

CURRICULUM OVERVIEWS
FOR ROBIN CLASS
(YEARS 1 & 2 AUTUMN TERM)

WHOLE SCHOOL TOPICS

TERMS 1 and 2: **HOW THINGS WORK**

TERMS 3 and 4: **WONDERFUL WORLD**

TERMS 5 and 6: **20th CENTURY**

ROBIN (YEARS 1/2)	Planes, Trains and Automobiles (TRANSPORT)	
	Term 1	Term 2

SCIENCE	<ul style="list-style-type: none"> ▪ Seasonal changes – signs of Autumn ▪ Properties and uses of everyday materials. Understand the terms material and property. Understand the difference between an object and the material it is made from. Identify natural and man-made materials. 	<ul style="list-style-type: none"> ▪ Seasonal changes – weather and daylight hours ▪ Properties and uses of everyday materials. Identify the properties of different materials and know that plastic/ glass/ wood etc would be used for different purposes.
HISTORY	<ul style="list-style-type: none"> ➤ Events beyond living memory. ➤ Ordering events on a timeline. ➤ Find out how transport has changed over time through inventions. ➤ Lives of significant individuals in the past who have contributed to national and international achievements. ➤ Find out about Da Vinci's inventions and technical drawings ➤ Learn about the lives of the Wright brothers and Amelia Earhart. ➤ Understand the process of inventing. 	
ART	<ul style="list-style-type: none"> ✚ Drawings and design, including in the style of Leonardo Da Vinci. ✚ Digital media, Designing / combining images using ICT 	
DESIGN & TECHNOLOGY	<ul style="list-style-type: none"> ▪ Design and make simple vehicles using a simple brief. <ul style="list-style-type: none"> ▪ Evaluate designs and express viewpoints. ▪ Consider improvements that could be made to a model. 	
COMPUTING	<p style="text-align: center;">Programming</p> <ul style="list-style-type: none"> - Follow and give simple instructions using forward, backward and whole, half, quarter and three quarter turns. - Control remote controlled programmable toys using direction and turn. - Predict the effect of a given instruction on a programmable toy. - Plan and test a sequence of instructions. - Debug a sequence of instructions given to a programmable you by testing. - Know that controlling a programmable you is more precise than a remote controlled toy. 	
PSHE	Being Me in the World	Celebrating Differences
R.E.	Who made the World?	How is Jesus a gift from God?
P.E.	<p style="text-align: center;"><u>Fundamental Movement Skills</u></p> <p>Movement skills, including skipping, pivot turns, side stepping and hopping, both forwards and backwards. Balance and agility, moving from jumping, both feet then one foot, pivoting and tuck jumps</p> <p style="text-align: center;"><u>Gymnastics</u></p> <p>Moving and Balancing + Dance – Sequence balances, rolls and turns into a short sequence. Explore different dynamics such as height, speed and direction.</p>	

	Learn and sequence a dance set to music. Learn to count music and dance with the beat.	
MUSIC	In the groove - Blues, Latin, Bhangra. Historical context of most styles. Harvest songs.	I Wanna Play in a Band! - Performing and Recording voices and instruments Christmas performance songs
ENGLISH	<u>Journey Story – “Lost and Found” by Oliver Jeffers</u> <u>Poetry – Trains</u> <u>Biography – Amelia Earhart</u>	<u>Overcoming a problem story – “You can’t take an Elephant on a bus” by Patricia Cleveland-Peck</u> <u>Instructions – How to make a vehicle + How to make a Christmas</u> <u>Letter - Dear Father Christmas</u>
	<u>Year 1 Objectives</u>	
	<ul style="list-style-type: none"> • 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 and read their own writing aloud clearly • Demarcate sentences using capital letters and 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 and to form simple sentences forming compound sentences. • Begin to use question marks and 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 and non-fiction texts • Use simple narrative language features and the language features of non-fiction texts. • Use simple organisational features in fiction and non-fiction texts. 	
<u>Year 2 Objectives</u>		
<ul style="list-style-type: none"> • Use simple <i>expanded</i> noun phrases to describe and specify e.g. the blue butterfly 		

- Use co-ordination (but/and/or/so) and subordination (when/if/that/because) to add extra information.
- Use full stops and capital letters consistently e.g. include edited writing
- Use the present and past tenses correctly and consistently e.g. include edited writing. Use the progressive continuous verb form e.g. I was running/ They were shouting
- 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 sentences with all different forms: statement, question, exclamation, command e.g. What big ears you have grandma!
- Create simple settings 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 characters 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 and non-fiction writing
- 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
- 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

MATHS

Place value:

- Count, read and write numbers to 10 in numerals and words.
- Read and write numbers to at least 100 in numerals and words.
- Recognise the place value of each digit in a two digit number (tens, ones)
- Identify, represent and estimate numbers to 100 using different representations including the number line.

Place Value

- Revisit term 1 objectives and progress Addition and Subtraction (Year 1)
- Represent and use number bonds and related subtraction facts within 20.
- Add and subtract one digit and two digit numbers to 20, including zero.
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

- Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.

Addition and Subtraction:

- 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.
- 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.

- Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$

Multiplication and Division (Year 2)

- 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.

Geometry (Shape)

- Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.
- Compare and sort common 2D shapes and everyday objects.
- Order and arrange combinations of mathematical objects in patterns and sequences.
- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)