



# North Ferriby CE Primary School

## Curriculum Information

<b>Year Group:</b>	Year 1/2	Mrs Hill
<b>Term:</b>	Autumn	
<b>Topic or Theme:</b>	Human Body, Bonfire Night, Christmas	

<b>Subject:</b>	<b>Coverage</b>
English	<p><b>Topics:</b> Our bodies, Funny bones, our senses poems, fairy tales and traditional tales, Julia Donaldson, stories with repeated phrases, Christmas stories.</p> <p><b>Year 1 Composition:</b> To say out loud what they are going to write about. To compose a sentence orally before writing it.</p> <p><b>Year 2 Composition:</b> To develop positive attitudes towards and stamina for writing. To write narrative about personal experiences and those of others. To write about real events. To write poetry. To write for different purposes. To plan or say out loud what they are going to write about. To encapsulate what they want to say sentence by sentence.</p> <p><b>Year 1 Handwriting</b> - sit correctly at a table, holding a pencil comfortably and correctly and begin to form lower-case letters in the correct direction, starting and finishing in the right place. To form digits 0-9 correctly.</p> <p><b>Year 2 Handwriting</b> – To form lower-case letters of the correct size relative to one another. To use spaces between words that reflects the size of the letters.</p> <p><b>Year 1/2 Spelling:</b> To apply spelling rules and guidelines from taught phonics sessions. To apply spelling rules and guidelines as listed in English Appendix 1 of the curriculum.</p> <p><b>Year 1 Grammar:</b> To leave spaces between words. To begin to punctuate sentences using a capital letter and a full stop.</p> <p><b>Year 2 Grammar:</b> To learn how to use both familiar and new punctuation correctly including full stops and capital letters. To learn how to use sentences with different forms: statement, question, exclamation, command. To expand noun phrases to describe and specify.</p> <p><b>Year 1 Phonics/Transcription:</b> To start Phase 5 and begin to read Phase 5 sounds in words and apply them in writing. To recap Phase 3 phonics sounds and Phase 4 words. To name the letters of the alphabet in order. To use ing, ed, er and est where no change is needed to the root word.</p> <p><b>Year 2 Phonics/Transcription:</b> To recap Phase 5 and begin to read Phase 5 sounds in words and apply them in writing. To recap Phase 3 phonics sounds and Phase 4 words. For children who passed the phonics screener – To start Phase 6 phonics and begin to apply rules into writing.</p>

	<p>To spell by segmenting spoken words into phonemes and represent these by graphemes. To add suffixes to spell longer words e.g. ment, ness, ful, less, ly.</p> <p><b>Year 1 Reading word:</b> To apply phonic knowledge and skills to decode words when reading. To begin to respond steadily with the correct sound to graphemes for taught phonemes. To begin to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. To re-read books to build up fluency and confidence in word reading.</p> <p><b>Year 2 Reading word:</b> To continue to apply phonics 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 recognising alternative sounds for graphemes. To read accurately words of two or more syllables that contain the same grapheme as above. To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. To re-read books to build up their fluency and confidence in word reading.</p> <p><b>Year 1 Reading Comprehension:</b> Reading in school will be taught through guided reading sessions supported by home reading. To become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. To recognise and join in with predictable phrases. To learn to appreciate rhymes and poems, and to recite some by heart. To participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p><b>Year 2 Reading Comprehension:</b> To listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. To discuss the sequence of events in books and how items of information are related. To recognise simple recurring literary language in stories and poems. To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. To ask and answer questions. To participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p>
Mathematics	<p><b>Year 1</b></p> <p><b>Number and place value</b> Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. Count in multiples of twos and fives. Count, read and write numbers from 1 to 20 in numerals and words. 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. 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. Given a number, identify one more or one less.</p> <p><b>Addition and Subtraction</b> Represent and use number bonds and related subtraction facts within 10 and 20. Add and subtract one digit and two digit numbers to 10 and 20, including zero. Read, write and interpret mathematical statements involving addition (+), subtraction (-)</p>

and equals (=) signs.

Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.

### **Geometry – Shape**

Recognise and name common 2D and 3D shapes, including rectangles, squares, circles and triangles, cuboids, pyramids and spheres.

Describe position, direction and movement, including whole, half, quarter and three quarter turns.

### **Year 2**

**Compare and order numbers from 0 up to 100; use <, > and = signs.**

**Use place value and number facts to solve problems.** Count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward.

Read and write numbers to at least 100 in numerals and words.

Recognise the place value of each digit in a two digit number (tens, ones)

Identify, represent and estimate numbers to 100 using different representations including the number line.

Compare and order numbers from 0 up to 100; use <, > and = signs.

Use place value and number facts to solve problems.

### **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, including: a two digit number and ones; a two digit number and tens; two two digit numbers; adding three one digit numbers.

Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.

Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

### **Multiplication and division.**

Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.

Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign.

Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.

Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

### **Geometry – Shape**

Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.

Compare and sort common 2D shapes and everyday objects.

Order and arrange combinations of mathematical objects in patterns and sequences.

Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

Weekly Learn-it and Big Maths, Beat That tests for Year 1 and Year 2.

RE	Who am I? – Understanding what makes us special and different. A look at traditional bible stories. A look at celebrations in faith – Christmas, Hanukkah, Harvest Festival. The nativity story – Christmas production.
Science	The importance to humans of a balanced diet, exercise and good hygiene. Growing and lifecycles of butterflies and frogs. The five senses. Teeth and Eating. Bones of the human body. Uses of materials: find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching performing simple tests identifying and classifying. Features of Autumn.
Computing	Use technology safely and respectfully. Coding – begin to use basic algorithms using the bee-bots and selected iPad apps. Mouse control.
PE	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.
Art	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To learn 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.
History	Study the lives of significant individuals who have contributed to national and international achievements. Guy Fawkes, Archimedes, Florence Nightingale. Events beyond living memory that are significant nationally: The Gunpowder plot.
Geography	Begin to name and locate the world's 7 continents and 5 oceans. Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.
DT	Use the basic principles of a healthy and varied diet to prepare dishes. Begin to understand where food comes from. Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a range of tools and equipment to perform practical tasks. Begin to evaluate their ideas and products against design criteria.
Music	Use their voices expressively and creatively by singing songs within a group and on their own. Play various instruments and understand beats and rhythms, performing both with increasing confidence. Listen with concentration, understanding and interpretation to a range of musical genres with varying lengths. Christmas production - Stable Boy.
Cross-curricular (e.g. Safeguarding, Enterprise and Thinking Skills,)	Road Safety: Scooter training (Year 2) Planting a variety of seeds and bulbs with Mrs Hutson. Cinema visit. Eureka visit. RE Action Day (Year 2)