

# Year 1- English

## Reading

Pupils continue to follow the reading scheme at an appropriate level for their ability. We encourage and monitor the further development of fluency, expression and comprehension skills. Children take home a reading book each day and their progress is recorded in a reading diary. During the year, the pupils will focus on a variety of fiction texts in group activities. They will also have access to information books on topics of interest and be introduced to reference and information gathering skills.

## Writing

- Write news and recounts of personal experiences.
- Write stories based on a series of pictures.
- Rewrite a traditional story in own words.
- Write simple non-rhyming poetry using a given format.
- Write descriptions of characters and settings.
- Understand basic story structure and complete a story plan in three parts with a beginning, middle and end.
- Write an extended imaginative story.
- Write labels and captions.

## Grammar and punctuation

- Basic sentence structure.
- Introduction to question marks and exclamation marks.
- introduction to nouns and proper nouns.
- Introduction to adjectives as describing words.
- Introduction to verbs as doing words.
- Recognition of dialogue in stories and identification of speech marks.
- Introduction to commas for lists.

## Handwriting and spelling

Handwriting is taught by regular formal practice using an HB pencil. Children are introduced to letter formation and joins for cursive style progressing from single letters to sentences. Spelling is taught by focusing on particular letter patterns and spelling rules each week. Lists of words are sent home to be learnt for a test each week.

# Year 1- Maths

## Michaelmas Term

Counting - comparing and ordering numbers to 20 (to 100 extension)

Understand addition as combining two sets, and subtraction as take away,

Simple numbers stories, decide whether we need to add/subtract. Count to 100 in ones and tens. Find numbers more, less and in between.

Addition: pairs to 5, 6 and 10 Doubles to double 10, odd and even numbers

Money - Recognise 1p, 2p, 5p, and 10p 20p 50p £1 coins. Find totals of coins 1p, 2p, 5p and 10p.

2D shape - Visualise and name common 2-d shapes, describe their features, use them to make patterns, pictures and models

Time: Recognise o'clock times.

Measure - Estimate, measure and compare objects, choosing and using suitable uniform non standard units.

Data handling - Answer a question by recording information using block graphs and pictograms, using practical resources.

### **Lent Term**

Ordering and counting in ones and tens, on and back up to 100

Place value Adding and subtracting, partitioning six, seven and ten

Count on and back in ones and tens, find one and ten more and less. Add more than two numbers, spotting pairs to ten. Understanding that changing the order of addition does not change the total. Comparing numbers less than 100, say which is more or less

Count in twos and tens. Find doubles to double 10. Find near doubles, using doubles already known

Visualise and name common 3-d shapes, describe their features, use them to make patterns, pictures and models

Weight- estimate, measure and compare objects, choosing and using suitable uniform non-standard or standard units

Money - Find totals using more than two coins.

Work out what coins can be used to pay an amount up to £1.

Recognise the position of objects and name those positions.

Understand the language of directionality and give instructions to cause movement in specific directions

### **Summer Term**

Place value numbers to 100. Adding and subtracting, partitioning eight, nine and ten.

Adding and subtracting 10 and 11 and 9 to 2 digit numbers. Using pairs to ten to find the complement to the next multiple of ten .Using number facts to add single digit numbers to two-digit numbers. Using pairs to ten to bridge ten. Counting on in fives to 100.

Describing and continuing a simple pattern. Beginning to recognise multiples of 2, 5 and 10.

Counting in 2s, 5s or 10s, solving a practical problem involving repeated addition. Introduce x sign.

Time- Order days of the week and months. Read the time to the hour (o'clock) and half past the hour

Symmetry with 2D shapes.

Money -Recognise 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2 coins Work out what coins can be used to pay an amount up to £1.00 Finding change

Capacity - Estimate, measure and compare capacities, by direct comparison or choosing and using suitable uniform non-standard units.

## **Year 1- Science**

### **Michaelmas Term**

#### **Ourselves -**

- To learn that humans have bodies with similar parts.
- That there are differences between humans.
- To be aware that we have five senses to find out about our world.

#### **Toys-**

- Naming and describing materials.

- Materials used to make toys have changed through time..
- To identify movements in toys using scientific language.
- Pushes and pulls are forces , pushes and pulls change the shape of objects.
- To understand that pushes or pulls can make things speed up or slow down or change direction.
- That humans grow and change as they become older.

## **Lent Term**

### **Sound-**

To explore sources of sound.

- To explore sound using our sense of hearing-.high/low, quiet/loud, direction.
- To identify musical instruments.
- To sort musical instruments according to how the sound is made.
- To understand that there are people who cannot hear and that they are called deaf or hard of hearing.
- To begin to use appropriate vocabulary to describe sounds.
- To design and make a musical instrument.
- Investigate sounds getting fainter as you move away from the source.

### **Light-**

- To observe and make comparisons of sources of light.
- To discover that shiny objects need a light source to shine.
- To know that light is necessary for us to see things.
- Using other senses in the dark can help us to identify objects and our surroundings.
- To understand that more light helps us to see things better.
- To understand that the sun is the source of light for the world and that it is dangerous to look at the sun.
- That shadows are created when an object blocks the sun or source of light.

## **Summer Term**

### **Minibeasts -**

- Difference between things that are living and things that have never lived.
- To know what a minibeast is and to name minibeasts.
- To sort and group minibeasts
- To make observations of minibeasts and their habitats.
- To know how to care for minibeasts.
- Studying creatures that live in the local environment.
- To name the features of an insect.
- To recognise when a minibeast is an insect and when it is not.
- To research one chosen minibeast and make a non- fiction book.
- To understand the life cycle of some minibeasts
- To explore how some minibeasts move and feed.

## **Year 1- History**

### **Michaelmas Term**

#### **- Toys**

- Discover what toys were made from and how they worked in the past.

- Use vocabulary such as old/new, then/now
- To use a variety of sources to find out about the past.
- To place a group of objects in chronological order.
- To use everyday language to describe an artefact and to understand that asking questions can help to find out about the past.
- To identify differences between ways of life at different times.
- Trip to 'Search 'for hands on history.

#### –Significant Events and people from the past

- To find out about the lives of significant people and events (Guy Fawkes, Remembrance Day, Mother Teresa.)
- To recognise why people did things, why events happened as a result.
- To identify differences between ways of life at different times.
- To use a range of sources of information to find out about the past.

## Lent Term

#### – Significant Events and people from the past

- **Vincent Van Gogh**- His life story and work. Link to art topic.
- **Ludwig Van Beethoven**- life story and work. Link to science 'sound' topic.
- **Helen Keller** Life story, being deaf blind. Link to science topic 'Light'
- **Louis Braille**. Life story and invention of Braille as reading tool for the blind.
- **Grace Darling** Her life story and the introduction of the RNLI.
- Looking at light houses their history and purpose. Link to science topic 'Light'. Where are light houses found? Famous light houses. The first light houses.
- **History of Mothering Sunday**-Why and when it started. How it has changed. Link to RE.

## Summer Term

#### – Significant Events and people from the past

- **Claude Monet**- His life and work. Link to art topic.
- **Chichester Cathedral** – a brief history and tour. Link to RE.
- **Marc Chagall** –A look at his life and work. Paintings and stained glass, in particular the Chagall window in the Cathedral. Link to art.
- **St Richard**-His life story and link to the Cathedral.

## Year 1- Geography

### Michaelmas Term – India

- To study a contrasting locality overseas.
- To use secondary sources of information to find out about another country.

- To use maps and globes to identify our country and India in the world.
- To recognise that a globe and a world map show the same information but in a different way.
- To use geographical vocabulary e.g. country, continent, climate, river, mountains, coast and city.
- To add details to map and use a simple key to identify them. To look at physical features of India
- To identify and describe what India is like in terms of the weather. To compare with the weather in England.
- To understand the importance of water. To be aware of ways of conserving water. To compare the availability and use of water in each country.
- To see similarities and differences between foods. To see the sourcing of ingredients.

## Lent Term -

- To use secondary sources of information to find out about another country.
- To use maps and globes
- To identify our country and France in the world.
- To recognise that a globe and a world map show the same information but in a different way.
- To use geographical vocabulary e.g. country, continent, climate, river, mountains, coast and city.  
To compare the food and produce of France with our own.
- To understand that some food is imported from other countries.
- To compare French high st shops with our own.

## Summer Term -

- To study the locality of the school.
- To use maps of different scales.
- To follow a route on a map.
- To use field work skills.
- To make maps and plans.
- To recognise how the environment might be improved and sustained.
- To consider ways of recycling rubbish and how this can help the environment.

## Year 1- RS

### Michaelmas Term

- Rules- To reflect on rules that are important in school.
- Harvest time - to understand why Harvest time has been important for many Christians.
- Being special - To identify who is special to oneself. To understand that Christians believe each person is precious/unique.
- Hindu Gods - to understand some aspects of the Hindu religion and become familiar with their Gods and Goddesses.

- Diwali - The story of Rama and Sita, To listen to and retell the story of Rama and Sita through drama.
- Bible stories - To know a story associated with Jesus and to understand the meaning of the word - miracle. To understand that Christians believe that Jesus is special
- Advent - To become aware of the ways that people prepare for Christmas.
- Christmas- The Nativity story

## Lent Term

- Muslims- Story of Mohamed and the crying camel.
- The Bible - To know that the Bible is a special book for Christians and that it is divided into 2 parts.
- Noah's Ark -To know a story from the Old Testament. To understand some thing of Christian beliefs and symbolism.
- The boy in the temple.-To know a story associated with Jesus and to understand that Christians believe that Jesus was the son of God.
- Jesus and Zacchaeus-To know a story associated with Jesus and to understand that Christians believe that knowing Jesus can change peoples lives.
- The feeding of the 5000
- Mothering Sunday - To know that Mothers Day relates to Mothering Sunday and the church and put Mothering Sunday into historical context.
- Easter - To know the basic facts of the Easter Story and look at some of the symbolism associated with Easter.

## Summer Term

- Church buildings -To understand why a church building is special to Christians.
- To become familiar with a Christian place of worship and to understand that a church is a community of people
- To be able to recognise the key features of a church.
- To be aware of different places of worship
- To know what happens at a traditional Christian christening.
- Parables -To understand that Jesus told stories about everyday things to help people understand about God.

## Year 1- Art and DT

### Michaelmas Term

- **India**- Mehndi patterns (printing) creating collaborative banner (pattern and collage). Rangoli chalk patterns, collage elephants, clay diva lamp.
- **Toys**- wooden spoon dolls, card push/pull characters.
- **Christmas cards**-printing

### Lent Term

- **Light**-Vincent Van Gogh sunflowers in pastel, Starry night in paint and collage, Stain glass windows, shadow puppets.
- **Sound**- design and make own musical instrument from junk.
- **Easter**- pop-up card

- **Mothers Day**- printed card

## Summer Term

- **Claude Monet**- printed garden scene, collective water lily pond (paint and collage)
- **Minibeasts**- observational drawings in pencil and pastel, 3D junk insect, clay minibeasts.

## Year 1- PSHE

### Michaelmas Term

### Who I Am I?

- Who I am I
- What I'm Like
- Look what I can do!
- My challenges and goals
- Fun outside school
- Things I like and don't like.
- My responsibilities
- Things that happen to me
- My special places
- My favourite memories
- Changing and improving
- Looking forward

### Lent Term

### Feelings

- How do you feel?
- Happy and sad.
- Feeling calm and relaxed.
- I'm not jealous.
- Excitement.
- Being Friendly.
- Feeling Cross.
- Conflict and resolution
- Being kind.
- Feeling frightened.
- Different feelings.
- Thinking of others.

### Summer Term

### Keeping healthy

- Healthy me.
- Healthy food.
- Rest and sleep.
- Keeping fit.
- Personal hygiene.
- Bumps and bruises.
- People who look after our health.
- Getting better.
- Our pets.

- Healthy and unhealthy.

## YEAR 2 – ENGLISH

### Reading

In Year 2 we aim to develop and widen our children's reading skills and experience. We continue to develop fluency, expression and comprehension and enjoyment in reading. Children take their reading book home each day to read to Parents/Carers who note progress in the child's yellow reading diary.

In school we hear children read in the following pattern. Three days individual reading, two days reading experiences (from a range of activities such as group/class reading, reading aloud, big books, phonic games, comprehension, discussion work and basic library skills).

### Writing

Children are encouraged to write for a range of purposes and will have experience in:

- Planning and writing simple stories using the structure of beginning, middle and end using a variety of different stimuli
- Simple recounts of personal events
- Writing simple instructions
- Report writing based on topic work
- Writing simple descriptive and rhyming and non-rhyming poetry using a variety of forms
- Writing simple explanations and using diagrams, labels and captions
- Simple Persuasive writing

### Grammar and Punctuation

- Sentence structure
- Question marks and exclamation marks
- Nouns, proper nouns, verbs adverbs and adjectives
- Alphabetical order and using simple dictionaries
- Speech Marks
- Commas in lists
- Prepositions and conjunctions

### Handwriting & Spelling

Handwriting is taught by regular formal practice using an HB pencil. Spellings and phonics builds on the work covered in the Pre-Prep. Each week there is a focus on a particular letter pattern or spelling rule as well as consolidation of the high frequency words. There is a spelling test every week based on the sound pattern focus of that particular week.

## YEAR 2 – MATHEMATICS

### **Michaelmas Term**

Counting, understanding and writing numbers 1 to 100 (1-1000 Ext); Place value of 2-digit numbers; Addition pairs to 10; Money - 1p to £2 - adding different amounts and equivalence; Subtraction; Adding 10, 20 or 30 to a 2-digit number; Adding 11 or 12 to a 2-digit number; Length (cm, m); 3-d shape; Right Angles; Number Patterns; Ordering; Multiplication; Fractions; Time (analogue - hour,  $\frac{1}{2}$ ,  $\frac{1}{4}$  hour; digital - hour &  $\frac{1}{2}$  hour); Data Handling; Column addition and subtraction TUs & HTUs; 2x, 10x, 5x tables; Problem Solving - addition, subtraction, money and measure

### **Lent Term**

Counting, understanding and writing numbers 1 to 100 (1-1000 Ext); Place value of 2-digit numbers; Doubling (up to 15); Subtracting 10s 11, 12; Weight (g, kg); Capacity (ml, l); 2-d shape; Right Angles; Counting in 3s, 4s, 5s; Addition & Subtraction; Multiplication & Division; Fractions; Time - digital & analogue; Data Handling; Column addition and subtraction (HTUs) - no carrying; 3x, 4x, 6x tables; Problem Solving - addition, subtraction, money, time, weight and capacity.

### **Summer Term**

Counting, understanding and writing numbers 1 to 1000; Place value of 3-digit numbers; Ordering 2 & 3 digit nos.; Addition & subtraction; Making 10/20/100; Doubling/Halving; Capacity (ml and l); Time - o' clock, half hour, quarter to and quarter past - analogue and digital; Symmetry; Rounding to nearest 10; Multiplication/Division; Fractions; Data Handling; Column addition of HTUs (carrying); Column subtraction of HTUs (no carrying); Review of 2x, 3x, 4x, 5x, 6x, 10x tables; Problem Solving - addition, subtraction, multiplication, division, money and time.

## **YEAR 2 - SCIENCE**

### **Michaelmas Term**

Variation

- Characteristics of living and non-living
- Differences between plants and animals
- Variety of animals and common features of main animal groups
- Variety in humans

Health and Growth

- Food Groups
- Balanced diet
- Exercise, sleep and keeping clean
- Development
- Medicines and Chemicals
- Taking care of our teeth (visit from a dentist)
- Different teeth function

### **Lent Term**

Using Electricity

- What is electricity?

- How does electricity help us?
- Dangers of electricity
- Batteries
- Simple circuits
- Planning and making simple electrical devices

#### Forces and Movement

- Pushes and pulls – changing shape, direction and speed
- Fair Testing, make measurements using standard units
- Make predictions and explain results
- Friction

### Summer Term

#### Grouping and Changing Materials

- Properties of materials
- Natural and man-made
- Reversible changes
- Irreversible changes

#### Plants and Animals in the local environment

- Care for living things
- Names of common plants and animals in different habitats
- Parts and functions of a flowering plant
- Seeds and life cycle of flowering plants
- Investigating the needs of growing plants

## YEAR 2 - HISTORY

### Michaelmas Term

- To locate Egypt in time and place and use vocabulary associated with time (BC/AD, Ancient /Modern)
- To make deductions about the past
- To look at different sources of evidence
- To use sources of information to gather independent research
- To understand the importance of surviving evidence
- The importance of the River Nile
- Every day life
- The Pyramids - How and why they were built
- The discovery of Tutankhamun's tomb by Howard Carter
- The Pharaoh and Social Organisation of Egypt
- Ancient Egyptian religion, burial rituals and the Gods
- Visit to Goodwood House Egyptian dining room

### Lent Term – Polar Lands

- Polar Explorers
  - The race to the South Pole by Scott and Amundsen
  - Shackleton's expedition - comparison with the above
  - Early Voyages of discovery to the North Pole

- Polar Clothing
  - The similarities and differences between modern polar gear and that of the explorers

### **Summer Term – Chichester – City and coast**

- Reasons for Settlement by Romans in local area
- Roman and Saxon origins of names for Chichester
- How local area has changed over the years – transport (railways, canals, roads), land use
- Use of maps to look at characteristic features of the past - formation of roads, position of amenities, important buildings etc
- Walk round City Walls observing Chichester’s history through the ages
- Visit to Museum
- Visit to Chichester Harbour

## **YEAR 2 - GEOGRAPHY**

### **Michaelmas Term - Egypt**

- To find Egypt and the UK on both map and globe and to know that they show the same information but in a different way
- To be able to find information from an Atlas using the contents and index pages
- Vocabulary associated with Place – country, continent, climate
- To identify features of maps (deserts, mountains, rivers, deltas, sea etc) and be able to use a simple key
- To compare and contrast identifying features of Ancient and Modern Egypt
- To compare and contrast climate, rainfall etc of Egypt and the UK
- To understand that the annual flooding of the Nile was crucial to the Egyptians – farming, water, transport etc

### **Lent Term – Polar Lands**

- To identify The Arctic and Antarctic on a map and globe
- To understand the differences and similarities between them
- To understand the vocabulary associated with the Poles – Arctic and Antarctic circles, continent, climate, tundra, permafrost, tree line, ice cap etc
- To compare and contrast the climate of Polar regions with the UK
- To identify features of maps (ice caps, ice shelves, tundra, countries inside the Arctic circle etc) and be able to use a simple key
- To identify different types of ice and ice bergs with their associated vocabulary (glacier, pack ice, tabular icebergs, growlers etc)
- To look at how people live and adapt to life in the Arctic – Inuits, Sami (homes, diet, clothing, survival, food)
- To know what animals live in the polar regions and how they are adapted to their environment
- To look at the impact of Global Warming on the Polar Lands and how they have been exploited

### **Summer Term – Chichester - City and coast**

- Use globe, small and large scale maps to locate country, regions, Chichester and local landmarks
- Use appropriate vocabulary – world, continent, country, county, city, street, harbour etc
- Draw maps showing route to school, identify features and learn directional vocabulary N, S, E & W
- Visit Dell Quay and Chichester Marina to develop field work studies - manmade and natural features of the land, different habitats, change in land use, collect and sort evidence, record data
- To visit the City of Chichester and identify main physical and human features of the city – different quadrants, main landmarks, use of buildings and parkland
- Learn simple map skills using local maps of the city- keys, grid references etc
- To be able to express views about the city and create a tourist brochure to demonstrate this

## YEAR 2 – RELIGIOUS STUDIES

### Michaelmas Term

- How do I feel when things change?
- How do I feel when things die?
- To look at Christian festival of Harvest and understand the significance.
- To write a simple harvest prayer
- Remembrance Day
- What are the ‘ups’ and ‘downs’ of family life? The OT story of Joseph
- The Bible
- The story of the Nativity

### Lent Term

- How can we look after our world?
- How can we look after our school?
- How did the world come to be? The Creation Story
- Easter – the symbolism of Easter images, the Easter Story
- The Jewish Festival of Passover (Pesach) – The Story of the Exodus and the Seder meal

### Summer Term

- The life of Joan of Arc. To understand that some people are prepared to die for their belief in God. To reflect on the experience of being told to do something without understanding why.
- The life of St Bernadette. To understand why some Christians go to Lourdes. To identify places which make us feel content.
- The life of St Richard.
- To know why the Cathedral is important and to know some of its main features and their significance. Particular study of the Piper Tapestry

- To know some of the reasons why Christians might pray. To identify some of the sentiments in a Christian prayer. To write a prayer reflecting on and giving thanks for time in the Pre-Prep.

## **YEAR 2 – ART & DESIGN**

### **Michaelmas Term – Ancient Egypt**

- Self Portraits - Visit to Pallant House Gallery; Workshop in clay relief; Self portrait using pencil.
- Art based on Ancient Egyptian design, colour, pattern and symbols – paddle dolls; papyrus pictures; large coffins; clay amulets; batik flower designs; sewing

### **Lent term – Polar Lands**

- Study of winter trees – recreate colour of sunset and silhouettes of trees.
- Investigate form and make penguin from junk materials.
- Chalk pastel drawings of polar animals.
- Salt Dough Plaque.
- Printing and Pattern - Mothers Day card
- Watercolour technique – colour mixing of primary and secondary colours; painting of a daffodil

### **Summer Term - Chichester**

- Block Printing
- Watercolours – study of wild flowers and landscape painting
- Collage design and create - Cathedral/Bell Tower Collage
- Design and create a mosaic using ceramic tiles on wood
- Observational drawing - local buildings

## **YEAR 2 - PSHE**

### **Overall Aim**

- **Develop positive attitudes towards self and others**
- **Promote moral values**
- **Create a cohesive and unified group within the classroom**
- **Focus on thinking, looking, listening, speaking and concentrating skills**

### **Michaelmas term**

- Golden Rules - We are kind and helpful; We listen and we don't interrupt; We work hard and don't waste time; We are gentle, we don't hurt others; We are honest and don't cover up the truth; We look after property and don't damage things
- Who am I? - We are unique; What I'm like; Look what I can do; Challenges and goals; Things I like and don't like; Responsibilities; Things that matter to me; Special places; Favourite memories

### **Lent term**

- Feelings - How do you feel?; Happy or sad; Feeling calm or relaxed; I'm not jealous; Being friendly; Feeling cross; Conflict and resolution; Being kind; Feeling frightened; Thinking of others.
- Keeping Healthy - Healthy me; Healthy food; Rest and sleep; Keeping fit; Personal hygiene; Bumps and bruises; People who look after our health; Getting better; Our pets; Noisy and quiet places
- Keeping safe - Places; Home and school; Holidays; Roads; Accidents and emergencies; Bullies; Getting lost; Secrets.

### **Summer Term**

- Good Relationships - What is a relationship?; Being the same/different; Caring and sharing; Teasing and bullying; Understanding each other; moving on.
- Looking after our environment - My Community; Pollution; Recycling; Reusing; Caring for Wildlife;