

Literacy

Non-Fiction : Write about - Life Cycle of a frog/butterfly and information booklet on Mini- beasts

Recite and write - Spring Poems

Vocabulary and Grammar

- Contractions - can / can't (Yr1/2) and Apostrophe for possession boy's and girl's (yr2)
- Conjunctions - and, (yr1) but, because, when, if, that, or, so, then (yr1/2)
- Using commas in lists (yr1 recognise yr2 use)
- Punctuation - full stops, capital letters, question marks and exclamation marks

Handwriting

- Evidence of flicks used in writing (yr1)
- Evidence of flicks used and joining up in writing (yr2)

Spelling

- Common exception words
- Days of the week
- Months of the year
- Numbers in words

Art and Design - Mini-beasts

Use different media to create images and 3D mini-beasts.

Sketching, Paint, Collage, 3D model, Clay and IT

Physical Education

- Swimming
- Athletics - running, hurdles, throwing and jumping

ICT: Programming:

- Give and follow an algorithm to turn right or left.
- Give and follow algorithms to make half and quarter turns.
- Give and follow algorithms using the commands right 90 and left 90.
- Give, follow and complete an algorithm.
- Use recognised language in an algorithm.
- Create, test and debug an algorithm.

Additional

E-Safety

Paint a Picture - mini-beasts

Word processing - mini- beasts

Maths - Measurement

Year 1 - Compare, describe and solve practical problems for: lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) capacity/volume (full/empty, more than, less than, quarter) : mass or weight (e.g. heavy/light, heavier than, lighter than)

Measure and begin to record the following: lengths and heights, capacity/volume and mass/weight

Year 2 - choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm): mass/weight to the nearest appropriate unit, using rulers and scales. temperature (°C) and capacity (litres/ml) to the nearest appropriate unit, using thermometers and measuring vessels

Compare and order length and record the results using >, <, =

Science - Living Things and their habitat

Living, Dead and Never alive

- I can compare the difference between things that are living, dead and have never been alive.
- I can answer questions about things that are living, dead or have never been alive.

Local Habitats

- I can map a habitat identify what is in it.
- I can classify objects as those that are living, dead and those that have never been alive.

Microhabitats

- I can identify animals in their habitat
- I can use information I have gathered to answer a question.

World Habitats

- I can describe a habitat and identify animals that live in it.
- I can ask and answer questions about habitats

Habitats and Animals

- I can identify how an animal is suited to its habitat
- I can explain how living things in a habitat depend on each other

Food Chains

- I can describe how animals get their food.

Our Country



Willow Summer 2018

Music - Sounds interesting - Exploring sound

- Identify different sound resources
- Make sounds and recognise how they can give a message.
- Play percussion instruments in different ways.
- Handle and play instruments with control.
- Make and select sounds to reflect the mood of a song.
- Play instruments and create sound effects
- Select sounds and sound sources carefully in response to a poem.
- Select sounds and sound sources carefully in response to a story.

Geography - Our Country

Town and Country

I can understand the difference between town and the countryside.

I can use key words about the town and countryside.

Welcome to the UK

I can name the countries of the UK.

I can locate the UK using a map.

I know that the UK is part of Europe and can name surrounding countries

Up, up and Away

I can understand a journey line.

I can understand what an aerial view shows

Let's explore the UK

I can identify key features of the countries of the UK

I can observe aerial view photographs

Travelling Ted Tours London

I can locate various other main cities in the countries belonging to the UK

I can explain what London is like using key words

How is Brasilia different from London

I can compare two cities - Brasilia and London

PHSCE

Becoming an active citizen

Religious Education

Judaism - Place of worship

Christian Value

Thankfulness