



Cycle B: Spring 2 – We’re Off to Rwanda

	Year 1	Year 2
Hook	Mosquito net – What is it? Who might use it?	
Maths	<p>NUMBER AND PLACE VALUE</p> <p>Count to 75 forwards and backwards beginning with 0 or 1 from any given number Count in multiples of twos and tens 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</p> <p>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>MULTIPLICATION</p> <p>Solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>FRACTIONS</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape, or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>PROPERTIES OF SHAPE</p> <p>Recognise and name common 2-D and 3D shapes including: 2-D shapes (e.g. rectangles (including squares), circles and triangles).</p>	<p>ALCULATION—ADDITION AND SUBTRACTION</p> <p>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</p> <p>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>FRACTIONS</p> <p>Recognise, find and name 1/2, 1/4, 1/3, 2/4 and 3/4 of length, shape and number</p> <p>MONEY</p> <p>Solve simple problems in a practical context involving addition and subtraction of money to £1, including giving change.</p> <p>TIME</p> <p>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</p> <p>Identify and describe the properties 3-d shape, including the number of edges, vertices and faces.</p> <p>POSITION</p> <p>Order and arrange combinations of mathematical objects in patterns. Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line.</p>
English	<p>Retelling Traditional Tales:</p> <ul style="list-style-type: none"> • Pie Corbett – The magic Porridge Pot – ENTERTAIN <p>Non-chronological reports:</p> <ul style="list-style-type: none"> • INFORM <p>Discussion</p> <p>PERSUADE</p>	<p>Retelling Traditional Tales:</p> <ul style="list-style-type: none"> • Pie Corbett – The Papaya that spoke – ENTERTAIN <p>Non-chronological reports:</p> <ul style="list-style-type: none"> • INFORM <p>Discussion</p> <p>PERSUADE</p>
	<p>PHONICS</p> <p>Letters and Sounds</p> <p>Phase 5</p>	<p>PHONICS</p> <p>Letters and Sounds</p> <p>Phase 6</p> <p>Support for Spelling</p>
Science	<p>Plants</p> <p>Key Ideas</p> <p>-Plants usually grown from seed and bulbs. -Plants need warmth, light and water to grow and survive. NC- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p>	<p>Living things and their habitats</p> <p>Key Ideas</p> <p>-There is variation between all living things. -Living things are adapted in different habitats.</p> <p>NC-identify that most living things in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. -Identify and name a variety of plants and animals in their habitats, including micro-habitats. -Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>

Computing	Digital Literacy - e-safety – Who to trust – Asking for help Smartie the Penguin - Hectors World, Welcome to the carnival Computer Science - Beebots-Maps – Create and debug simple programs	Digital Literacy - e-safety – Stranger danger – Chicken Clicking Computer Science - 2Go - Create and debug programs – Use logical reasoning to predict the behaviour of programs Evaluation of programmes – which were the best and why?
History		
Geography	<p><u>Continent Focus – Africa</u> name and locate the world's seven continents and five oceans</p> <p>Rwanda Pupils will learn to: Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: key physical features, including: key human features, including: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p>	
Art	Printing African printed fabrics	
D.T.	<p>Moving pictures Pupils will learn to: 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 select from and use a range of and equipment explore and evaluate a range of existing products evaluate their ideas and products against design criteria exploring how they can be made stronger, stiffer explore and use mechanisms [for example, levers, sliders.], in their products.</p>	
Music	Listen 2 me Voice Dimensions - structure	HMS – Beating Together African Drumming Dimensions: duration
R.E.	Easter (Evaluate)	Palm Sunday (Enquire)
P.E.	Real P.E. Unit 4 – 4 weeks Gymnastics Unit 3 – 2 weeks R&R Sports – Invasion Games	
P.S.H.E.	Y1 Other people are special too RRR - Homes	Y2 People who are in charge RRR - Homes
Trailblazer	Trailblazer afternoon- Whole school. Maths - Opportunities for practical maths sessions outside. Science - walks around the school grounds and local areas. Art - outdoor printing.	