day hero?

P.S.H.E.

- Are your ideas more important than other people's in the class?

R.E.

- Who or what created the world?