

## Curriculum Information

Year 1/2

Spring Term

RE

### **Christmas**

Children will –

Know and can sequence the story of Christmas from the annunciation to the flight into Egypt.

Trace the journey of Mary and Joseph on a map.

Know some of the difficulties faced by Mary and Joseph and why their journeys to Bethlehem and Egypt were necessary.

### **Sharing in the life of Jesus**

Children will –

Know important stories from the New Testament about the life of Jesus and Mary and the call of the disciples.

Know that the Rosary is a special form of Christian prayer.

Know about the example of saints and important events in their lives

Understand and can take part in a moment of stillness and prayer.

### **Lent**

Children will –

Know the importance of Jesus' teaching about forgiveness.

Know that it can be difficult to be a forgiving person

Know that the Sacrament of Reconciliation is about forgiveness

### **Holy Week**

Children will –

Know the sequence of events of Holy Week

Think of reasons why Christians praise and thank Jesus today

Understand some of the words and actions of Jesus at the Last Supper and reflect on his suffering and death.

### **Easter**

Children will –

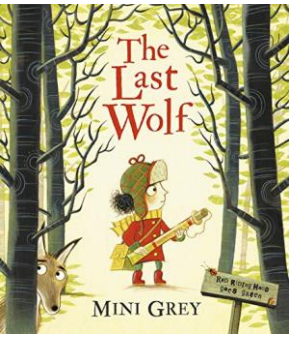
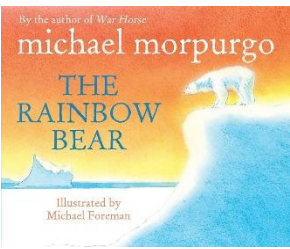
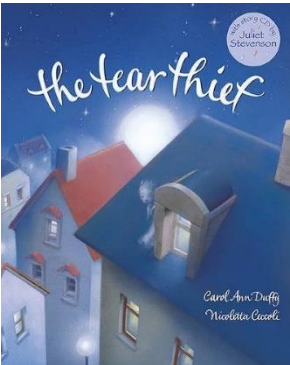
Know some stories about the Resurrection and the Risen Jesus, the other characters involved and their reactions.

Identify the symbols used during the Easter Season and explain why they are important.



Catholic Social Teaching. We are called to work for the common good of each and of all.



<p><b>Class Texts</b></p> <p><b>Reading and Writing</b></p>	<p style="text-align: center;"><b><u>Lost and Found by Oliver Jeffers</u></b> <b><u>The Last Wolf by Mini Grey</u></b></p> <p>Children will be able to –</p> <ul style="list-style-type: none"> <li>• Write different kinds of sentence: statement, question, exclamation, command.</li> <li>• Use expanded noun phrases to add description and specification.</li> <li>• Write using subordination (when, if, that, because) and co-ordination (or, and, but).</li> <li>• Correct and consistent use of present tense &amp; past tense.</li> <li>• Correct use of verb tenses.</li> <li>• Write with correct and consistent use of: <ul style="list-style-type: none"> <li>○ capital letters</li> <li>○ full stops</li> <li>○ question marks</li> <li>○ exclamation marks</li> </ul> </li> <li>• Use commas in a list.</li> <li>• Use apostrophe to mark omission and singular possession in nouns.</li> <li>• Write under headings.</li> <li>• Write lower case letters correct size relative to one another.</li> <li>• Show evidence of diagonal and horizontal strokes to join handwriting.</li> </ul> <p style="text-align: center;"><b><u>The Rainbow bear by Michael Morpurgo</u></b> <b><u>The Tear thief by Carol Ann Duffy</u></b></p> <p>Children will be able to –</p> <ul style="list-style-type: none"> <li>• Secure with year group phonic expectations.</li> <li>• Recognise simple recurring literary language.</li> <li>• Read ahead to help with fluency and expression.</li> <li>• Comment on plot, setting &amp; characters in familiar &amp; unfamiliar stories.</li> <li>• Recount main themes and events.</li> <li>• Comment on structure of the text.</li> <li>• Use commas, question marks and exclamation marks to vary expression.</li> <li>• Read aloud with expression and intonation.</li> <li>• Recognise: <ul style="list-style-type: none"> <li>○ commas in lists</li> <li>○ apostrophe of omission and possession (singular noun)</li> </ul> </li> <li>• Identify past/present tense and why the writer has used a tense.</li> <li>• Use content and index to locate information.</li> </ul>	  
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## Maths

### **Year 1 Numbers to 20**

Children will be able to –

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

Read and write numbers from 1 to 20 in numerals and words

### **Year 1 Addition and Subtraction with 20**

Children will be able to –

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs

Represent and use number bonds and related subtraction facts within 20

Add and subtract one-digit and two-digit numbers to 20, including 0

### **Year 1 Numbers to 50**

Children will be able to –

Count, read and write numbers to 50 in numerals; count in multiples of 2s, 5s and 10s

### **Year 1 Introducing length and height**

Children will be able to –

Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]

Measure and begin to record the following: lengths and heights

### **Year 1 Introducing Mass and Capacity.**

Children will be able to –

Compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]

Measure and begin to record the following: mass/weight and capacity.

### **Year 2 Money**

Children will be able to –

Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value

Find different combinations of coins that equal the same amounts of money.



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## Year 2 Multiplication and Division

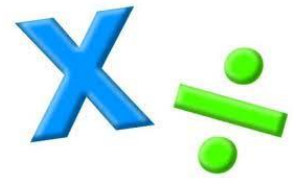
Children will be able to –

Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs

Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot

Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

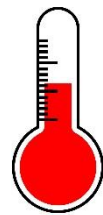


### Year 2 Length, height, Mass, Capacity and temperature

Children will be able to –

Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels

Compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$



## Science

## Plants

### What does your garden grow?

Children will –

Identify and name a variety of common, wild and green plants, including deciduous and evergreen trees.

Identify and describe the basic structure of a variety of common flowering plants including trees.



## Working scientifically

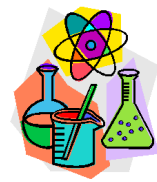
Ask simple scientific questions.

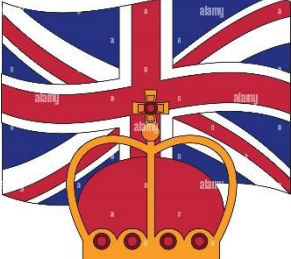




Observe carefully, using simple equipment,

Gathering and recording data to help in answering questions.


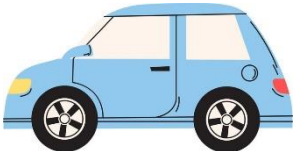




We are guardians of  
God's creation, living  
sustainably and  
enhancing the well-  
being of our planet.



<b>History</b>	<p><b><u>What is the British Monarchy.</u></b></p> <p>Children will –</p> <p>Know how to use books and the internet to find out more information</p> <p>Name a famous person from the past, and explain why they are famous.</p> <p>Know about an event or events that happened long ago, even before their grandparents were born.</p>	
<b>Geography</b>	<p><b><u>Where do I live in Europe?</u></b></p> <p>Children will -</p> <p>Know the countries that make up the UK.</p> <p>Know the seas around the UK.</p> <p>Can name and find the 5 oceans of the world.</p> <p>Can find, locate and name the 7 continents of the world.</p> <p>Can research the differences and similarities between the capital cities of the UK.</p> <p>Can explain where the school is.</p>	<p>Catholic Social Teaching Soliaritry.</p> <p>God created us as one global family called to support our brothers and sisters.</p> 
<b>Music</b>	<ul style="list-style-type: none"> <li>• Music continues to be taught using Charanga.</li> </ul>	
<b>Computing</b>	<p><b><u>Animated Stories</u></b></p> <p>Children will-</p> <p>Explore the tools of 2Create</p> <p>Save their page</p> <p>Add animation to a picture</p> <p>Add a sound effect and a voice recording to a picture</p> <p>Add a background to the picture</p> <p>Use the copy and paste feature to add pages to their animated e-book.</p> <p><b><u>Questioning</u></b></p> <p>Children will –</p> <p>Use yes and no questions to separate information</p> <p>Construct a binary tree to organise information</p> <p>Use 2Question to answer questions</p> <p>Use a database to answer more complex questions</p> <p>Use the search tool to find information.</p>	
<b>PE</b>	<p><b><u>Athletics</u></b></p> <p><b><u>Health related exercise</u></b></p> <p>Children will -</p> <p>Show an awareness of how the body changes/functions during exercise.</p> <p>Be competent in the FUNdamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance &amp; Coordination)</p>	 <p>We are beautifully made in the image and likeness of God.</p>



Art	<p><b><u>To create a sculpture in the style of Ingrid Bathe</u></b></p> <p>Children will -</p> <ul style="list-style-type: none"> <li>- To sketch to make quick records of something</li> <li>- Work out ideas through drawing</li> <li>- Use a range of decorative techniques: applied, impressed etc</li> <li>- Use a range of tools for shaping, mark making etc</li> <li>- Replicate patterns &amp; textures in a 3D form</li> <li>- Begin to make simple thought about own work and that of other sculptors</li> </ul>	
Design and Technology	<p><b><u>Mechanics</u></b></p> <p><b><u>Making a car</u></b></p> <p>Children will –</p> <p>Think of an idea and plan what to do next</p> <p>Choose tools and materials and explain why they have chosen them</p> <p>Join materials and components in different ways</p> <p>Measure materials to use in a model</p> <p>Explain what went well with their work</p> <p>Make a model stronger and more stable</p> <p>Use wheels and axles when appropriate to do so</p>	
RHSE	<p><b><u>RHSE</u></b></p> <p>Children will-</p> <p>Know about the human life cycle</p> <p>Be able to understand and articulate their own changing feelings</p> <p>Know how others' feelings might differ to theirs</p> <p>Learn how to manage their feelings and the consequences of their actions.</p> <p>Know that God made us to be in loving relationships with one another</p> <p>Know about the different local and global communities that they belong to and the responsibilities that come with this.</p> 	 <p>We are beautifully made in the image and likeness of God.</p>