

## Annual Curriculum Plan for Class 2 (Year 1)

Teacher: Mrs Allen

Academic Year 2018-2019

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	Read Write Inc. at each child's individual level. Reading within other subjects of the curriculum.	Read Write Inc. at each child's individual level. Reading within other subjects of the curriculum.	Read Write Inc. at each child's individual level. Reading within other subjects of the curriculum.	Read Write Inc. at each child's individual level. Reading within other subjects of the curriculum.	Read Write Inc. at each child's individual level. Reading within other subjects of the curriculum.	Read Write Inc. at each child's individual level. Reading within other subjects of the curriculum.
Writing	Handwriting (letter formation), report writing	Handwriting (letter formation), writing a letter	Handwriting (beginning to join letters), recount an event	Handwriting (joining letters), descriptive writing	Handwriting (joining letters), writing a story	Handwriting (joining letters), writing instructions
SPAG	Verbs, nouns adjectives, capital letters and full stops.	Verbs, nouns adjectives, capital letters, full stops and question marks.	Names of letters of the alphabet, singular and plural, days of the week, exclamation marks.	Pronouns, un words, ed words full stops, plurals.	Using and in sentences, nouns, exclamation marks, question marks capital letters.	Capital letters, full stops, and to join clauses, suffixes and prefixes.
Speaking & Listening	In all subjects children are encouraged to listen to others and make verbal contributions about observations, opinions and to share information.					
Mathematics	To know some number bonds to 10 (adding two numbers to make any number to 10). Write calculations using +, -, =. Identify shapes and patterns and count up to 20 objects accurately. Use terms re-grouping and begin to know tens and ones. To read and write numbers to 30. To begin to reason and solve simple word problems.		Continue to focus on knowing number bonds to 10 and using this information to help with addition and subtraction problem solving and reasoning activities. To calculate using numbers to 20 and beyond. To further investigate tens and ones. To read and write numbers to 50. The children will also learn to count in 2s and 5s and 10s. To explore mass and length using standard and non -standard units of measure. Recognise halves and quarters. Know the days of the week. Know the months of the year.		Read and write numbers to 100, count forwards and backwards from given number. Add and subtract one and two digit numbers from numbers to 20. Introduce multiplication and division and use them to solve simple problems. Tell the time using o'clock and half past. Recognise coins, calculate totals and give change.	
Science	Plants To name common plants including deciduous and evergreen trees.	Animals: To identify and name common animals including fish, amphibians, reptiles, birds and mammals. To use the term omnivore, carnivore and herbivore. To describe and compare structure of above – wing, tail, fin, scale etc.	Materials To compare properties of materials. To use terms such as shiny, transparent, opaque, rigid, flexible etc. to describe materials. To sort materials into groups according to properties. Investigate magnetic and non-magnetic materials.	Animals: To identify, name, draw and label the basic parts of the human body and parts of the body associated with each sense.	Plants: To identify and name common plants and trees in our local environment. To identify and name common wild and garden plants. To identify the basic structure of a variety of common flowering plants including trees (leaves, flowers, blossom, petals, fruit, roots, bulbs, seeds, trunk, branch, stem). Plant seeds and trend the allotment. Know names of common weeds. Draw leaves and flowers to make an identification book.	
Computing	To recognise common uses of information technology beyond school plus internet safety. Naming parts of computer, computers in everyday life. To be able to log on and off the computer independently.	To understand the importance of keeping personal information private. Where to go for help if they have any concerns about content on the internet. Word processing skills.	To understand what algorithms are. To give and follow verbal instructions to "human robots" leading on to giving commands to Beebots (simple robots).	To be able to use technology purposefully to create and organize and manipulate digital content. Drawing and creating text and labels.	To understand what algorithms are and how they are implemented in programs on digital devices. To know that in order for programs to work they must input precise instructions.	To use technology to record information and display results.
DT		Textiles: to design and make puppets to sell at the Christmas Bazaar.		Wheels and Axles To design and make vehicles incorporating wheels and axles.	Box Modelling Castles using a variety of recycled materials and incorporating hinged openings for windows and doors.	Food: To select fillings and make sandwiches holding and using a knife correctly to cut and spread.

Humanities Hist/Geog	Geography Why does it matter where my food comes from? Finding out about where our food comes from, locating places on maps, discussing the climate conditions in order to grow specific foods.	History Why was Charles sent to prison? Looking at how animals were used during WW1	Geography How does the weather affect our lives?	History Why do we know so much about Sappho and where did she live? (Pompeii, Romans)	History What does it take to become a great explorer? Looking at the lives of different explorers.	Geography What do we find at places where the land meets the sea?
Art	Painting To hold a brush correctly and to mix primary colours. To look at the work of Van Gogh, Mondrian and Kandinsky	Textiles Linked with D.T. to design and make puppets.	Collage To use a variety of materials to create pictures. To look at the work of Matisse.	Printing To use a variety of printing materials to create pictures.	Drawing To look at the shapes of things to be found in the environment and to use different pencil strokes to create pictures of plants and animals found within our environment.	Sculpture Using a variety of materials including clay, paper and things found in our own environment to create individual sculptures. Look at the work of Andy Goldsworthy
RE	What can I do for others?	Christmas	Why do we celebrate special times?	Easter	Why are some stories special	What can I do for others?
PE	Gym Creating simple sequences on the floor developing a sense of balance.  Games To throw underarm with accuracy. To take part in small group games.	Dance Sequencing movements linked to music in preparation for the Christmas production.  Games To roll a ball towards a target with accuracy. To work independently in small groups and take part in team games.	Gym Creating simple sequences on the large equipment developing a sense of balance. Move the equipment safely. Games To develop the child's ability to catch and strike a ball. To work in small groups independently and take part in team games.	Dance Exploring working at different levels and speeds to develop a story set to music.  Games To develop the child's ability to accurately throw using an overarm action. To work in small groups and develop their own games to use the skills learned.	Swimming Children will be taught in small groups according to their individual needs.  Games  Athletics To learn to use javelin, hurdles, skipping ropes. To practise jumping at different heights and over increasing distances. To take part in short distance running activities and relay races. Swimming Children will be taught in small groups according to their individual needs.	