

**Year One Term 2 Ourselves**

		<b>Reading for Enjoyment</b>
<b>English</b>	<p><b>MAIN TEXTS:</b>  <b>Mr Gumpy's Outing</b></p> <p><b>The Very Hungry Caterpillar</b></p> <p>Poetry            Poem to recite-Toes by Judith Nichols</p> <p>Narrative - Stories with predictable patterned language</p> <p>Non-fiction - Instructions (How to clean your teeth)            Report about Homes</p>	<p>A Dark Dark Tale</p> <p>Brown Bear, Brown Bear, What do you see?</p> <p>Gruffalo</p> <p><b>The Mixed-up Chameleon (we have)</b></p>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Sequencing and sorting</li> <li>• Fractions</li> <li>• Fractions, capacity and volume</li> <li>• Money</li> <li>• Time</li> </ul>	
<b>Science</b>	<p><b><u>Animals-Humans</u></b></p> <ul style="list-style-type: none"> <li>•Can they name the parts of the human body that they can see?</li> <li>•Can they draw &amp; label basic parts of the human body?</li> <li>•Can they identify the main parts of the human body and link them to their senses?</li> <li>•Can they compare the bodies of different animals?</li> <li>•<i>Can they name some parts of the human body that cannot be seen?</i></li> </ul>	
<b>History</b>	<p><b><u>What were our Grandparents' homes like? What were homes like before then? (Victorians)</u></b></p> <ul style="list-style-type: none"> <li>•Can they put up to three objects in chronological order (recent history)?</li> <li>•Can they use words and phrases like: old, new and a long time ago?</li> <li>•Can they tell me about things that happened when they were little?</li> <li>•Can they recognise that a story that is read to them may have happened a long time ago?</li> <li>•Do they know that some objects belonged to the past?</li> <li>•Can they retell a familiar story set in the past?</li> <li>•Can they explain how they have changed since they were born?</li> <li>•<i>Can they put up to five objects/events in chronological order (recent history)?</i></li> <li>•<i>Can they use words and phrases like: very old, when mummy and daddy were little?</i></li> <li>•<i>Can they use the words before and after correctly?</i></li> <li>•<i>Can they say why they think a story was set in the past?</i></li> <li>•Can they begin to identify the main differences between old and new objects?</li> <li>•Can they identify objects from the past, such as vinyl records?</li> <li>•<i>Can they explain why certain objects were different in the past, e.g. iron, music systems, and televisions?</i></li> <li>•<i>Can they explain differences between past and present in their life and that of other children from a different time in history?</i></li> <li>•Can they ask and answer questions about old and new objects?</li> <li>•Can they spot old and new things in a picture?</li> <li>•Can they answer questions using an artefact/ photograph provided?</li> <li>•Can they give a plausible explanation about what an object was used for in the past?</li> <li>•<i>Can they answer questions using a range of artefacts/ photographs provided?</i></li> </ul>	
<b>Geography</b>	No geography unit.	
<b>Computing</b>	<p><b><u>Data Retrieving and Organising</u></b></p> <p>Digital photographs            (cameras)</p> <p>Focus: Can they capture images with a camera?            Can they print out a photograph from a camera with help?</p> <p><i>NC: use technology purposefully to create, organise, store, manipulate and retrieve digital content.            (own plans)</i></p>	
<b>Religious Education</b>	<p><b><u>How do Christians celebrate Christmas?</u></b></p> <ul style="list-style-type: none"> <li>• What is a special gift?</li> <li>• Why do Christians give gifts at Christmas?</li> <li>• What gift would you like to give?</li> </ul>	
<b>Physical Education</b>	<p><b><u>Dance (Weather and Seasons-LCP)</u></b></p> <ul style="list-style-type: none"> <li>•Can they move to music?</li> <li>•Can they copy dance moves?</li> <li>•Can they perform some dance moves?</li> <li>•Can they make up a short dance?</li> <li>•Can they move around the space safely?</li> </ul> <p><b>Coach- Multi-skills</b></p>	
<b>Art &amp; Design</b>	<b><u>Self portraits</u></b>	

	<p>Sketch books</p> <ul style="list-style-type: none"> <li>•Can they begin to demonstrate their ideas through photographs and in their sketch books?</li> <li>•Can they set out their ideas, using 'annotation' in their sketch books?</li> <li>•Do they keep notes in their sketch books as to how they have changed their work?</li> </ul> <p>Drawing</p> <ul style="list-style-type: none"> <li>•Can they communicate something about themselves in their drawing?</li> <li>•Can they create moods in their drawings?</li> <li>•Can they draw using pencil and crayons?</li> <li>•Can they draw lines of different shapes and thickness, using 2 different grades of pencil?</li> </ul> <p>Painting</p> <ul style="list-style-type: none"> <li>•Can they communicate something about themselves in their painting?</li> <li>•Can they create moods in their paintings?</li> <li>•Can they choose to use thick and thin brushes as appropriate?</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>•Can they cut and tear paper and card for their collages?</li> <li>•Can they gather and sort the materials they will need?</li> </ul> <p>Use of IT</p> <ul style="list-style-type: none"> <li>•Can they use a simple painting program to create a picture?</li> <li>•Can they use tools like fill and brushes in a painting package?</li> <li>•Can they go back and change their picture?</li> </ul> <p>Knowledge</p> <ul style="list-style-type: none"> <li>•Can they describe what they can see and like in the work of another artist/craft maker/designer?</li> <li>•Can they ask sensible questions about a piece of art?</li> </ul>
<b>Design &amp; Technology</b>	No design & technology unit.
<b>Music</b>	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>•Can they use their voice to speak/sing/chant?</li> <li>•Do they join in with singing?</li> <li>•Can they use instruments to perform?</li> <li>•Do they look at their audience when they are performing?</li> <li>•Can they clap short rhythmic patterns?</li> <li>•Can they copy sounds?</li> <li>•<i>Can they make loud and quiet sounds?</i></li> <li>•<i>Do they know that the chorus keeps being repeated?</i></li> </ul> <p>Composing (inc notation)</p> <ul style="list-style-type: none"> <li>•Can they make different sounds with their voice?</li> <li>•Can they make different sounds with instruments?</li> <li>•Can they identify changes in sounds?</li> <li>•Can they change the sound?</li> <li>•Can they repeat (short rhythmic and melodic) patterns?</li> <li>•Can they make a sequence of sounds?</li> <li>•Can they show sounds by using pictures?</li> <li>•<i>Can they tell the difference between long and short sounds?</i></li> <li>•<i>Can they tell the difference between high and low sounds?</i></li> <li>•<i>Can they give a reason for choosing an instrument?</i></li> </ul> <p>Appraising</p> <ul style="list-style-type: none"> <li>•Can they respond to different moods in music?</li> <li>•Can they say how a piece of music makes them feel?</li> <li>•Can they say whether they like or dislike a piece of music?</li> <li>•Can they choose sounds to represent different things?</li> <li>•Can they recognise repeated patterns?</li> <li>•Can they follow instructions about when to play or sing?</li> <li>•<i>Can they tell the difference between a fast and slow tempo?</i></li> <li>•<i>Can they tell the difference between loud and quiet sounds?</i></li> <li>•<i>Can they identify two types of sound happening at the same time?</i></li> </ul>
PHSCE	<p><b>e-safety</b></p> <p><b><u>Celebrating Difference</u></b></p> <p><b>The same as ...</b> Can they accept that everyone is different?</p> <p><b>Different from...</b> Can they include others when working and playing?</p> <p><b>What is bullying?</b> Do they know how to help if someone is being bullied?</p> <p><b>What do I do about bullying?</b> Do they try to solve problems?</p> <p><b>Making new friends</b> Do they try to use kind words?</p> <p><b>Celebrating difference; celebrating me</b> Do they know how to give and receive compliments?</p>
Enrichment	<ul style="list-style-type: none"> <li>• Anti-bullying week</li> <li>• Visitor-school nurse</li> <li>• Educational visit- Appleby Centre</li> <li>• National Portrait gallery</li> </ul>