

# HALF TERM CURRICULUM PLAN

Term: Spring 1			Topic: What a wonderful world		Class/Year Group: Y1/2	
<u>Super Starter (Wow moment): Locality walk</u>						
<u>Enquiry Question: Geography</u> - What are the similarities and differences between my local area and Norway?						
Key Text: Lost and Found- Oliver Jeffers	Week 1 Week of the 5 <sup>th</sup> Jan	Week 2 Week of the 12 <sup>th</sup> Jan	Week 3 Week of the 19 <sup>th</sup> Jan	Week 4 Week of the 19 <sup>th</sup> Jan	Week 5 Week of the 2 <sup>nd</sup> Feb	Week 6 Week of the 9 <sup>th</sup> Feb
Reading	Lost and Found- Oliver Jeffers    How to catch a star- Oliver Jeffers    I am the seed that grew- nature poems -Poems    The treasure Hunt/The Secret Path- Nick Butterworth					
Writing Setting description	T4W week 1: Immersion	T4W week 2: Setting description	T4W week 3: Hot task, Children to write parts of the story.	Non-chronological report on Norway.	Non-chronological report on Norway.	Write a Seasons poem. WOW Write
Mathematics Y1	Number: place value within 20.  Step 1 Count within 20 Step 2 Understand 10 Step 3 Understand 11, 12 and 13	Number: place value within 20. Step 4 Understand 14, 15 and 16 Step 5 Understand 17, 18 and 19 Step 6 Understand 20 Step 7 1 more and 1 less Step 8 The number line to 20	Number: place value within 20. Step 9 Use a number line to 20 Step 10 Estimate on a number line to 20 Step 11 Compare numbers to 20 Step 12 Order numbers to 20  End of block assessment (version B)	Number: Addition and subtraction Step 1 Add by counting on within 20 Step 2 Add ones using number bonds Step 3 Find and make number bonds to 20	Number: Addition and subtraction Step 4 Doubles Step 5 Near doubles Step 6 Subtract ones using number bonds Step 7 Subtraction - counting back	Number: Addition and subtraction Step 8 Subtraction - finding the difference Step 9 Related facts Step 10 Missing number problems  End of block assessment (version B)
Mathematics Year 2	Number: Addition and subtraction  Step 18 Subtract two 2-digit numbers (across a 10) Step 20 Compare number sentences	Number: Addition and subtraction  M/T Missing number problems End of block assessment (version B) W/T Recognise 2-D and 3-D shapes Count sides on 2-D shapes F Count vertices on 2-D shapes	Geometry: Shape  M/T Draw 2-D shapes Lines of symmetry on shapes W/T Use lines of symmetry to complete shape F-Count faces on 3-D shapes	Geometry: Shape  M- Count edges on 3-D shapes T- Count vertices on 3-D shapes W- End of block assessment (version B) Pre-block assessment-	Measurement: Money M/T Step 3 Count money - pounds and pence W/T Step 5 Make the same amount Step 6/7 Friday Monday	Step 9 M/T Find change Step 10 W/T two step problems End of block Pre-block Multiplication Step 1 and 2
Geography What are the similarities and differences between my local area and Norway? Norway- Locality Walks				What are the similarities and differences between my local area and Norway? Locality Walk  Objective One- Where is Norway and how could we get there?  Knowledge- I know that Norway is a part of Scandinavia in north west Europe.  Year 1 I can find Norway on a map. Year 2 I can find Norway on a map and compare its physical geography to the UK using maps and aerial photographs Objective Two- What is Norway like?	Year 2 I can list three key facts about Norway and compare them to the UK, using geographical vocabulary to support my comparisons. Objective Three- What sights, smells and tastes might I encounter in Norway?  Knowledge- I know that Norway has strong links to industries like fishing.  Year 1 I can identify significant parts of Norway's culture.	Objective Five- How is Reine different to Par?  Knowledge- I know that Reine is a coastal fishing village whilst Par is a larger coastal settlement.  Year 1 I can identify how a settlement has developed using aerial photography and geographical vocabulary.  Year 2 I can use aerial photography to compare development in Par and Reine, suggesting reasons for the similarities and differences.

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				<p><u>Knowledge-</u> I know that Norway is a developed, European nation.</p> <p><b>Year 1</b> I can list three key facts about Norway and discuss how they differ from the UK, using geographical vocabulary to support me.</p>	<p><b>Year 2</b> I can identify and compare significant parts of Norway's culture.</p>	
<p><b>Music</b> <b>SING UP YEAR 1/2- 'COLONEL HATHI'S MARCH</b></p> <p><b>MAGICAL MUSICAL AQUARIUM- 3 LESSONS</b></p>	<p><b>SING UP YEAR 1/2-'COLONEL HATHI'S MARCH</b> Lesson One- 'Colonel Hathi's march' Musical Focus: Keep in time with 'Colonel Hathi's march' and listen to it played on brass instruments.</p>	<p><b>SING UP YEAR 1/2-'COLONEL HATHI'S MARCH</b> Lesson Two- 'Colonel Hathi's march' Musical Focus: Explore instruments found in marching bands. Compose and play simple marching music.</p>	<p><b>SING UP YEAR 1/2-'COLONEL HATHI'S MARCH</b> Lesson Three- 'Colonel Hathi's march' Musical Focus: Keep in time with a changing pulse, listen to a ballet march, and make up a dance in response to it.</p>	<p><b>SING UP YEAR 1/2-'MAGICAL MUSICAL AQUARIUM</b> Lesson One-Magical musical aquarium Musical Focus: Experiment with sounds to create aquarium inspired music.</p>	<p><b>SING UP YEAR 1/2-'MAGICAL MUSICAL AQUARIUM</b> Lesson Two- Magical musical aquarium Musical Focus: I can listen actively to 'Aquarium' and refine aquarium-inspired compositions.</p>	<p><b>SING UP YEAR 1/2-'MAGICAL MUSICAL AQUARIUM</b> Lesson Three- Magical musical aquarium Musical Focus: Learn a sea-themed song and combine it with aquarium-inspired compositions to create a ternary-shaped piece.</p>
<p><b>Physical Education</b> <b>Dance</b></p>	<p>Listen to a piece of music as a class. Imagine the sights, smells, characters, events that the music encompasses. Talk about movements that could reflect that piece of music. Have a go at freely dancing to the music. <b>Establish the first introductory moves.</b></p>	<p>Recap the first introductory moves. Listen to the next section of music. How could we develop the dance? What shall we do next? <b>Go over the first set of moves and build up the next section.</b></p>	<p>Recap/ practise the moves so far. Talk to the children about starting points. <b>Listen to the next section and build upon each section.</b></p>	<p>Practise the dance to the point completed. Make improvements/practise moves. Practise the dance up to the point completed.</p>	<p>Practise the whole dance. Perform the whole dance-rehearsal.</p>	<p>Perform the dance to the whole school.</p>
<p><b>Art</b> <b>Sculpture</b></p>		<p>Art – Sculptures Artist: Alberto Giacometti or Denis Mitchell Objective One- I can learn about the work of a famous sculpture.</p>	<p>Art – Sculptures Artist: Alberto Giacometti or Denis Mitchell Objective Two- I can explore how to use and manipulate Clay.</p>	<p>Art – Sculptures Artist: Alberto Giacometti or Denis Mitchell Objective Three- I can create my own sculptures.</p>	<p>Art – Sculptures Artist: Alberto Giacometti or Denis Mitchell Objective Four- I can create my own sculpture.</p>	<p>Art – Sculptures Artist: Alberto Giacometti or Denis Mitchell Objective Five- I can adapt and improve my art work.</p>
<p><b>Computing-</b></p> <p><b>Online bullying</b></p> <p><b>Managing Online information</b></p>		<p>I can plan a journey for a programmable character. Scratch Jnr lesson 1</p>	<p>I can create a series of instructions. Scratch Jnr lesson 2</p>	<p>I can create a series of instructions. Scratch Jnr lesson 3</p>		
<p><b>PSHE/RSE</b> <b>SCARF</b></p>	<p><b>Valuing difference</b> What makes us who we are?</p>	<p><b>Valuing difference</b> How do we make others feel?</p>	<p><b>Valuing difference</b> My special people</p>	<p><b>Valuing difference</b> When someone is feeling left out</p>	<p><b>Valuing difference</b> An act of kindness</p>	<p><b>Valuing difference</b> Solve the problem</p>
<p><b>MPB</b></p>	<p>Gratitude</p>	<p>Gratitude</p>	<p>Gratitude</p>	<p>Gratitude</p>	<p>Empathy</p>	<p>Empathy</p>
<p><b>Religious Education- Year One</b></p>	<p>Lesson 1: What is precious to Jewish people? What does a mezuzah remind Jewish people about?</p>	<p>Lesson 2: What is precious to Jewish people? What does a mezuzah remind Jewish people about?</p>	<p>Lesson 3: How and why do Jewish people celebrate Shabbat?</p>	<p>Lesson 4: What stories do Jewish people tell from the Torah?</p>	<p>Lesson 5: What might the story of Chanukah* make Jewish people think about?</p>	<p>Lesson 6: What is the festival of Chanukah?</p>

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Judaism: Who is Jewish and how do they live? (1)						
<b>Religious Education- Year Two</b>  Who is a Muslim and how do they live. Prt2.	Lesson 1:  Who was the prophet Mohammad and why was he important to Muslims?	Lesson 2:  What differences does worshipping God make to Muslims?	Lesson 3:  What difference does worshipping God make to Muslims?	Lesson 4:  What difference does worshipping God make to Muslims?	Lesson 5:  What difference does worshipping God make to Muslims?	Lesson 6:  Assessment lesson – what have children learnt about how Muslims live.
<b>Outdoor Learning/Visits and Trips</b>				Locality Walk		