

Spalding Parish Church of England Day School

Year 1 and 2 Overview

2020/2021



	Year 1			Year 2		
	Term 1 & 2	Term 3 & 4	Term 5 & 6	Term 1 & 2	Term 3 & 4	Term 5 & 6
<b>English</b>	<b>Term 1</b> Recovery Curriculum While we can't Hug Here We Are The Visitor (Whole school focus)	<b>Term 3</b> Writing to Inform Paddington & Great Fire of London	<b>Term 5</b> Writing to Inform Flat Stanley	<b>Term 1</b> Recovery Curriculum While we can't Hug Here We Are The Visitor (Whole school focus)	<b>Term 3</b> Writing to Inform Safari Animals	<b>Term 5</b> Writing to Inform Castles
	<b>Term 2</b> Writing to Entertain Sayeeda, the Pirate Princess Brian Bear's Picnic Snow Queen (Pie Corbett TFW) Florence Nightingale & Guy Fawkes	<b>Term 4</b> Writing to Entertain Goldilocks & Traditional Tales The Boy who Cried Wolf	<b>Term 6</b> Writing to Entertain Pirates Next Door Commotion in the Ocean	<b>Term 2</b> Writing to Entertain The Magical Teaching Box Superheroes! The Quangle Wangle's Hat (Pie Corbett Talk for Writing) <b>Guided reading</b> Man on the moon Tuesday Traction Man	<b>Term 4</b> Writing to Entertain Lion King  <b>Guided reading-</b> Julia Donaldson texts Lila and the Secret of Rain Boundless Sky	<b>Term 6</b> Writing to Entertain The Dragon Machine Jack and the Beanstalk  <b>Guided reading</b> Into the Forest Little Red
<b>Maths</b>	<b>Term 1</b> Number: Place value within 10 and 20 Money	<b>Term 3</b> Number: Place value within 50 Fractions Multiplication and Division	<b>Term 5</b> Number: Place value within 100 Money Geometry – position and direction	<b>Term 1</b> Number: Place value	<b>Term 3</b> Money Multiplication and Division	<b>Term 5</b> Shape Measurement
	<b>Term 2</b> Addition and Subtraction Measures	<b>Term 4</b> Addition and Subtraction Multiples of 2,5,10 Measurements Money	<b>Term 6</b> Time Shape Consolidation	<b>Term 2</b> Addition and Subtraction	<b>Term 4</b> Fractions Time Cross-curricular: Statistics	<b>Term 6</b> Statistics Position and Direction Consolidation
<b>Daily Dashboard</b>	<b>Seasonal Changes</b> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies <b>Weather climates</b> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <b>Days of the Week, Months of the Year, Time</b>			<b>Seasonal Changes</b> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. <b>Weather climates</b> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <b>Days of the Week, Months of the Year, Time</b>		

<p><b>Science</b></p>	<p><b>Term 1</b></p> <p><b>Science For 1</b> Focus on Working Scientifically objectives Label parts of the body. Identify which part of the body is associated with each sense. Identify mammals, fish and birds. Identify reptiles and amphibians and the differences between them. Use accurate scientific vocabulary to describe a group of animals.</p> <p><b>Term 2</b></p> <p><b>ASE Resources</b> <b>Plants</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p><b>Term 3 and 4</b></p> <p><b>Animals, Including Humans</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>	<p><b>Term 5 and 6</b></p> <p><b>Materials</b> Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p><b>Term 1</b></p> <p><b>Science For 1</b> Focus on Working Scientifically objectives Name the parts of a plant. Observe closely. Perform simple tests Identify and classify materials based on their properties. Find out how the shape of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Find out and describe how plants need water, light and a suitable temperature to grow. Classify animals by their characteristics Identify and classify things that are alive, have never been alive, or are dead. Identify the features of things that are living. Understand the properties of materials.</p> <p><b>Term 2</b> <b>ASE Resources</b> <b>Plants</b> Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><b>Term 3 and 4</b></p> <p><b>Living Things and their Habitats</b> Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p><b>Term 5</b></p> <p><b>Materials</b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><b>Term 6</b></p> <p><b>Animals, including Humans</b> Notice that animals, including humans, have offspring, which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>
<p><b>Computing</b></p>	<p><b>Computing</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school</p> <p><b>Internet Safety</b> 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><b>Algorithms</b> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Use logical reasoning to predict the behaviour of simple programs Create and debug simple programs (Move the Turtle / Hopscotch)</p> <p><b>Internet Safety</b> Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet</p>		

<b>History</b>	<p><b>Changes within Living Memory</b>  <b>Family Trees</b>  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p><b>Matthew Flinders</b>  Significant historical events, people and places in their own locality</p> <p><b>Guy Fawkes, Florence Nightingale, Grace Darling</b>  The lives of significant individuals in the past who have contributed to national and international achievements</p> <p><b>Great Fire of London</b>  Events beyond living memory that are significant nationally or globally</p>			<p><b>Castles</b>  Significant historical events, people and places in their own locality.  Lincoln Castle Trip</p> <p><b>Christopher Columbus</b>  Events beyond living memory that are significant nationally and globally.  The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><b>Tim Peake</b>  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p><b>Neil Armstrong</b> Events beyond living memory that are significant nationally and globally.  The lives of significant individuals in the past who have contributed to national and international achievements.</p>		
<b>Geography</b>	<p><b>Name and locate the world's seven continents and five oceans</b></p> <p><b>United Kingdom</b>  Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p>			<p><b>Name and locate the world's seven continents and five oceans</b></p> <p><b>Contrasting locations</b>  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>		
<b>RE</b>	<p><b>Term 1</b>  Recovery curriculum.  Interpreting religious texts and how these affect the way Christians live their lives.</p> <p><b>Term 2</b>  Places of Worship  <b>LAS Additional</b></p>	<p><b>Term 3</b>  <b>God</b></p> <p><b>Term 4</b>  <b>Creation</b></p>	<p><b>Term 5</b>  God- Islam  <b>LAS Compulsory</b></p> <p><b>Term 6</b>  Community  <b>LAS Compulsory</b></p>	<p><b>Term 1</b>  Recovery curriculum.  Interpreting religious texts and how these affect the way Christians live their lives.</p> <p><b>Term 2</b>  Thankfulness  <b>LAS Additional</b></p>	<p><b>Term 3</b>  <b>LAS Compulsory</b>  Being Human – Islam</p> <p><b>Term 4</b>  <b>LAS Compulsory</b>  Life Journey – Islam</p>	<p><b>Term 5</b>  <b>Salvation</b></p> <p><b>Term 6</b>  <b>Incarnation</b></p>
<b>PSHE</b>	<p><b>Term 1</b>  Me and my Relationships (SCARF)</p> <p><b>Term 2</b>  Valuing difference (SCARF)</p>	<p><b>Term 3</b>  Keeping myself safe (SCARF)</p> <p><b>Term 4</b>  Rights and Responsibilities (SCARF)</p>	<p><b>Term 5</b>  Being My Best (SCARF)</p> <p><b>Term 6</b>  Growing and Changing (SCARF)</p>	<p><b>Term 1</b>  Me and my Relationships (SCARF)</p> <p><b>Term 2</b>  PSHE- Valuing difference (SCARF)</p>	<p><b>Term 3</b>  Keeping myself safe (SCARF)</p> <p><b>Term 4</b>  Rights and Responsibilities (SCARF)</p>	<p><b>Term 5</b>  Being My Best (SCARF)</p> <p><b>Term 6</b>  Growing and Changing (SCARF)</p>
<b>Art</b>	<p>To use painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>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>To use drawing and sculpture to develop and share their ideas, experiences and imagination</p> <p>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>		
<b>DT</b>	<p><b>Structures</b>  Build sculptures, exploring how they can be made stringer, stiffer and more stable</p> <p><b>Cooking and nutrition</b>  Use the basic principles of a healthy and varied diet to prepare dishes  Understand where food comes from</p>			<p><b>Mechanisms</b>  Explore and use mechanisms</p> <p><b>Cooking and nutrition</b>  Use the basic principles of a healthy and varied diet to prepare dishes  Understand where food comes from</p>		

<b>Music</b>	<b>Term 1 and 2</b> The History of music.	<b>Music – Four Seasons</b>	<b>Music linked to Space</b>	<b>Steady beat, rhythm and unpitched percussion instruments.</b>	<b>Pitched instruments</b>	<b>Compositions and basic notation.</b>
<b>PE</b>	<b>Physical Activity Personal Challenge</b>	<b>Gym Units E and F Dance Unit 1 and 2</b>	<b>Dance Unit 4 Gym Unit G Games Unit 3 and 4</b>	<b>Physical Activity Personal Challenge</b>	<b>Gym Units I and J Dance Unit 2 and 3</b>	<b>Gym Unit K Dance Unit 4 Games Unit 3 and 4</b>
<b>Staying Safe and British Values</b>	<b>Friday 11th September</b> Roald Dahl Day <b>Thursday 1<sup>st</sup> – Saturday 31<sup>st</sup> October</b> Black History Month <b>Saturday 10<sup>th</sup> October</b> World Mental Health Day <b>Friday 13<sup>th</sup> November</b> Children in Need <b>W/B 16<sup>th</sup> November</b> Anti-Bullying Week <b>16<sup>th</sup> - 22<sup>nd</sup> November</b> National Road Safety Week	<b>Friday 5<sup>th</sup> February</b> Number Day <b>Tuesday 9<sup>th</sup> February</b> Safer Internet Day <b>Monday 1<sup>st</sup> - Sunday 7<sup>th</sup> February</b> Children’s Mental Health Week – Express Yourself	<b>Thursday 6<sup>th</sup> May</b> Local Elections <b>W/B Monday 21<sup>st</sup> June</b> (TBC) National Sports Week 2021 <b>School Council elections</b>	<b>Friday 11th September</b> Roald Dahl Day <b>Thursday 1<sup>st</sup> – Saturday 31<sup>st</sup> October</b> Black History Month <b>Saturday 10<sup>th</sup> October</b> World Mental Health Day <b>Friday 13<sup>th</sup> November</b> Children in Need <b>W/B 16<sup>th</sup> November</b> Anti-Bullying Week <b>16<sup>th</sup> - 22<sup>nd</sup> November</b> National Road Safety Week	<b>Friday 5<sup>th</sup> February</b> Number Day <b>Tuesday 9<sup>th</sup> February</b> Safer Internet Day <b>Monday 1<sup>st</sup> - Sunday 7<sup>th</sup> February</b> Children’s Mental Health Week – Express Yourself <b>Thursday 6<sup>th</sup> May</b> Local Elections	<b>Thursday 6<sup>th</sup> May</b> Local Elections <b>W/B Monday 21<sup>st</sup> June</b> (TBC) National Sports Week 2021 <b>School Council elections</b>
<b>Visits and Visitors</b>	<b>Florence Nightingale workshop (Doing in class)</b> <b>Online Snow Queen viewing with the Tutti Frutti Theatre group</b>	<b>Teddy bears picnic</b> <b>Cinema trip - Paddington</b>	<b>RNLI</b>	<b>National Science Museum-virtual tour</b> <b>Online Snow Queen viewing with the Tutti Frutti Theatre group</b>	<b>Creative Arts Workshop</b>	<b>Lincoln Castle</b>
<b>Key Events</b>	<b>Friday 11th September</b> Roald Dahl Day <b>Thursday 1<sup>st</sup> October</b> National Poetry Day <b>W/B 16<sup>th</sup> November</b> National Nursery Rhyme Week <b>Friday 13<sup>th</sup> November</b> Children in Need <b>Saturday 14<sup>th</sup> November</b> World Diabetes Day <b>W/B 16<sup>th</sup> November</b> Anti-Bullying Week <b>Friday 11<sup>th</sup> December</b> Christmas Jumper day	<b>Wednesday 6<sup>th</sup> January – Sunday 21<sup>st</sup> February</b> Big Schools Birdwatch <b>Saturday 30<sup>th</sup> January – Saturday 7<sup>th</sup> February</b> National Storytelling Week <b>Friday 5<sup>th</sup> February</b> Number Day <b>Monday 1<sup>st</sup> - Sunday 7<sup>th</sup> February</b> Children’s Mental Health Week – Express Yourself <b>Tuesday 9<sup>th</sup> February</b> Safer Internet Day <b>Thursday 4<sup>th</sup> March</b> World Book Day <b>W/B 5<sup>th</sup> – 14<sup>th</sup> March</b> British Science Week  <b>Friday 19<sup>th</sup> March</b> Red Nose Day	<b>W/B 7<sup>th</sup> June</b> Phonics Screening Check <b>W/B Monday 21<sup>st</sup> June</b> (TBC) National Sports Week 2021 <b>Tuesday 22<sup>nd</sup> June</b> Sports Day KS1 (am)	<b>Friday 11th September</b> Roald Dahl Day <b>Thursday 1<sup>st</sup> October</b> National Poetry Day <b>W/B 16<sup>th</sup> November</b> National Nursery Rhyme Week <b>Friday 13<sup>th</sup> November</b> Children in Need <b>Saturday 14<sup>th</sup> November</b> World Diabetes Day <b>W/B 16<sup>th</sup> November</b> Anti-Bullying Week <b>W/B 23<sup>rd</sup> November</b> Year 2 Phonics Screening Check <b>Friday 11<sup>th</sup> December</b> Christmas Jumper day	<b>Wednesday 6<sup>th</sup> January – Sunday 21<sup>st</sup> February</b> Big Schools Birdwatch <b>Saturday 30<sup>th</sup> January – Saturday 7<sup>th</sup> February</b> National Storytelling Week <b>Friday 5<sup>th</sup> February</b> Number Day <b>Monday 1<sup>st</sup> - Sunday 7<sup>th</sup> February</b> Children’s Mental Health Week – Express Yourself <b>Tuesday 9<sup>th</sup> February</b> Safer Internet Day <b>Thursday 4<sup>th</sup> March</b> World Book Day <b>W/B 5<sup>th</sup> – 14<sup>th</sup> March</b> British Science Week  <b>Friday 19<sup>th</sup> March</b> Red Nose Day	<b>W/B Monday 17<sup>th</sup> May</b> KS1 SATs <b>W/B 7<sup>th</sup> June</b> Phonics Screening Check <b>W/B Monday 21<sup>st</sup> June</b> (TBC) National Sports Week 2021 <b>Tuesday 22<sup>nd</sup> June</b> Sports Day KS1 (am)