

Y1 & Y2 CURRICULUM OVERVIEW 2016-2017



Subjects	National Curriculum Focus	Summer Term	Helping your child at home
<p>Religious Education</p>	<p>At St Benet's we believe that Religious Education is central to the educative mission of the Church. Religious Education is taught through the process of <i>Explore, Reveal, and Respond</i>. This follows the pattern of: the human search for meaning, God's initiative in Revelation and the response in faith. We follow the 'Come and See' Catholic Primary Religious Education programme.</p>	<p><u>Spread the Word</u> Pentecost, a time to spread the Good News.</p> <p><u>Rules</u> Reasons for rules in the Christian family.</p> <p><u>Treasures</u> God's treasure: the World.</p> <p><u>Sikhism</u> Sikh daily life - prayer and home</p>	<ul style="list-style-type: none"> • Talk about Good News in your family and how you shared it. • Ask your child to tell you the story of Pentecost. • Discuss the importance of saying sorry. • Look for opportunities for reconciliation and forgiveness in day to day life. • Look at a globe or an atlas and find a special place. Pray for the people in that country.
<p>English</p>	<p>The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.</p>	<p><u>Y1 Genres of Writing (to be covered throughout the year)</u> Traditional tales Stories by the same author Stories with repetitive patterns Simple substitutions in a story Non-chronological report (information writing) Retell/recount a story or event Poetry Instructions</p> <p><u>Grammar & Punctuation:</u> Consistent use of capital letters and full stops, beginning to use capital letters for proper nouns Introduction to nouns, verbs, adjectives, adverbs and commas in lists. Singular and Plurals</p>	<p><u>Y1 and Y2</u></p> <ul style="list-style-type: none"> • Read home reader regularly • Practise handwriting • Read class novel or share books by focus author • Y1- revisit traditional tales with your child and discuss characters and settings. • Look at the features of non-fiction books your child may

		<p>Question and Exclamation sentences Suffixes Contractions <u>Phonics</u> Read, write inc Revision of all phonic patterns covered in Reception and introduction to Set 3 sounds Use of past phonic screening assessments to track progress and inform intervention. Mid June - Phonics screening</p> <p>Y2 Genres of Writing: (to be covered throughout the year)</p> <ul style="list-style-type: none"> narrative - inventing stories from a known structure traditional tales with a twist using 5-part story structure personal/historical recount- letter /diary information writing poetry <p>Grammar & Punctuation: Consistent use of: commas in a list, apostrophe for singular possession and contraction, expanded noun phrases, past and present tense, using and/but/so, using it/when/because. Use of different sentence types: exclamation, command, statement and question. Using paragraphs. Continuous revision of all phonic patterns from Year 1</p> <p>Novel: Traditional tales</p>	<p>have at home: title, index, headings, sub- headings, glossary.</p> <ul style="list-style-type: none"> www.wodlands-junior.kent.sch.uk www.topmarks.co.uk www.bbc.co.uk/schools/wordsandpictures/index.shtml
<p>Mathematics</p>	<p>The children in Year 1 and Year 2 will follow the Inspire Maths programme, a programme that teaches maths mastery. It is built on a cumulative spiral curriculum, focusing on core topics to build deep understanding. The teaching pathway scaffolds in-depth learning of key mathematical concepts through the development of problem solving and critical thinking skills, and extensive opportunities for practice.</p>	<p>Y1:</p> <ul style="list-style-type: none"> Length Mass Picture graphs Numbers to 40 then to 100 (including addition and subtraction of these numbers) Multiplication and division Time Money <p>Y2:</p> <ul style="list-style-type: none"> Time Money Fractions 	<ul style="list-style-type: none"> Times tables: 2x 5x 10x (Y1) + 3x 4x (Y2) BBC Bitesize Mathletics Encourage use of maths skills during everyday situations e.g. using time and money in a shop NRich website (good for problem solving activities)

		<ul style="list-style-type: none"> • Data handling • Shape • Position and direction • Problem solving • Revision of calculation using all four operations 	<ul style="list-style-type: none"> • www.topmarks.co.uk • www.ictgames.co.uk • www.mathsisfun.com
Science	<p>Pupils in years 1 and 2 should explore the world around them and raise their own questions. They should experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions. They should use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships. They should ask people questions and use simple secondary sources to find answers. They should use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language.</p>	<p>Plants The children will: Year 1: Plants: The children will be able to identify and name a variety of common wild and garden plants. Identify and describe the basic of common flowering plants including trees. They will plant a bean seed and will keep a diary of its growth. They will observe plants in the environment of the school. Seasonal changes: Focus on Spring and Summer Year 2: Plants: Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Living things and their habitats: Identify and name a variety of animals and plants in their habitat including micro-habitats. Explain how animals obtain their food from plants and other animals using the idea of a simple food chain.</p>	<ul style="list-style-type: none"> • BBC Bitesize • Talk about materials found at home: wood, plastic, glass, metal, water and rock • www.woodlands-junior.kent.sch.uk • www.coxhoe.durham.sch.uk • Talk about the winter weather as it changes each day
Art & Design	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design technique in using colour, pattern, texture, line shape and form and space. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work. 	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of creating observational drawings of natural materials.</p> <p>To learn to use a range of materials creatively to design and make products in the context of collecting material for nature sculptures.</p> <p>Skills will all be practised within the context of science, history and geography topics.</p>	<p>Find this painting online and look at it with your child. Discuss what they can see in the painting.</p>

Computing	<p>Pupils should be taught to: □ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions □ 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.</p>	<p>The children will have practice of basic keyboard skills to become familiar with the keys, word processing and how to log on and off.</p> <p>They will practice typing the alphabet, their name and a simple sentence.</p> <p>They will be introduced to basic algorithms through picture sequencing and through using the BeeBot scratch programme.</p>	<p>Help your child to become familiar with the keyboard: how to type capital letters, use the back space key, put in spaces, and type their name.</p>
Design & Technology	<p>Key stage 1 Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]</p>	<p>The children will design their own tartan and will manipulate paper to make a kilt.</p>	<p>Use the internet to research different tartans.</p>
Geography	<p>Key stage 1 Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness</p>	<p>They will keep a class weather chart throughout the school year and discuss changes.</p> <p>Florence Nightingale When learning about Florence Nightingale they will be introduced to Europe and will place places significant to her life on a world map.</p> <p>Katie Morag The children will compare where they live with an island home and how Katie Morag lives. They will consolidate their knowledge of geographical language and will learn the names of the countries in the UK</p>	<p>Look at maps with your child and point out Turkey. Help them to become familiar with the countries which make up the British Isles. www.topmarks.co.uk</p> <p>Familiarise yourself with Katie Morag stories. Watch episodes of these stories on CBBC.</p>

<p>History</p>	<p>Key stage 1 Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Florence Nightingale The children will learn about significant events in her life and the contribution made by her achievements and their impact on modern nursing.</p> <p>They will sequence the main events of her life and retell some of these.</p> <p>They will place Florence on our school timeline.</p>	<p>BBC Bitesize KS1 History: Florence Nightingale www.childrensuniversity.manchester.ac.uk BBC Schools Ages 4-7 History sites</p>
<p>Music</p>	<p>Key stage 1 Pupils should be taught to: □ use their voices expressively and creatively by singing songs and speaking chants and rhymes □ play tuned and untuned instruments musically □ listen with concentration and understanding to a range of high-quality live and recorded music □ experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>The children will be introduced to the story of Peter and the Wolf. They will identify and name the instruments played. They will further explore pitch and rhythm</p> <p>The children will also continue to explore rhythm and pulse through nursery rhymes and simple songs linked to various curriculum areas.</p>	<ul style="list-style-type: none"> • Music lessons available in school for Y2- violin
<p>Physical Education</p>	<p>Key stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: □ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities □ participate in team games, developing simple tactics for attacking and defending □ perform dances using simple movement patterns</p>	<p>Games The children will participate in team games developing simple tactics for defending and attacking. Through these games they will be building upon their skills in throwing, catching and using space effectively. They will learn to play cooperatively with other children and become aware of the need for rules.</p>	<ul style="list-style-type: none"> • Sports clubs in school: football, dance and karate Y1 and Y2
<p>SEAL</p>	<p>A high-quality citizenship education helps to provide pupils with knowledge, skills and</p>	<p>These two themes focus on developing children's knowledge, understanding and skills in four key social and emotional aspects</p>	<ul style="list-style-type: none"> • Refer to school website for information about suitable anti-bullying websites.

understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness of how the United Kingdom is governed and how its laws are made and upheld. It should also prepare pupils to take their place in society as responsible citizens by providing them with the skills and knowledge to manage their money well and make sound financial decisions.

of learning: empathy, self-awareness, social skills and motivation.

Relationships

The children explore some of the feelings associated with close relationships, particularly in the family and with friends. They will think about ways of managing these feelings and will use drama, stories and assemblies within their learning.

Changes

The children will prepare for the move into the next class in school with a programme of transition to ensure this happens smoothly.

They will explore strategies for dealing with change by looking at obstacles, and will look at the differences between changes we choose and changes we make happen.

- Discuss with your child their talents and celebrate their achievements at home.
- Talk to them about the qualities of a good friend and how to listen and play cooperatively with others.
- Always promote and model considering the needs of others.

As always our curriculum grids are a dynamic document and plans can be adapted throughout the course of the term. If you need further clarification, contact your child's class teacher or ask any questions at Parents' Evening.