

# HALF TERM CURRICULUM PLAN

Term: Summer 1			Topic: Whatever the Weather!		Class/Year Group: One/Two	
<b>Super Starter (Wow moment):</b> Come dressed as if you are going to the beach. Bring junk modelling to make a sea creature and raise awareness of recycling.						
<b>Enquiry Question:</b> How does the weather change?						
<b>Key Text:</b>	<b>Week 1</b> Week of the 20 <sup>th</sup> April <b>Self-Belief</b>	<b>Week 2</b> Week of the 27 <sup>th</sup> April <b>Self-Belief</b>	<b>Week 3</b> Week of the 4 <sup>th</sup> May <b>Self-Belief</b>	<b>Week 4</b> Week of the 11 <sup>th</sup> May <b>Honesty</b>	<b>Week 5</b> Week of the 18 <sup>th</sup> May <b>Honesty</b>	
<b>Reading- Story time</b>	After the Storm- Nick Butterworth , One Snowy Night- Nick Butterworth, I am the seed that grew the tree- nature poems -Fiona Waters, The Snail and the Whale- Julia Donaldson, Just So Stories-Rudyard Kipling					
<b>Writing</b>  Clean Up by Nathan Bryon	Wow write- Recount of trip Immersion- story retelling, Role play, setting description	Innovation- I can write an innovated version of Clean Up	Hot task- I can write a narrative about recycling			Leaflet on Climate Change
<b>Mathematics- Y1</b>	<b>Measurement</b> Measure capacity Compare capacity EoB Assessment Count in twos	<b>Multiplication and Division</b> Count in tens Count in fives Recognise equal groups Add equal groups	<b>Multiplication and Division</b> Make arrays Make doubles Make equal groups- grouping	<b>Multiplication and Division</b> Make equal groups- sharing EoB Assessment <b>Fractions</b> Recognise a half of an object or a shape	<b>Fractions</b> Find half of an object or a shape Recognise a half of a quantity Find a half of a quantity	
<b>Mathematics - Y2</b>	The 10 times-table Divide by 10 The 5 times-table	<b>Multiplication and Division</b> Divide by 5 The 5 and 10 times-tables EoU assessment	<b>Fractions</b> Halves Quarters	<b>Fractions</b> Thirds Find the whole Non-unit fractions	<b>Fractions</b> EoU Assessment <b>Length and Height</b> Measure in CM Measure in Metres	
<b>Geography</b>					<p><b>Objective One- Is a sunny place always a hot place?</b> <b>Knowledge- I know that weather and climate are different.</b></p> <p>Year1- I can identify cold places that can be sunny</p> <p>Year2- I can explain the difference between weather and climate.</p> <p><b>Objective Two- Is the weather the same all year?</b> <b>Knowledge- I know the weather changes with the seasons.</b></p> <p>Year1- I can list seasonal changes.</p> <p>Year2- I can explain seasonal changes.</p> <p><b>Objective Three- Is the weather the same everywhere?</b> <b>Knowledge- I know that different</b></p>	
					<p><b>Objective Five- How is our climate changing?</b> <b>Knowledge- I know that our climate is changing due to human activities but also long term global trends.</b></p> <p>Year1- Objective Five- How is our climate changing? Knowledge- I know that our climate is changing due to human activities but also long term global trends.</p> <p>Year2- I can explain causes and effects of climate change</p> <p><b>Object 6 – Leaflet on Climate Change</b></p>	

# HALF TERM CURRICULUM PLAN

				<p><b>parts of the world have different weather every day.</b></p> <p>Year1- I can list weather patterns in different parts of the world.</p> <p>Year2- I can explain weather patterns in different parts of the world.</p>	
<p><b>Art</b></p> <p><b>Creator/Designer:</b> Richard Shilling</p>	<p><b>Objective One- I can learn about the work of an artist.</b> <b>Artist: Richard Shilling</b></p> <p>Year1- I can talk about the work of others.</p> <p>Year2- I can talk about the work of others and discuss my likes and dislikes.</p>	<p><b>Objective Two-I can explore colour and texture within art</b></p> <p>Year1- I can use prior knowledge to create different tones/tints. I know how to make secondary colours.</p> <p>Year2- I can mix colours to create secondary colours. I know what is a primary and secondary colour.</p>	<p><b>Objective Three- I can explore shape and pattern to add texture to my paintings.</b></p> <p>Year1- I can use a range of brushes to explore texture and thickness within paint.</p> <p>Year2- I can use a range of media and taught techniques to explore texture and shape in my art work.</p>	<p><b>Objective Four- I can create my own landscape/nature painting.</b></p> <p>Year1- I can create a painting using texture, shape, colour and pattern.</p> <p>Year2- I can create a nature picture using a range of media to create different effects and styles.</p>	<p><b>I can create a nature picture using a range of media to create different effects and styles.</b></p> <p>Year1- I can use a variety of techniques to support my art work.</p> <p>Year2- I can use a variety of techniques to create a picture, thinking about texture, colour, pattern and shape.</p>
<p><b>Music</b></p> <p><b>WHO STOLE MY CHICKENS AND MY HENS?</b></p>	<p>Sing Up</p> <p>Lesson One-Who stole my chickens and my hens? Musical Focus: Sing a song accurately and copy 4-beat rhythm patterns</p>	<p>Lesson Two- Who stole my chickens and my hens? Musical Focus: Mark rests with body percussion and play a partner clap game.</p>	<p>Lesson Three- Who stole my chickens and my hens? Musical Focus: Use instruments to play the rests.</p>	<p>Lesson Four-Who stole my chickens and my hens? Musical Focus: Compose new lyrics.</p>	<p>Lesson Five- Who stole my chickens and my hens? Musical Focus: Create body percussion rhythms.</p> <p>Lesson Six-Who stole my chickens and my hens? Musical Focus: Create a performance</p>
<p><b>Physical Education</b></p> <p>STRIKING AND FIELDING</p>	<p>Passing using over and underarm.</p>	<p>Pass using over and under arm. Feilding.</p>	<p>Pass and receive the ball with accuracy and control, using a variety of techniques</p>	<p>Participate in team games.</p>	<p>Participate in team games.</p>
<p><b>Computing</b></p> <p><b>YEAR 1/2- ROBOT ALGORITHMS</b></p>	<p>I can create a series of instructions Knowledge: I know programs need precise instructions</p>	<p>I can use an algorithm on a floor robot Knowledge: I know that algorithms are used on digital devices</p>	<p>I can predict what the outcome of a simple program will be Knowledge: I understand that programs require I can design, make and test a mat for a floor robot Knowledge: I understand that programming projects can have code and artwork</p>	<p>Objective Five-I can design an algorithm to move my robot around the mat I designed Knowledge: I know how program a robot with clear instructions</p>	<p>Objective Six-I can create and debug a program I have written Knowledge: I know programs require precise instructions</p>

# HALF TERM CURRICULUM PLAN

<b>PSHE/RSE- SCARF</b>	Getting on with others,	When I feel like erupting	Feeling Safe	How can we look after our environment?	Harold saves for something special
<b>Religious Education</b> Year 1 Christianity: What do Christians believe God is like?	What do Christians believe God is like? Parables The Prodigal Son	What do Christians believe God is like? Parables Telling parables Learning from parables	What do Christians believe God is like? Parables Telling parables Learning from parables God as a forgiving father Prayers	What do Christians believe God is like? Parables Jonah and the Whale God as a forgiving father	What do Christians believe God is like? Parables Prayers- forgiveness through prayer How do Christians think of God? Forgiving father Talk to Him about feelings
<b>Religious Education</b> Year 2 What does it mean to belong to a faith or belief community? (Y1 NATRE))	<b>What does it mean to belong to a faith community?</b>  <b>Do we all belong to something?</b>	<b>How do Christians and Muslims show that they belong?</b>	<b>How do Christians, Muslims and Jewish people show that they belong?</b>	<b>What do different worldviews say about how valuable people are?</b>	<b>How do Muslims and Christians welcome a new baby?</b> <b>How do people show that they belong to each other?</b>
<b>Outdoor Learning/Visits and Trips</b>				Beach Trip	