



Literacy Links:
Dolphin Boy by
Michael Morpurgo /
Oi, Get off my Train!



TERM 1: Oi, Get off our Train

Science: Animals (in the UK)

Pupils should be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (Y1)
- identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1)
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) (Y1)
- 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. (Y2)

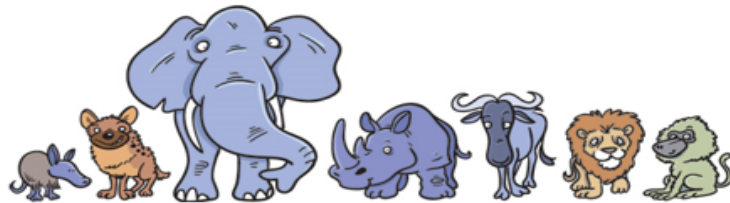
Working scientifically:
identifying and classifying

Art
To use drawing to develop and share their ideas, experience and imagination.

History
Changes within living memory.
Where appropriate, these should be used to reveal aspects of change in national life.
Transport

Geography
Use simple compass directions (north, south, east, west) and locational and directional language (e.g. near and far, left and right), to describe the location of features and routes on a map. (Create maps linked to Oi Get off my train!)
use basic geographical vocabulary to refer to: □ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather □ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Enrichment:
Zoo Lab visit to school
Visit to church



Science

Seasonal Changes

Pupils should be taught to:

- observe changes over four seasons
- observe and describe weather associated with the seasons and how day length varies

PSHCE

New Beginnings (SEAL)

- School and Classroom Rules
- Getting on and Falling Out (SEAL)
- What makes a good friend

Anti Bullying Week

Design Technology- Design

I can design purposeful, functional, appealing products for myself and others users.

Technical knowledge – explore the use of mechanisms (sliders and levers) ...
Christmas Cards

E-safety (anti-bullying week)

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Music
Use voices expressively and creatively – Christmas Production

RE

What can we learn about Christianity from visiting a church?

Introducing features of a church, worship (including Harvest), leaders:

RE

How and why is light important at Christmas? Introducing the Christmas story, Christian beliefs and practices associated with Christmas. Authority, Belief, Expressions of Belief

Physical Education

1. Throwing and Catching
2. Team games – attacking and defending.
3. Gymnastics

Pupils should be taught to:

- ♣ master basic movements including throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- ♣ participate in team games, developing simple tactics for attacking and defending

Y 1/2

Term 1

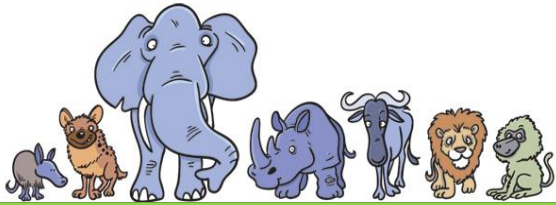
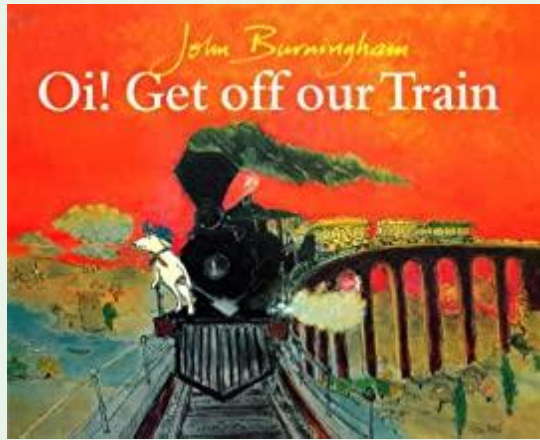
Non Theme

Computing


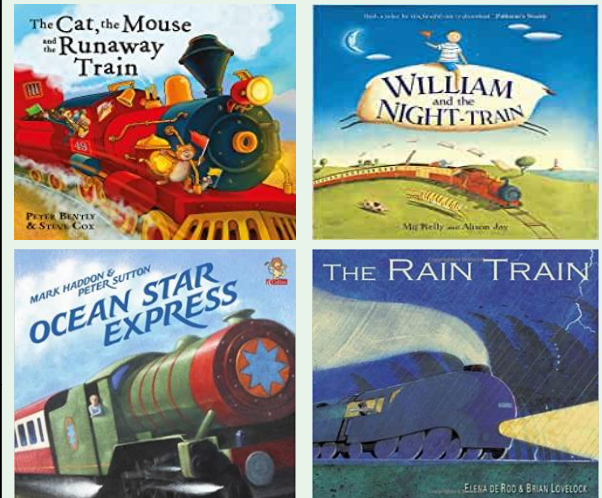
- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs.



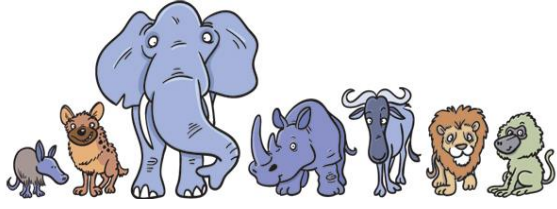

Year 1/2 Term 1 : Oi! Get Off Our Train : Theme

| Vocabulary | | Knowledge | | Exciting Books |
|-----------------------|-----------|--|---|---|
| Carnivore | | I know that carnivores only eat meat |  |  |
| herbivore | Omnivore | I know herbivores only eat plants | | |
| Amphibian | | I know herbivores eat meat and plant material | Objectives – Science and Art and Design | |
| Reptile | | | | |
| Mammal | | I can identify a fish, amphibian, reptile, bird and mammal | Science: Animals (in the UK) Pupils should be taught to: identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (Y1) identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1) describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) (Y1) 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. (Y2) | |
| Spring | Summer | | | |
| Autumn | Winter | I know the names and order of the four seasons | Working scientifically: identifying and classifying | |
| season | Deciduous | | | |
| Coniferous | | I know features of the four seasons | Seasonal Changes Pupils should be taught to: observe changes over four seasons observe and describe weather associated with the seasons and how day length varies | |
| temperature | | | | |
| Line | | I can use my observational skills to draw an animal. | Art Pupils should be taught to use drawing to develop and share their ideas, experience and imagination | |
| Shade | | I can use a pencil to shade | | |
| Shape | | | I can identify, name and classify a variety of common animals that are carnivores, herbivores and omnivores. | |
| Observation / observe | | I can experiment with a pen when drawing from observation. | | |
| sketch | | | I am proficient in a range of drawing techniques. | |
| | | I can add to my sketch book | | |


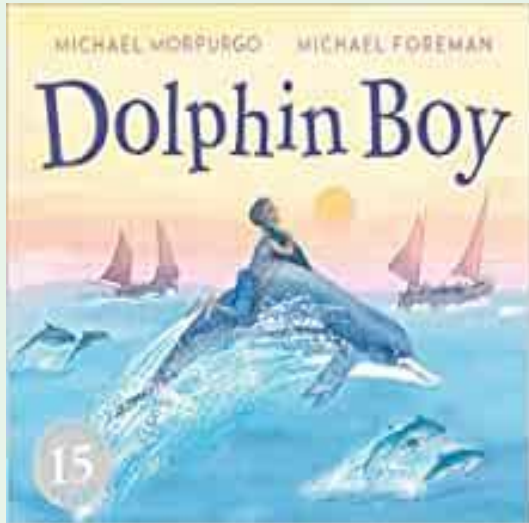
Year 1/2 Term 1 : Oi! Get Off Our Train- Theme

| Vocabulary | Knowledge and Skills | | Exciting Books |
|---------------------------------|---|---|--|
| Memory | Talk and write about the differences between old and new transport. |  |  |
| Generation | Have an understanding of the chronology of the different points in history when various types of transport have been used and invented. | | |
| Parents | | | |
| Grandparents | | | |
| Great grandparents | Recall some key facts about the different types of travel and transport studied and the significant people involved in inventing them. | <h2>Objectives – History and Geography</h2> <p>History Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Transport</p> <p>Geography Use simple compass directions (north, south, east, west) and locational and directional language (e.g. near and far, left and right), to describe the location of features and routes on a map. (Create maps linked to Oi Get off my train!) use basic geographical vocabulary to refer to: ☐ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ☐ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> | |
| Old fashioned | | | <h2>Assessment</h2> |
| Develop | | | <p>I can recognise changes in trains within living memory</p> |
| Different / similar | | | |
| Human features | I know the four compass directions | | |
| Physical features | I know the directions left and right | | |
| North, south, east, west | I can produce a map of the local environment identifying human and physical features. | | |
| Left, right, up, down | | | <p>I can use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> |

Year 1/2 Term 1 :- Non Theme

| Vocabulary | | Knowledge | | Exciting Books |
|--------------|---------|---|--|---|
| symbol | Advent | Know that light is used as a symbol for Jesus in Christianity |  |  |
| Saviour | comfort | Be able to relate the symbolism of light to their own experience of safety and comfort. | | |
| Christingle | | I know what makes a good friend | Objectives –RE, PHSCE and Music | Assessment |
| Friendship | | | | |
| Relationship | | I know how to help others who struggle to form relationships | RE What can we learn about Christianity from visiting a church? Introducing features of a church, worship (including Harvest), leaders: How and why is light important at Christmas? Introducing the Christmas story, Christian beliefs and practices associated with Christmas. Authority, Belief, Expressions of Belief | I know how and why light is important at Christmas. |
| Family | | | | |
| schoolmates | | I can learn and remember the words to new songs | PSHCE New Beginnings (SEAL) School and Classroom Rules Getting on and Falling Out (SEAL) What makes a good friend Anti Bullying Week | I can form relationships with everyone around me. |
| Audience | | | | |
| Pitch | | I know how to follow the tune to a song I have learned. | Music Use voices expressively and creatively – Christmas Production | I enjoy singing from memory, following the tune well. |
| Tone | | | | |
| Dynamics | | I know how to project my voice to the audience | | |
| Tempo | | | | |
| Duration | | | | |
| melody | | | | |
| Harmony | | | | |
| beat | | | | |
| loud | quiet | | | |

Year 1/2 Term 1: Non Theme

| Vocabulary | | Knowledge | | Exciting Books |
|---------------|----------|---|---|--|
| code | debug | I know that coding is giving instructions |  |  |
| program | command | I know what de-bugging is | | |
| algorithm | | | | |
| left | Right | | <h2>Objectives – Computing and Design Technology</h2> <p>Computing Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs.</p> <p>E-safety (anti-bullying week) Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Design Technology- Design I can design purposeful, functional, appealing products for myself and other users. Technical knowledge – explore the use of mechanisms (sliders and levers) ... Christmas Cards</p> | <h2>Assessment</h2> <p>I understand what algorithms are and can create and debug simple programs</p> <p>I can explore and use mechanisms – sliders and levers.</p> |
| up | Down | I can evaluate a range of products and explore a range of mechanisms. | | |
| pivot | Slider | | | |
| push | lever | I can produce a detailed design according to some given design criteria | | |
| user | product | | | |
| Design brief | | I can follow a design to make a finished product | | |
| evaluate | | I can say which part of my picture will move and how | | |
| sleeve | criteria | | | |
| effectiveness | | I can design a working product thinking about who it is for and what it needs | | |
| purpose | | | | |