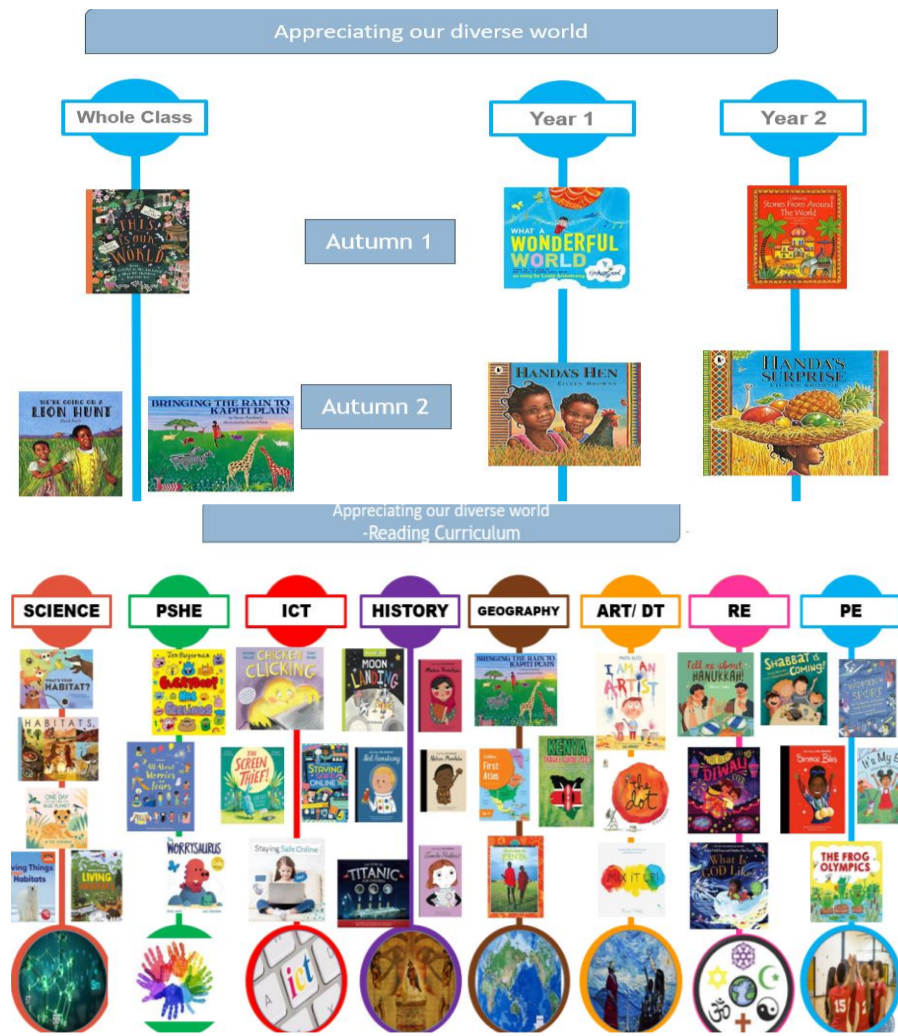


Whaley Thorns Primary School

Year 1/2 Autumn Planning 2024-2025



Our Reading Curriculum



English

Reading Year 1- To check that a text makes sense as it is read and to self-correct. To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which pupils can read independently. To link what is read by/or read to pupils to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events. To discuss word meaning and link new meanings to those already known. To begin to make simple inferences. To predict what might happen on the basis of what has been read so far. To listen to, appreciate and recite simple poems and rhymes by heart. Recognise and join in with predictable phrases.

Year 2- To check that the text makes sense to them as they read and to correct inaccurate reading. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently). To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text. To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. To recognise that non-fiction books are often structured in different ways.

SPAG Year 1- To write sentences starting with a capital letter and ending with a full stop. To use capital letters for the names of people, places, the days of the week (proper nouns) and the personal pronoun 'I'. To separate words with finger spaces. To recognise exclamations and use exclamation marks. To ask questions and use question marks. To introduce, identify, use and understand the function of verbs, nouns and adjectives. To use adjectives to create simple noun phrases. To introduce conjunction as a joining word. To join words and clauses using the conjunction 'and'.

Year 2- To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes. *(By building on root words already learned) To read all Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word. To write correctly punctuated exclamations and questions. To use commas to separate items in a list. To use a range of time conjunctions in writing such as: first, then, next, after, afterwards, before, suddenly, soon, later, finally, in the end. To join two sentences to create a compound sentence using the coordinating conjunctions: so, and, or, but E.g. The man walked his dog, and it started to rain.

Writing Year 1- To understand what a simple sentence is, identify simple sentences when reading and writing, write simple sentences and to change a simple sentence into a compound sentence by adding the conjunction 'and'. To plan writing by: Verbally retelling/drawing events/ideas. Identifying key words and new vocabulary. To orally rehearse a sentence before writing. To sequence sentences to form short narratives or recounts, including non-fiction. To re-read own sentence/s to check it makes sense. To edit sentence/s to correct simple errors. To share what has been written with the teacher or other pupils, with a view to improve it. To read own writing aloud and clearly enough to be heard by peers and the teacher. To produce a final draft of a piece of writing.

Year 2- To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. To curvily form lower case letters of the correct size, relative to one another, in preparation for joining. To begin to develop the diagonal and horizontal strokes in preparation for joining letters. To use spacing between words that reflects the size of the letters. To write capital letters (knowing these are not joined) and digits of the correct size, orientation and relationship to one another and to lower case letters. To understand the difference between a simple sentence and a compound sentence. Identify simple sentences and compound sentences when reading and writing. Change simple sentences into compound sentences by adding conjunction. To use some subordination within writing using the words when, if and that to add extra information to sentences.

Mathematics

Year 2- Numbers to 100
Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals and words; count in multiples of twos, fives and tens. 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 (tens, ones). Identify, represent and estimate numbers using different representations, including the number line compare and order numbers from 0 up to 100; use <, > and = signs. Read and write numbers to at least 100 in numerals and in words-

Addition and Subtraction
Solve problems with addition and subtraction. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally applying their increasing knowledge of mental and written methods. Add and subtract; a two-digit number and ones, two two-digit numbers, three one-digit numbers.

Addition and Subtraction 2
Solve problems with addition and subtraction. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally. Add and subtract two-digit numbers and tens and two two-digit numbers.

Properties of Shape
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. Compare and sort common 2-D and 3-D shapes and everyday objects. Order and arrange combinations of mathematical objects in patterns and sequences.

Year 1- Numbers to 10
Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.

Part-whole within 10
Identify and represent numbers using objects and pictorial representations including the number line. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20.

Addition and subtraction within 10
Read, write and interpret mathematical statements involving addition, subtraction and equals signs. Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.

2D and 3D shapes
Recognise and name common 2-D and 3-D shapes.

Science

Living Things and Their Habitats
Compare the differences between things that are living, dead, and things which have never been alive. Identify and name a variety of plants and animals in a microhabitat. Design a suitable microhabitat where living things could survive. Find out what animals eat to survive in their habitat. Understand food chains. Understand the journey food makes from the farm to the supermarket.

Habitats From Around the World
Learn about habitats. Appreciate that environments are constantly changing. Explore the rainforest and its problems. Describe life in the ocean. Discover the Arctic and Antarctic habitat. Create a model of a habitat.

Humanities

History
Who are the famous people who have influenced our world?
To know who we associate with making a significant contribution to making the world a fairer place?
To know who has made significant contributions to the rights of black people?
To know who has made significant contributions to the rights of women?
To explore which significant events helped us know more about our world and our universe?
To explore which international disaster is still considered a significant event today?

Geography
How would my life be different if I lived in Kenya?
Know where Africa is and begin to know about its physical features. Know what the main differences are between our climate and that of Africa. Understand what a day in school would be like if they lived in a small African village. Understand what food they would eat and where they would get it from. Understand why Kenyans worry about drought (lakes/rivers) Compare the UK to Kenya.

Expressive Arts & Design Drawing & Painting- Artist Link – Beatriz Vidal

Correctly hold and use tools for drawing and painting. Sketch a self-portrait, drawing facial features with improving accuracy and position. Use drawing and painting materials to create different effects. Explore and talk about the work of a famous artist. Begin to use primary colours to create secondary colours and vary shades and tones. Appraise the work of a relevant famous artist.

Interactive story book in the style of Beatriz Vidal- links to topic of Kenya
To fold paper created pouches.
To produce 3D characters out of materials.

DT- Mechanisms- Moving animal.
Generate ideas and design products for a purpose, sharing these with others (via drawings or discussion). Make a variety of different imaginative designs out of a range of construction materials. Refine fine motor skills, e.g. threading, tracing, cutting. Evaluate own ideas. Build a structural mechanism using large scale construction and then improve it (make it stiffer/ stronger). Explore and use mechanisms (levers, sliders, wheels, and axles)

Music Pulse, Rhythm and Pitch

Build an understanding of the pulse and internalise it when listening to a piece of music. Improvise a simple rhythm using different instruments including the voice. Develop an understanding of melody, the words and their importance in the music being listened to.

Playing in an orchestra
Discuss together what the song or piece of music might be about. Talk about any other music they have heard that is similar. Recognising tempo, as well as changes in tempo. Describe differences in tempo and dynamics. Recognise some band and orchestral instruments. Continue to talk about where music might fit. into the world.

RE- Who is Jewish and what do they believe?

To talk about the Jewish faith believe in one god (Messiah). Explore Jewish symbols. Talk about beliefs of Judaism (Messiah). Explore the Jewish religious book. (Torah) Explore Jewish practices Passover, Rosh Hashan, Hanukkah.

What can we learn from sacred books?
Why a holy book is considered to be 'holy'. Re-tell The Lost Sheep; suggest the meaning(s) of this story. Re-tell the story of the Exodus. Suggest a meaning for the story of Prophet Muhammad and the Black Stone. Re-tell Jonah, a story from the Bible and other holy texts.

Computing IT around us

Explore what is IT. To understand IT in school and the wider world. To explore the Benefits of IT. Using IT in different ways. What happens when I post online? **Pictograms** To counting and comparing. Entering data to create a pictogram. What is an attribute. Comparing people. How do I keep my things safe online?

PSHE & RSE

Exploring Emotions
Recognizing a range of feelings in ourselves and others. Recognizing how others show feelings and how to respond. Recognising that their behaviour can affect others. Communicating feelings to others. Developing simple strategies for managing feelings.

Bullying Matters (Anti-bullying week link)
Recognising their behaviour can affect others. Listening to others and working cooperatively. Identifying that people's bodies can be hurt. Recognising when people are being unkind to them or others, who to tell and what to say. Identifying different types of teasing and bullying, to identify that these are wrong and unacceptable. Identifying strategies to resist teasing/bullying if experienced or witnessed.

PE

Multi-Skills:
Know how to maintain space from my peers. Know different ways of moving. Know how to hold a ball securely when moving. Know how to dribble and move with different balls. Know the different techniques needed to dribble different balls. Know how to roll a ball to reach a target. Know how to regulate speed of rolls. Know how to throw underarm. Know how to catch

Movement to Music - Gymnastics
How to form basic shapes. How to show tension and extension in basic shapes. How to start and end a gymnastics routine. How to travel using different methods. How to perform cartwheels and handstands. How to jump safely from equipment. How to perform safely on equipment