



Cycle A: Summer 1 – Holbury - Jobs

	Year 1	Year 2
Hook	D.T. Day – Esso has a problem getting things to the top of the chimney. Can we help?	
Maths	<p>NUMBER AND PLACE VALUE Count, read and write numbers to 100 in numerals forwards and backwards counting beginning with 0 or 1 from any given number Order numbers to 75 Object counting Count in multiples of twos, fives and tens Read and write numbers from 1 to 20 in numerals and words. Correct number formation—open 4 straight 9 Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of equal to, more than, less than (fewer), most, least</p> <p>ADDITION AND SUBTRACTION Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) Add and subtract 1 digits and 2 digit numbers to 20, including zero. Represent and use number bonds and related subtraction facts within 20.</p> <p>MULTIPLICATION AND DIVISION Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>MEASUREMENT Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> - Lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) - Mass/ weight - Capacity/volume (full/empty, more than, less than, quarter) <p>Measure and begin to record the following:</p> <ul style="list-style-type: none"> - Lengths and height - Mass and weight - Capacity and volume <p>POSITION AND DIRECTION Describe position, direction and movements including half, quarter and three quarter turns.</p>	<p>Number and place value Count in 2's, 5's, 3's and 10's from any number forwards and backwards Recognise the place value of each digit in a two-digit number (tens, ones) Use place value and number facts to solve problems. Identify, represent and estimate numbers using different representations, including the number line. Compare and order numbers from 0 up to 100, use <, > and = signs Read and write numbers to at least 100 in numerals and words.</p> <p>CALCULATION—ADDITION AND SUBTRACTION Solve problems using addition and subtraction Add and subtract to 100 and beyond using a number line, concrete objects, pictorial representations, including those involving numbers, measures and quantities. Applying their knowledge of mental and written methods. Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. Add a two—digit number and ones. Add a two digit number and tens. Adding three one-digit numbers. Show that addition of two numbers can be done in any order and subtraction of one number from another cannot. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.</p> <p>CALCULATION—MULTIPLICATION AND DIVISION Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Show that multiplication of two numbers can be done in any order. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods. Calculate mathematical statements for multiplication using the x and = signs use the ÷. Show that multiplication of two numbers can be done in any order and division of one number by another cannot.</p> <p>MEASUREMENT Choose and use appropriate standard units to estimate and measure mass kg/g and capacity litres/ml to the nearest appropriate unit, using rulers scales thermometers and measuring vessels..</p> <p>MONEY Use £ and p notation to record money. Find different combinations of coins that equal the same amount of money to 50p.</p> <p>TIME Read and find times on a clock showing 'o' clock, half past, quarter past and to and draw the hands on a clock face to show these times. Tell and write the time to 5 minutes.</p> <p>PROPERTIES OF SHAPE Identify and describe the properties 2-d shape, including the number of sides and symmetry in a vertical line. Compare and sort common 2-d</p> <p>STATISTICS Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer questions about totalling and comparing categorical data.</p>
English	<p>Instructions</p> <ul style="list-style-type: none"> • Instructions (Winding mechanisms) (INSTRUCT) <p>Retelling Traditional Tales:</p> <ul style="list-style-type: none"> • Pie Corbett – How the tortoise got his shell (ENTERTAIN) <p>Narratives Lighthouse Keepers Lunch – (ENTERTAIN)</p>	<p>Instructions</p> <ul style="list-style-type: none"> • Instructions (Winding mechanisms) (INSTRUCT) <p>Retelling Traditional Tales:</p> <ul style="list-style-type: none"> • Pie Corbett – Greedy Fox (ENTERTAIN) <p>Narratives Lighthouse Keepers Lunch – (ENTERTAIN)</p>
	<p>PHONICS Letters and Sounds Phase 5</p>	<p>PHONICS Letters and Sounds Phase 6 Support for Spelling</p>

Science	<p>Seasonal changes Key Ideas -Environmental change can affect the plants and animals that live there. -Different animals and plants live in different places.</p> <p>Materials Key Ideas -Different materials have different properties. NC- Describe the simple physical properties of a variety of everyday materials. -Compare and group together a variety of everyday materials on the basis of their physical properties.</p>	<p>Seasonal changes Key Ideas Environmental change can affect the plants and animals that live there. Different animals and plants live in different places.</p> <p>Plants Key Ideas Flowering plants make seeds to reproduce and make more plants. Some plants die after producing seeds and others live for many generations.</p>
Computing	<p>Digital Literacy - e-safety - Talking to a trusted adult – Hector's World It's a serious game, the info gang, Heroes – Digital Literacy -</p> <p>The technology around us – School technology walk – What are the different systems doing – dinner registers – library - questionnaire to families about technology they use</p> <p>Phil Bagge's - supermarketbaked beans</p>	<p>Digital Literacy - e-safety - Can we believe everything we read? – Penguin Pig refer back to Chicken clicking</p> <p>IT - Multimedia – Making films - iPads – camera app for video – Stop frame animation</p> <p>Video interviews with Halbury citizens, stop-frame stories Pie Corbett / Lighthouse Keeper's lunch</p>
History		
Geography	<p><u>Continent Focus – Europe</u></p> <p>name and locate the world's seven continents and five oceans</p> <p><u>Locality study – jobs, facilities, shops</u> Pupils will be taught to: <u>Place knowledge</u> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. <u>Human and physical geography</u> identify seasonal and daily weather patterns in the United Kingdom. use basic geographical vocabulary to refer to: key physical features, including: forest, hill, river, soil, vegetation, season and weather key human features, including: village, factory, farm, house, office and shop <u>Geographical skills and fieldwork</u> use world maps, atlases and globes use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	
Art	<p>New Media Artists - Ansel Adams & Jim Brandenburg</p>	
D.T.	<p><u>Winding mechanisms</u> Pupils will be taught to: <u>Design</u> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <u>Make</u> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <u>Evaluate</u> explore and evaluate a range of existing products evaluate their ideas and products against design criteria Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	
Music	<p>HMS - Sound Explorers Dimensions: timbre</p>	<p>Listen 2 me Tuned percussion Dimensions – texture, duration and structure</p>
R.E.	<p>People Jesus Met (Apply)</p>	<p>Ideas about God (Evaluate)</p>
P.E.	<p>Dance Unit 3 Games Unit 3</p>	<p>Real P.E. Unit 5 Dance Unit 2</p>
P.S.H.E.	<p>Y1 Keeping Safe RRR - Play</p>	<p>Y2 Changing Friendships RRR – Co-operation</p>
Trailblazer	<p>Trailblazer afternoon – Whole school Maths- Opportunities for practical maths sessions outside. Science – Explore the school grounds and local area. English – Visit the shops to write a shopping list. Geography - Walk around local area.</p>	
Trips	<p>Locality</p>	