

# Years One and Two

Mrs Clark, Miss Foster, Mrs Baldasera & Mrs Mott

## Maths

Continue work on calculations, extending knowledge of addition, subtraction, multiplication and division.

Numbers to 100, recognising place value representation.

Recognising coins and using coins to make values.

Recap on the use of different measures.

Real life problem solving.

**Y2-** Know the 2, 5 and 10 times table by heart and the related division facts.

## Science

Identify that most living things live in habitats to which they are suited. Describe how different habitats provide for the basic needs of different kinds of animals and plants. **What issues are caused when habitats are changed?**

## Design Technology

**Mechanisms – ‘Wheels & Axels’** Investigate wheeled and moving vehicles. Use construction kits with wheels and axels to create moving models. Explore ways of ensuring the axels are held securely and yet move freely. **Can you design and make a wheeled vehicle to carry the small toy animal?**

**Evaluate the model – how could you improve it?**

## P.E

**Athletics –** Use a variety of small apparatus to complete a variety of activities to develop agility, balance and co-ordination. Circuit training and preparation for Sport’s Day.

## R.E

**Discipleship & The Holy Spirit –** Listen to and act out the story of Pentecost. **How did the Holy Spirit change the lives of the disciples?**

**How does the Holy Spirit affect our lives?**

**Judaism –** Introduction to the Jewish faith. **Why is Joseph important in the Jewish faith? What does the word ‘covenant’ mean?**

## *Summer Term 2019* *‘Ready, Steady, Go!’*



## P.S.H.E

Explore the positive attributes that we can show in our lives. Encourage children to think about the positive impact that these can have on our life together at school.

As we near the end of our school year, consider the transition to KS2/Year 3 that will be made.

## Art

**Art in Context -** Focus on the artist Wassily Kandinsky’s work – develop techniques of colour, pattern, line, shape, form and space. Children to produce their own artwork inspired by Kandinsky’s work.

Compare Kandinsky’s work with that of Turner. **What are the similarities and differences?**

## Computing

**‘We are Astronauts’ -** introduce programming on screen.

**What instructions do need to give?**

**‘We Are Game Testers’ -** exploring how computer games work.

## English

**Narrative fiction -** Different Stories by the same author

- read stories by John Burningham.

Compare the stories and find out about the author’s life and work.

Focus on the story ‘Oi! Get off my Train!’ explore through drama, write our own version of ‘Oi! Get Off Our Train’ in the style of John Burningham.

**Non-fiction - ‘Recount’ -** Identify the features of a recount. Write recounts of class and individual experiences.

**Poetry – Pattern and Rhyme**

- read and respond to the pattern and rhythm of ‘Transport’ poems.

## History

Compare and contrast transport in past and present times.

Develop a timeline of transport. Find out about significant individuals in the development of Transport. **Who were Richard Trevithick and George Stephenson?**

Find out about travel in the past from the viewpoints of workers and passengers.

**Do you have any artefacts that we could share on this topic?**

## Geography

Find out about where we live – Macclesfield, Cheshire, England, United Kingdom. Label the countries of the UK, **can we remember what the seas are around us?**

**What weather do we experience? What seasonal changes do we see?**

Barnaby is travelling the world, **where is he going?**

Look at our large globe – identify the continents and oceans of the world. Understand geographical similarities and differences of a small area of the UK, and of an area in a contrasting non-European country.

## Music

Explore Transport songs and rhythms. Create own compositions using tuned and untuned instruments. Perform and evaluate.