English

See the tracking documents for both Year 1 & Year 2

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Experiment with paint media using a range of tools, e.g., different brush sizes, hands, feet, rollers, and pads/Begin to control the types of marks made in a range of painting techniques e.g., layering, mixing media, and adding texture/Understand how to make tints using white and tones by adding black to make darker and lighter shades/Name the primary colours and mix to create a range of secondary colours, being able to predict the resulting colours/Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint/Look and talk about what they have produced, describing simple techniques and media used/Explore their emotions through drawings and paintings.

Heart Smart/RSE

Get HeartSmart

Children learn that many of the choices they make affect their hearts and the hearts of those around them

Power Plus

Children learn how they use their power in positive and negative ways

Heart decisions

Children learn that decisions they make can affect their reputation

Bright hearts

Children learn that what is in their hearts gets played out through their words and actions

Love map

Children learn how to identify special people and how

they show us love Face Plate

Children learn how to make healthy choices to contribute to a healthy diet

Maths - Year 1- Count to and across 100 from any number, Count, read and write numbers to 100 in numerals, Read and write mathematical symbols: +, - and =, Identify "one more" and "one less", Use number bonds and subtraction facts within 20, Add and subtract 1-digit and 2-digit numbers to 20, including zero, Recognise and name common 2-D shapes, Recognise and name common 3-D shapes Year 2 - Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward Recognise the place value of each digit in a two-digit number Compare and order numbers from 0 up to 100; use and = signs Use place value and number facts to solve problems; recall and use addition and subtraction facts to 20 fluently, and derive and use related facts to 100 Add and subtract numbers using concrete objects, pictorial representations, and mentally Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems, Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces

History

Demonstrate knowledge and understanding of events beyond living memory through simple recording, using texts and drawings Answer questions using an artefact/photograph provided, including an event beyond living memory Start to use stories or accounts to distinguish between fact and fiction Describe significant individuals from the

Understand that there are reasons why people in the past acted as they did

Music

Clap short rhythmic patterns

Use instruments to perform a simple piece Respond to musical indications about when to play or

Perform a steady rhythm to a pulse

Play simple rhythmic patterns on an instrument

Sing/ clap a pulse increasing or decreasing in tempo Repeat (short rhythmic and melodic) patterns

Make a sequence of sounds

Show sounds by using pictures

Order sounds to create a beginning, middle and end

Recognise repeated patterns

Follow instructions about when to play or sing

Year 1 - Retell the story of creation from Genesis 1:1-2.3 simply. (K2)/Recognise that 'Creation' is the beginning of the 'big story' of the Bible. (K2)/Say what the story tells Christians about God, Creation and the

Year 2 - Say what the story tells Christians about God, Creation and the world. (K2)

See separate tracking document

Computing - Year 1

Give simple instructions to everyday devices to make things happen Make choices to control simple models or simulations Solve a problem using ICT Understand what an algorithm is (a sequence of instructions or set of rules for performing a specific task) (out of the context of programming) Understand that algorithms need to be precise, simple, clear and limited. Understand that an algorithm is implemented as program on a digital device Input simple instructions (into programmable device or coding program) to see what happens Write/input a simple a program/code (no desired outcome) Bee-Bots Give commands including straight forwards/backwards/turn one at a time Explore what happens when a sequence of instructions is given Give a set of simple instructions to follow a task Give a set of instructions to form simple geometric shapes Improve/change their sequence of commands Year 2 Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following a sequence of instructions Use logical reasoning to predict the behaviour of simple programs Follow and predict the outcome of an program Write/input and test a simple a program/ code to achieve a desired outcome (ensuring it is precise, simple, clear and limited) Identify a bug in my programme/code (where the algorithm has gone wrong/not achieved the desired outcome)

Debug a program (fix it by changing algorithm)

Pets

How do we look after and care for all creatures great and small? Autumn 1 2021

Learning Objectives

Understand that all food comes from plants or animals.

Develop understanding of where different foods come from (e.g., foods which are farmed, grown elsewhere (e.g., home) or caught) and food from native to different countries.

Understand how to name and sort foods into the five groups in 'The Eat well plate'

Know that everyone should eat at least five portions of fruit and vegetables every day and why Demonstrate how to prepare simple dishes safely and

hygienically, without using a heat source. Know how to use techniques such as cutting, peeling, and grating.

Measure and weigh food items using non-standard measures

Geography

Express own views about a place, people,

Consider geographical questions –Where is this place? What is it like? How has it changed? Suggest ways of improving the local environment Use key vocabulary to demonstrate knowledge and understanding Explain what facilities a town or village might need

Recognise how places have become the way they are

Describe in simple terms how wind or water has affected the Geography of an area. Find where they live on a map of the UK.

Year 1- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)/Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals/Identify and name a variety of common animals that are carnivores, herbivores and omnivores/Identify and classify with some support/Begin to observe and identify, compare and describe/Begin to use simple features to compare objects, materials and living things and, with help, decide how to sort and group them

Year 2 - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)/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/Notice that animals, including humans, have offspring which grow into adults/Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)/Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

English

I Spy Pets – Pets we have/want, What am I? booklet, create own I spy page, write about pets (n/f)

Not Norman – A Goldfish Story – poster about Norman

Norman – One fantastic goldfish – Letter from Curtis to pet shop

Mr Pusskins – bedtime story for Emily, adventure that Emily & Mr Pusskins go on

Formidable Sid - My Fantasy Pet description



Maths

Year 1 – Place Value within 10, Addition & Subtraction within 10, Geometry - Shape

Year 2 – Place Value, Addition & Subtraction, Geometry – Properties of Shape

Histor

Linda Brown Buck

How do we smell?

Who was Linda Brown Buck? Why did she receive a Nobel Prize Create a fact file



Music

KS1 - Pulse & Rhythm - All About Me

My favourite things – feel the pulse in music and experiment with different percussion instruments You've got a friend – play rhythms on untuned percussion instruments to deepen understanding of pulse & rhythm

Dance, dance, dance – Develop 'thinking voice' by internalising the pulse when listening to music Happy – call and response. Listen out for rhythms and repeat them

Practice makes perfect – perform either a pulse or a rhythm to highlight the differences between the two

Self Portraits (Painting)

- Look at position of facial features and what needs to be included on a portrait.
- Simple line drawing
- Watercolour backgrounds in preparation for portrait
- Paint portrait
- Pop art portrait Focus on Andy Warhol





Pets

How do we look after and care for all creatures great and small?

Autumn 1 2021

D & T

Food

A balance diets
Hidden sugars in drinks
Design a healthy wrap (taste test)
Make a wrap and evaluate
What do different animals eat? Design a
healthy plate for your favourite animal.

Geography

Our Local Area

What is our local area like?
Talk about geographical features of
Southwell and our School
What types of homes do we have?
What jobs are there in our local area?
How can we improve our local area? What will it be like in the future?
How do we travel to school?

R

Creation - Who made the world?

God created the universe

The Earth and everything in it are important to God

God has a unique relationship with human beings as their Creator and Sustainer Humans should care for the world because it

belongs to God



PΕ

Gymnastics

Multi - skills

Heart Smart/RSE

Get Heart Smart
My Heart Smart Tool Belt
Becoming Boris
Fill Boris' Toolbox
How do they feel?
My heart is full
Heart Hunt



Science

Animals including Humans - Year 1

Observing animals, knowing the different animal groups/Comparing animals and sorting them into their groups/Animal diets, identifying carnivores, omnivores, and herbivores/Identifying and names parts of the human body/Identifying and naming the 5 senses and which body part is associated with that sense

Year 2

Table of needs and wants for understanding the basic needs of animals including humans for survival Posters to show and describe the importance for humans of eating the right amounts of different types of food/Posters to describe the importance of exercise for humans/Joe Wicks Workout!/Name and describe the uses for things such as soap, toothbrush to understand the importance of hygiene for humans

Computing

debugging

Year 1 & 2 - Coding (Computer Science)

Year 1 – Instructions/Objects & Actions/Events/When Code Executes/Setting the scene/Using a plan Year 2 – Algorithms/Collision Detection/Using a timer/Different object types/Buttons/'Smelly Code'