

CURRICULUM OVERVIEWS
FOR ROBIN CLASS
(YEARS 1 & 2 SPRING TERM)
WHOLE SCHOOL TOPICS

TERMS 1 and 2: **BRISTOL**

TERMS 3 and 4: **HORRIBLE HISTORIES**

TERMS 5 and 6: **AFRICA**

ROBIN (YEARS 1/2)	<i>Africa</i>
CLASS FOCUS	<i>Madagascar</i>

	Term 5	Term 6
SCIENCE	<p><u>Plants</u> Parts of a plant and their functions, identifying trees and flowers, how plants grow</p>	<p><u>Animals, including humans</u> Healthy living and how humans change as they grow.</p>
GEOGRAPHY	<ul style="list-style-type: none"> • name and locate the world's 7 continents and 5 oceans • name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding sea • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map 	
ART	<p>Landscape Painting Using colour for effect</p>	<p>Hawkesbury Show Pictures</p>
COMPUTING	<ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions 	

	<ul style="list-style-type: none"> • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • 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. 	
PSHE	Health and Nutrition Keeping Safe	Growing and changing
R.E.	Who is a Muslim and what do they believe?	Why a church is important to Christians?
P.E.	Invasion Games Striking and Fielding Games	Athletics Golf
MUSIC	Hands, feet heart South African Music. Exploring sounds from around the world.	Reflect, Rewind and Replay Western Classical Music. The history of music.
ENGLISH	<ul style="list-style-type: none"> • <u>Year 1</u> • Plan by talking about ideas • Record ideas e.g through story mapping • Orally rehearse sentences • Form lower-letters, capital letters and digits 0-9 correctly and understand which letters belong to which family (e.g tall letters, long letters). Leave spaces between words • Write so other people can understand the meaning of sentences • Read their own writing aloud clearly • Demarcate sentences using capital letters • Demarcate sentences using full stops • Use the names of people, places and things e.g dragon, castle, butterfly • Begin to punctuate using capital letters for the names of people, places and things 	

- Write a sequence of linked sentences
- Generally use the present and past tense accurately
- Use the conjunction 'and' to join words e.g. There was a slide and a swing and a roundabout
- Use the conjunction 'and' to form simple sentences forming compound sentences e.g. I went to the park and it was fun
- Begin to use question marks
- Begin to use exclamation marks
- Re-read writing to check it makes sense
- Proof-read and edit their writing in relation to the Y1 grammar and spelling expectations
- Write for simple audiences and purposes based on real life experiences e.g. thank you letters, instructions, recounts, reports, stories
- Sequence their own sentences to form simple narratives
- Sequence their own sentences to form simple non-fiction texts
- Use simple narrative language features
- Use simple language features of non-fiction
- 24. Use simple organisational features in fiction and non-fiction

Year 2

- Use simple expanded noun phrases to describe and specify e.g. the blue butterfly
- Use co-ordination (but/and/or/so) e.g. I was wet but we still had to go outside.
- Use full stops and capital letters consistently e.g. include edited writing
- Use apostrophes for contractions e.g. don't can't she'd linked to common exception words and phonics programme
- Use subordination (when/if/that/because) to add extra information e.g. The children were cold because they had forgotten their coats.
- Use the present and past tenses correctly and consistently e.g. include edited writing
- Use commas to list e.g. I was cold, wet and miserable.
- Use exclamation marks, question marks mostly accurately e.g. ! as a punctuation mark as well as to
- end an exclamatory phrases
- Use the progressive continuous verb form e.g. I was running/ They were shouting

- Use sentences with all different forms: statement, question, exclamation, command e.g. What big ears you have grandma!
- Use apostrophes for singular possession e.g. Tom's coat
- Create simple setting in narrative e.g. power of 3, noun phrases, expanded noun phrases, appropriate word choices, use of more adventurous words/est/ness/less/, coordinating, subordinating conjunctions
- Create simple character in narrative e.g. power of 3, noun phrases, expanded noun phrases, appropriate word choices, use of more adventurous words/est/ness/less/coordinating, subordinating conjunctions
- Write about more than one idea and group related information e.g. begin to use paragraphs, use genre specific structures such as ingredients and steps when writing instructions, coordinating, subordinating conjunctions
- Create simple plot in narrative e.g. adjectives, noun phrases, expanded noun phrases, beginning/middle/end, appropriate word choices, use of more adventurous words, coordinating, subordinating conjunctions
- Use the main language features of narrative inc. standard English e.g. noun phrases, past and present tense, first or third person, adjectives, similes, story language, adverbs
- Use the main language features of non-fiction inc. standard English e.g. precise noun, past and present tense, first or third person, adjectives, similes, text type specific, adverbs for time
- Use the main organisation features of narrative and non-fiction e.g. beginning/middle/end, genre specific, headings and sub-headings, labels, captions, noun and pro-noun chains to link ideas, coordinating, subordinating conjunctions
- Spell Y2 common exception words and homophones e.g. include edited writing
- Spell longer words using suffixes including: -ment, -ness, -ful, -less, -ly. and rules for plurals e.g. include edited writing
- Spell words containing Year 2 phonemes e.g. include edited writing
- Evaluate their writing through discussion and make improvements to clarify the meaning e.g. link to use of word banks and unit working walls
- Proof read and edit their writing e.g. use Y2 spelling rules, word banks, displays
- Write a range of fictional and real texts for different audiences and purposes e.g. linked to topic/quality text/w.o.w days/opening experiences/talk for writing teaching sequences

MATHS

Addition and Subtraction

Represent and use number bonds and related subtraction facts (within 10)

Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.

Add and subtract one digit numbers (to 10), including zero.

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two digit number and ones; a two digit number and tens; two two digit numbers; adding three one digit numbers.

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.

Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.

Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Multiplication and Division

Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.

Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) sign.

Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.

Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Length and height

Compare, describe and solve practical problems for: lengths and heights for example, long/short, longer/shorter, tall/short, double/half

Compare and order length and record the results using $>$, $<$ and $=$.

Measure and begin to record lengths and heights.

Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm), using rulers

Measurement: weight and volume

Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]

Measure and begin to record mass/weight, capacity and volume.

Measurement: Capacity, volume, mass and temperature

Choose and use appropriate standard units to estimate and measure capacity (litres/ml, mass (kg/g) and temperature ($^{\circ}\text{C}$) to the nearest appropriate unit, using thermometers, scales and measuring vessels.

Compare and order volume/capacity/mass and record the results using $>$, $<$ and $=$.