



Cycle B: Spring 1 – Our School

	Year 1	Year 2
Hook	Mystery maps – maps are sent to Manor with a route marked out for children to follow.	
Maths	<p>NUMBER AND PLACE VALUE Count to 75 forwards and backwards beginning with 0 or 1 from any given number Order numbers to 75 Object counting Read and write numbers from 1 to 20 in numerals and words. 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 digit and 2 digit numbers to 20, including zero. Represent and use number bonds and related subtraction facts within 20.</p> <p>MEASUREMENT Compare, describe and solve practical problems for: - Mass/ weight - Time (minutes) - Draw the hands on a clock face to show these times.</p> <p>Measure and begin to record the following: - Time (hours, minutes)</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour and half past the hour.</p> <p>MONEY Recognise and know how the value of different denominations of coins and notes.</p>	<p>Number and place value Count in 2's, 5'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 50 and beyond using a number line, concrete objects, pictorial representations, including those involving numbers and measures. Applying their knowledge of mental and written methods. Recall and use addition facts to 20. 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.</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.</p> <p>MEASUREMENT Compare and order lengths, record the results using <, > and = Choose and use appropriate standard units to estimate and measure length and height in cm/m, using rulers.</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. Know the number of minutes in an hour and the number of hours in a day.</p> <p>PROPERTIES OF SHAPE Identify and describe the properties 2-d shape, including the number of sides and symmetry in a vertical line.</p> <p>STATISTICS Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.Mass</p>
English	Retelling Traditional Tales: <ul style="list-style-type: none"> Pie Corbett – Monkey see-Monkey do! – ENTERTAIN Instructions: <ul style="list-style-type: none"> INSTRUCT Explanation: <ul style="list-style-type: none"> INFORM EXPLAIN 	Retelling Traditional Tales: <ul style="list-style-type: none"> Pie Corbett – How the world was made – ENTERTAIN Instructions: <ul style="list-style-type: none"> INSTRUCT Explanation: <ul style="list-style-type: none"> INFORM EXPLAIN
	PHONICS Letters and Sounds Phase 5	PHONICS Letters and Sounds Phase 6 Support for Spelling
Science	Seasonal changes Key Ideas <i>-Environmental change can affect the plants and animals that live there.</i>	Seasonal changes Key Ideas <i>-Environmental change can affect the plants and animals that live there.</i>

	<p>-Different animals and plants live in different places.</p> <p>Animals Key Ideas -Animals need food to survive -There are many different animals with different characteristics. -Animals need a variety of food to help them grow, repair their bodies, be active and stay healthy. NC- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. -Identify and name a variety of common animals that are carnivores and omnivores.</p>	<p>-Different animals and plants live in different places.</p> <p>Plants NC- Observe and describe how seeds and bulbs grown into mature plants. -Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 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 – Who to trust – Asking for help Smartie the Penguin - Hectors World, Welcome to the carnival Digital Literacy - The technology around us – School technology walk – What are the different systems doing – dinner registers – library - questionnaire to families about technology they use Phil Bagge's - supermarketbaked beans role play</p>	<p>Digital Literacy - e-safety – Stranger danger – Chicken Clicking Computer Science - Beebots-link to local area maps/playgrounds - Create and debug more complex programs – Use logical reasoning to predict the behaviour of programs Evaluation of programmes – which were the best and why?</p>
History		
Geography	<p>Continent Focus – Europe name and locate the world's seven continents and five oceans</p> <p>Our School in Holbury Pupils will: understand geographical similarities and differences through studying the human and physical geography of a small area use basic geographical vocabulary to refer to: key physical features, including: Forest, building, houses 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 the school and its grounds and the key human and physical features of its surrounding environment.</p>	
Art	<p>Sculpture Artist - Gaudi</p>	
D.T.		
Music	<p>HMS – As Cold as Ice Dimensions: duration and structure</p>	<p>Listen 2 me Voice Dimensions – structure and tempo</p>
R.E.	<p>Holi (Contextualise)</p>	<p>Special Books (Evaluate)</p>
P.E.	<p>Real P.E. Unit 3 – 4 weeks Gymnastics Unit 2 – 2 weeks R&R Sports – Hockey</p>	
P.S.H.E.	<p>Y1 Caring for others RRR – Co-operation</p>	<p>Y2 Taking Charge RRR - Families</p>
Trailblazer	<p>Trailblazer afternoon- Whole school Geography- Walk around the school and local area. Maths - Opportunities for practical maths sessions outside. Science - Walks around the school grounds.</p>	
Trips	<p>Locality</p>	