

GEOGRAPHY

- Identify seasonal and daily weather patterns in the UK.
- Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.
- Understand geographical similarities and differences between Struay and Nafferton, through study of both human and physical geography.
- Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, sea, ocean, season and weather.
- Use basic geographical vocabulary to refer to key human features, including: city, town village, port, harbour, shop, farm and house.
- Use simple compass directions (North, South, East and West) and locational and directional language (near and far, left and right) to describe locations and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
- Devise a simple map
- Use simple fieldwork and observational skills to study the geography of their school and its grounds.

SCIENCE

- Observe changes across the seasons.
- Observe and describe weather associated with seasons and variation in length of day/night.
- Describe how light and temperatures are different during the night and day.
- Identify and name the sources of light.
- Identify and name sources of light that we can see.
- Explain what darkness is.
- Compare sources of light (brightest, dullest, darker, lighter.)
- Observe and describe shadows during the day.
- Describe changes in light that result from action/s.
- Describe different ways of making sound.
- Explain why a sound is louder the closer they are to the source.
- Explain what makes a sound louder and softer and higher and lower.
- Explain how the loudness and pitch of sounds can be altered.

RE

Believing

How do I know right from wrong?

- Talk about rules which people follow each day.
- Talk about right and wrong behaviour.
- Retell a religious story which involves a belief.
- Explain how Jesus' friends might have felt when they saw he was alive again.
- Make links between different faith celebrations of new life.

ICT

Algorithms & Programmes (Beebots, Roamers, etc)

- Create a simple series of instructions using left & right, forwards & backwards, up & down
- Record routes.
- Put 2 instructions together to control a programmable toy.
- Begin to plan and test a programmable toy's journey.
- Predict the outcomes of a simple series of instructions and amend them.
- Use right angle turns.
- Use the repeat command.

Communicating (email, Word, Internet, etc)

- Recognise what an email address looks like, including using @.
- Word process ideas using a keyboard.
- Print a page from the internet.
- Send and reply to a message sent using a safe email partner (*within school*).
- Use the space bar, back space, enter, shift and arrow keys.
- Word process a piece of text using a keyboard.
- Use the arrow keys and / mouse to insert / delete / edit a word.
- Highlight text and edit it using **bold**, underline, and *italics*.

DT

Pop up card for Katie Morag to deliver (based on Katie Morag and the Birthdays)

Explore cards which move/pop up

Design and Technology

Developing, Planning and Communicating Ideas.

- Think of some ideas of their own and plan what to do next.
- Explain what they want to do next.
- Choose the best tools and materials and say why these are the best.
- Describe their design by using pictures, diagrams, models and words.

Working with tools, equipment, materials and components to make quality products.

- Explain what they are making and which tools they are using.
- Join things (materials/components) together in different ways.

Mechanisms.

- Make a product which moves.
- Say why they have chosen moving parts.
- Join materials together as part of a moving product.
- Add some kind of design to their product.

Use of materials

- Make a structure using different materials.
- Measure materials to use in their model or structure.
- Join materials in different ways.
- Make their model stronger if it needs to be. Use joining or rolling to make it stronger.
- Cut materials using scissors.
- Make their work tidy.

Construction.

- Talk to others about how they want to construct their model.
- Develop own ideas from a starting point.
- Select appropriate resources and tools and make sensible choices as to which materials they will need.

- Make simple plans (eg drawings)
- Incorporate movement into their model

Evaluating processes and products.

- Describe what went well and how their model works.
- Talk about their own work and things other people have done.
- How would they improve their construction next?

**KATIE
MORAG**

Year 1/2

ART

Knowledge, Skills and Understanding.

Painting landscapes/ 3D pop up cards (DT)/ sewing post bags/ stamp design.

- Mix paint themselves to create all the Secondary colours
- Make tints by adding white and tones by adding black
- Paint a picture of something they can see
- Describe what they can see and like in another artists work
- Ask sensible questions about a piece of art
- Join fabric using glue & by sewing
- Create part of a class patchwork