





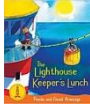




## Yearly overview of skills

Year group: Year 1 and 2 – Class 2 Cycle A – 2020-21

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic/Theme</b>	Materials	Why is my world wonderful?	Fantastic Firsts	Animals including humans	Plants	Holidays
<b>Resources needed</b>						
<b>Visit/Visitor</b>	Durham Cathedral, University outreach	Captain Chemistry		Farm visit (Virtual farm visit)	Captain Chemistry	Seaside visit?
<b>English Literature – text(s)</b>	<p>The three little pigs</p> <p>The true story of the three little pigs (see STEM link for ideas that link text to Cross Curricula ideas <a href="https://www.stem.org.uk/resources/community/collection/312226/three-little-pigs-materials-and-their-uses">https://www.stem.org.uk/resources/community/collection/312226/three-little-pigs-materials-and-their-uses</a>)</p> <p>There are lots of writing opportunities across both texts</p>	<p>Polar Star</p>  <p>(or any text that is set in a different part of the world)</p> <p>The penguin who wanted to find out - Jill Tomlinson</p> <p>Meerkat Mail</p> <p>All the wild wonders (poetry) Wendy Cooling</p>	<p>One Giant Leap</p>  <p>Taking Flight</p>  <p>Little People big stories series</p>	<p>Once there were giants</p>  <p>(see STEM link for ideas that link text to Cross Curricula ideas <a href="https://www.stem.org.uk/resources/community/collection/364917/once-there-were-giants-animals-including-humans-life-cycles">https://www.stem.org.uk/resources/community/collection/364917/once-there-were-giants-animals-including-humans-life-cycles</a>)</p> <p>The Last Wolf – Mini Grey</p>	<p>Jack and the Beanstalk</p>  <p>Jack and the mean Stalk</p>  <p>(see STEM link for ideas that link text to Cross Curricula ideas <a href="https://www.stem.org.uk/resources/community/collection/312359/jack-and-beanstalk-plants-5-7">https://www.stem.org.uk/resources/community/collection/312359/jack-and-beanstalk-plants-5-7</a>)</p>	<p>The lighthouse keeper's lunch (linked to seaside holidays)</p>  <p>Storm Whale Benji Davies</p> <p>How Does a Lighthouse Work? Roman Belyaev</p> <p>At the Beach Roland Harvey</p>
<b>Writing genres</b>	<p>(Writing genres linked to the text and science topic)</p> <p>Character description (pig/wolf)</p> <p>Retell</p> <p>Alternative story ending</p> <p>Instructions (How to build a house)</p> <p>Non chronological report (pig/wolf)</p>	<p>(Writing genres linked to text and geography topic)</p> <p>Discussion/argument (why is a place so special)</p> <p>Description (describe a place)</p> <p>Letter (linked to story)</p> <p>Explanation (key piece of writing - Where in my</p>	<p>(Writing genres linked to text and history topic)</p> <p>Explanation (how it works)</p> <p>Non-Chronological Report (how it was invented)</p> <p>Persuasion</p>	<p>(Writing genres linked to text and science topic)</p> <p>Explanation (how humans change and grow)</p> <p>Non-chronological report (life cycles)</p> <p>Poetry (animal focus)</p>	<p>(Writing genres linked to text and science topic)</p> <p>Instructions (how to plant a seed)</p> <p>Retell</p> <p>Alternative story ending</p> <p>Character description (Jack/giant)</p>	<p>(Writing genres linked to text and geography topic)</p> <p>Explanation (how a lighthouse works)</p> <p>Retell</p> <p>Alternative story ending</p> <p>Character description (Mr Grinling)</p>

	<b>Persuasion</b> (why the wolf should be freed from prison)	wonderful world would I like to go?) <b>Poetry</b> (linked to story or place)	(arguments for/against invention)		Persuasion (Why should Jack take the beans?)	Poetry (weather/seasons focus)
<b>Speaking and listening</b>	listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions					
<b>Reading</b>	<p><b>Year 1 Word reading</b> reads simple sentences responds with the correct sounds to known graphemes blends sounds aloud when attempting to read new words re-reads books to develop confidence uses picture clues to help when reading simple texts</p> <p><b>Year 1 Comprehension</b> listens to poems, stories and non-fiction making links to own experiences demonstrates understanding when talking with others about what they have read retells key stories, fairy stories and traditional tales through role play answers questions about stories read identifies features of books, e.g. title etc. recognises predictable phrases listens to simple rhymes and poems and joins in with others when reciting them</p> <p><b>Year 2 Word reading</b></p>		<p><b>Year 1 Word Reading</b> reads simple sentences with some fluency responds speedily with the correct sound to known graphemes applies phonic knowledge to decode words blends sounds in unfamiliar words containing known GPC, when reading reads known CEW begins to read words containing known GPS and <i>-s, -es, -ing, -ed, -er</i> and <i>-est</i> endings reads words of more than one syllable that contain known GPCs on occasions begins to read words with contractions re-reads books to develop confidence and fluency uses pictures to read and understand the text</p>		<p><b>Year 1 Word Reading</b> reads aloud books that are consistent with developing phonic knowledge responds speedily with the correct sound to graphemes for all 40+ phonemes including, where appropriate, alternative sounds for graphemes reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught reads CEW with some fluency and begins to notice unusual correspondences between spelling and sound and where these occur in a word reads words containing known GPS and <i>-s, -es, -ing, -ed, -er</i> and <i>-est</i> endings reads words of more than one syllable that contain known GPCs reads words with contractions begins to take account of punctuation when reading begins to use context clues to help reading for meaning re-reads books to develop confidence, fluency and expression</p>	
<b>Vocabulary, Grammar and Punctuation</b>	<p><b>Year 1</b> Use capital letters and full stops Use the personal pronoun /</p> <p><b>Year 2</b> Use capital letters and full stops Use capital letters for proper nouns Use co-ordinating conjunctions (<i>and, or, but, so</i>) Use adjectives and adverbs for description</p>	<p><b>Year 1</b> Use <i>and</i> to join words and clauses</p> <p><b>Year 2</b> Use question marks and exclamation marks Use co-ordinating conjunctions (<i>and, or, but, so</i>) Use adjectives and adverbs for description Write statements, questions, commands and exclamations</p>	<p><b>Year 1</b> Begin to use question marks and exclamation marks</p> <p><b>Year 2</b> Use commas for lists Use apostrophes for contraction and for singular possession Use subordinating conjunctions (<i>when, if, because, as</i>) Use expanded noun phrases Use adjectives and adverbs for description</p>	<p><b>Year 1</b> Use capital letters for people, places and days of the week Use the personal pronoun /</p> <p><b>Year 2</b> Use apostrophes for contraction and for singular possession Use subordinating conjunctions (<i>when, if, because, as</i>) Write statements, questions, commands and exclamations</p>	<p><b>Year 1</b> Use <i>and</i> to join words and clauses Use capital letters and full stops Begin to use question marks and exclamation marks Use capital letters for people, places and days of the week and the personal pronoun /</p> <p><b>Year 2</b> Use capital letters, full stops, question marks,</p>	<p><b>Year 1</b> Use <i>and</i> to join words and clauses Use capital letters and full stops Begin to use question marks and exclamation marks Use capital letters for people, places and days of the week and the personal pronoun /</p> <p><b>Year 2</b> Use capital letters, full stops, question marks,</p>

	Write statements, questions, commands and exclamations		Write statements, questions, commands and exclamations	Use past and present tense correctly, including progressive form	exclamation marks and commas for lists Use apostrophes for contraction and for singular possession Use capital letters for proper nouns Use co-ordinating and subordinating conjunctions Use expanded noun phrases Use adjectives and adverbs for description Use past and present tense correctly, including progressive form	exclamation marks and commas for lists Use apostrophes for contraction and for singular possession Use capital letters for proper nouns Use co-ordinating and subordinating conjunctions Use expanded noun phrases Use adjectives and adverbs for description Use past and present tense correctly, including progressive form
<b>Spelling</b>	<p><b>Year 1</b> Spells HFW correctly – can self-correct these as needed Understands how to use phonic knowledge to support spelling</p> <p><b>Year 2</b> Notifies mis-spelt words in own writing and self corrects these Uses the Yr. 2 spelling rules for adding suffixes to words and self-correct when misused</p>					
<b>Mathematics</b>	Number and Place Value Addition and Subtraction	Money Number and Place Value Multiplication and division (Y2)	Number and place Value (Y1) Multiplication and division Shape	Statistics (Y2) Fractions Measurement: length and height	Measurement time Multiplication and Division	Position and Direction Number and Place Value
<b>Science</b>	Uses of everyday material (Y1&2)	Uses of everyday material (Y1&2)	Animals including Humans (Y1&2)	Animals including Humans (Y1&2)	Plants (Y1&2)	Living things and their habitat (Y1&2)
	Seasonal change					
<b>RE</b>	Domestic Church: Beginnings Baptism/Confirmation – Belonging: Signs and Symbols Advent/Christmas – Loving: Preparations World Faith: Judaism		Local Church – Community: Books Eucharist – Relating: Thanksgiving Lent/Easter – Giving: Opportunities		Pentecost – Serving: Spread the Word Reconciliation – Inter-relating: Rules Universal Church - World: Treasures World Faith Islam	
<b>History</b>	<p><b>Why are some places special?</b> <b>NC ref:</b> Significant places in own locality <b>Focus:</b> Thinking about historical significance, using primary sources.</p>		<p><b>Fantastic Firsts</b> <b>NC ref:</b> events beyond living memory that are significant globally or nationally <b>Focus:</b> Chronology over longer timeframe, comparing events, writing about significance.</p>		<p><b>All change? Holidays now and then</b> <b>NC ref:</b> Changes within living memory and beyond. Significant places in our own locality. <b>Focus:</b> Identifying and writing about change and its causes. Forming an interpretation, use of primary sources</p>	

<b>Geography</b>		<b>Why is my world wonderful?</b> Simple world Maps and features. <b>Focus:</b> continent, oceans, mountains, rivers.		<b>Wherever next?</b> Location and journeys <b>Focus:</b> hot and cold places, continent, oceans, North/South/East/West.		<b>Holidays – where shall we go?</b> Place comparisons – geographical features. <b>Focus:</b> contrast area of UK and area of non-European country
<b>Computing</b>	<b>Online safety and digital literacy- permission and communication</b> Jessie and Friends-Think you know <b>Information Technology</b> Textease and Microsoft word	<b>Online safety and digital literacy- Asking for help online</b> Chicken clicking (book) Smartie Penguin <b>Information Technology</b> Millies mouse and keyboard, Book Creator	<b>Online safety and digital literacy</b> Safer internet Day Website  <b>Information Technology</b> Powerpoint	<b>Online safety and digital literacy-sharing personal information</b> Common sense media  <b>Computer Science</b> Yr1-Beebots Yr2- Beebots /probots	<b>Online safety and digital literacy- Online Identity</b> Digi Duck -famous friend  <b>Information Technology</b> Publisher	<b>Online safety and digital literacy- Image sharing/bullying</b> Digi Duck -Big decision  <b>Computer Science</b> Yr-Bee bot/ Bluebot Yr2- Scratch Junior
<b>Art</b>		<b>Why is my world wonderful?</b>  <b>Focus:</b> Developing painting and drawing skills, explore colour mixing from primary to secondary colours, adding things to paint to create textured effects, paint with control, neatly without gaps.		<b>Animals including humans</b>  <b>Focus:</b> Further developing drawing and painting skills. Explore sketching and shading, blending, light and dark, using varied media	<b>Plants</b>  <b>Focus:</b> Developing collage, using textiles to create work which can also include weaving to layer materials for effect. Sculpture in 2D and 3D form developing manipulation skills.	
<b>Design and Technology</b>	<b>Materials</b>  <b>Focus:</b> To plan, design and build a stable structure to a given criteria, evaluating the outcome.		<b>Fantastic Firsts</b>  <b>Focus:</b> To investigate first inventions from the past, how they were made, the materials used, moving parts and how they move. To plan, design, make and evaluate an object with moving parts e.g. wheels			<b>Holidays</b>  <b>Focus:</b> To plan and make a healthy picnic lunch including a bag to carry it. To look at a balanced diet, preparation of food skill, health and hygiene. Simple stitches to make a bag/cloth or decorate it.
<b>Music</b>	<b>Why is my world wonderful?</b>  Study of and objectives inspired by Saint Saens' Aquarium, Vivaldi's Four Seasons, Whole World in our hands, George Fenton, BBC Blue Planet		<b>Animals</b>  Study of and objectives inspired by Saint Saens' Carnival of the Animals Kadinsky's Flight of the Bumblebee		<b>Where shall we go?</b>  African Drumming and Songs	
<b>PE</b>	<b>Fundamental movement skills</b> Health Related Exercise Y1/2	<b>Multi-Skills</b> Multi-Skills Y1/2  <b>Dance</b>	<b>Dance</b> How does it feel?  <b>Gymnastics</b>	<b>Gymnastics</b> Making Shapes  <b>Invasion Games</b>	<b>Net and Wall Games</b> Mini Tennis 1  <b>Invasion Games</b>	<b>Striking and fielding games</b> Kick Rounders  <b>Athletics</b>

	<u>Athletics</u> Furthest 5	Cat Dance	Families of actions	Piggy in the middle	Three Touch Ball	Pass the baton
<b>PSHE</b>	Relationships and friendships-families, friendships, bullying. Y2-Zippy's Friends Anti-bullying week.	Relationships and friendships. Y2-Zippy's Friends Anti-bullying week.	Living in the wider world-shared responsibility, communities, e-safety and economic wellbeing	Living in the wider world-shared responsibility, communities, e-safety and economic wellbeing	Health and wellbeing-physical and mental wellbeing, keeping safe, ourselves and changes.	Health and wellbeing-physical and mental wellbeing, keeping safe, ourselves and changes.