

Y1 & Y2 CURRICULUM OVERVIEW 2016-2017



Subjects	National Curriculum Focus	Spring 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>Books The children will learn that the Bible is made up of many books and is arranged in two parts: Old and New Testament. They will be introduced to the <i>Gospel</i> and other books used in Church.</p> <p>Thanksgiving They will learn about the different parts of the Mass and will focus on the Eucharist and the Last Supper.</p> <p>Opportunities This is the topic where the children learn about Lent and Easter, recalling the main events and discussing opportunities to choose to do good things.</p> <p>Islam The Muslim home and the importance of prayer.</p>	<ul style="list-style-type: none"> Attend church when possible and talk about the parts of the Mass as they happen. Share prayers at home with family Talk about the events of Easter including Maundy Thursday and Good Friday.
<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>Y1 Genres of Writing (to be covered throughout the year) 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</p> <p>Grammar & Punctuation: Consistent use of capital letters and full stops, beginning to use capital letters for proper nouns Introduction to nouns, verbs and adjectives. Singular and Plurals Question and Exclamation sentences</p> <p>Phonics 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.</p>	<p>Y1 and Y2</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 have at home: title, index, headings, sub-headings, glossary.

		<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 writing to instruct <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. Continues revision of all phonic patterns from Year 1</p> <p>Novel: George's Marvellous Medicine Writing and SPAG activities will all come from this book.</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"> Subtraction within 10 Shapes and patterns Ordinal numbers Numbers to 20 Addition and subtraction within 20 Length Mass Picture graphs Numbers to 40 <p>Y2:</p> <ul style="list-style-type: none"> Numbers to 1000 Addition within 1000 Subtraction within 1000 Two step problems Multiplication Division Multiplying by 2,3,4,5 and 10 Length 	<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) www.topmarks.co.uk www.ictgames.co.uk www.mathsisfun.com
<p>Science</p>	<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</p>	<p>MATERIALS The children will: Year 1: Everyday materials: Distinguish between an object and the material from which it is</p>	<ul style="list-style-type: none"> BBC Bitesize

	<p>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>made Identify and name a variety of everyday materials Describe the simple physical properties of a variety of everyday materials. Compare materials Seasonal changes: Focus on Winter and Spring Year 2: Uses of materials: Identify and compare the uses of everyday materials Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. They will find out about someone who has developed a useful new material.</p>	<ul style="list-style-type: none"> • 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
<p>Art & Design</p>	<p>Pupils will be taught: 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>	<p>The children will use chalk and pastels to create winter scenes and will create patterns for a design on winter clothes.</p> <p>To fit in with the theme of Winter the children will look at the painting " Skaters in a Village" by Hendrick Avercamp</p> <p>They will study the painting carefully and will use its content as an inspiration for a piece of art based on the theme of Winter.</p> <p>They will think about colours we would use to depict winter and will think of, and answer questions about the painting.</p> <p>They will make lists and describe their observations.</p> <p>They will use drawing, and cutting and painting skills when producing their Easter crafts.</p>	<p>Find this painting online and look at it with your child. Discuss what they can see in the painting.</p>

<p>Computing</p>	<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>
<p>Design & Technology</p>	<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 practise the technique of joining materials together using simple sewing stitches.</p> <p>They will use this technique to make a spring flower.</p>	<p>Some children enjoy learning how to sew using simple craft kits available in shops.</p>
<p>Geography</p>	<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>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>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>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</p>	<p>The children will learn about the life of St Benet and his contribution to the Christianity and will use our timeline to place him historically.</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>BBC Bitesize KS1 History: Florence Nightingale www.childrensuniversity.manchester.ac.uk BBC Schools Ages 4-7 History sites</p>

	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.	They will place her on our timeline.	
Music	<p>Key stage 1</p> <p>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>	The children will explore rhythm and pulse through nursery rhymes and simple songs.	<ul style="list-style-type: none"> • Music lessons available in school for Y2- violin
Physical Education	<p>Key stage 1</p> <p>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>Gymnastics</p> <p>These skills will be developed:</p> <p>I show control and co-ordination when travelling or balancing. I choose which actions to make. I copy sequences and repeat them. I can roll. I can travel in lots of ways. I can balance. I can climb safely. I can stretch my body. I can curl my body.</p> <p>For the first half term the Y1 children will have a movement session delivered by Jittabugs where they explore spatial awareness, moving and stopping, team work, co-ordination and balance.</p>	<ul style="list-style-type: none"> • Sports clubs in school: football, dance and karate Y1 and Y2
SEAL	A high-quality citizenship education helps to provide pupils with knowledge, skills and 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	<p>These two themes focus on developing children's knowledge, understanding and skills in four key social and emotional aspects of learning: empathy, self-awareness, social skills and motivation.</p> <p>Say No To bullying:</p> <p>This theme aims to develop and revisit four of the key social and emotional aspects of learning covered in previous themes through a focus on bullying - what it is, how it feels, why people bully, how we can prevent and respond to it, and how children can use their social, emotional and behavioural skills to tackle this crucial</p>	<ul style="list-style-type: none"> • Refer to school website for information about suitable anti-bullying websites. • 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.

	their money well and make sound financial decisions.	<p>problem.</p> <p><u>Going for Goals:</u></p> <p>This theme focuses primarily on the key aspect of motivation, with a subsidiary focus on self-awareness. It gives an important opportunity for all children's abilities, qualities and strengths to be valued.</p>	
Creative Curriculum		<p>The Year 1 children will explore the topic of "People Who Help Us" which will lead onto Florence Nightingale</p> <p>They will explore a variety of roles which people around them may fill and will develop skills in reading and writing as well as PHSE, DT and art.</p>	Talk about people in your child's community who help them and discuss what the job involves.
<p>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.</p>			