Curriculum Overview for Year 1/2- Towers, Tunnels and Turrets

The children will be studying Traditional Tales;

looking at the aspects of stories that appreciate the richness and breadth of our literary heritage. -The Princess and the Pea- and other Traditional tales. They will use non-fiction books to research information about castles.

- Read accurately by blending sounds
- Read phonics books aloud
- Join in with predictable phrases
- Make simple predictions **TEXTS:**

Fiction- traditional tales-Non-fiction –information on castles Myths and legends-King Arthur St George and the dragon, St. Andrew/ Patrick/David

• Spell very common exception

Spell days of the week

Writing

- Form lower case letters correctly
- Form capital letters and digits
- Compose sentences orally before writing
- Read own writing to peers or teachers

Grammar

- Leave spaces between words
- Begin to use basic punctuation:
- Use capital letters and full stops **Speaking and Listening**

Listen and respond

appropriately

Maintain attention a participate

Role play

Knights and castles **Building castles** Making tunnels

play making masks

The children will have the opportunity to be involved in the creative process on a daily basis. They will;

- Use a range of materials-paint, clay, pencils, craft items
- Use drawing and painting- to practise colour mixing, Autumn colours/Harvest/Christmas activities/ Paintings of castles and princes and princesses **Bonfire Night.**

Computing

The children will be using computers as part of their daily activities;

- Using technology purposefully to create, organise, store manipulate and retrieve digital content
- Recognizing common uses of information technology
- Using technology safely and respectfully, keeping personal information private;
 - Organise, store, retrieve and manipulate data
 - Recognise uses of IT outside school

Design & Tethnology

Using technology, the children will use the topic on Towers, urrets and Tunnels to purposefully create, organise, store, nanipulate and retrieve digital content

nen working they will be required to use technology safely and pectfully. They will:

- Generate, model and communicate ideas
- Use a range of tools and materials to complete practical task
- Build and improve structures and

Make stick puppets Design and construction of castles

Junk model of castles Clay models

Geography

The children will develop their knowledge about the world, the United Kingdom and their locality, using basic geographical vocabulary to refer to local and familiar themes-Where/Why castles were built at mouth of rivers/estuaries. **Underground passages in Exeter.**

• Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world.

Mathematics

1 Count, read and write numbers to ten. Count • Operations orwards and backwards, fro umber.

ount in multiples of twos.

Place Value

2 Count in steps of 2, 3 and 5 from 0 and in ens from any number, forward and ead and write numbers to at least 100 in umerals and words.

ecognise the place value of each digit in a two igit number (tens, ones)

1 Given a number, identify one more or one

2 Compare and order numbers from 0 up to 00; use <, > and = signs.

se place value and number facts to solve roblems.

Y1 Represent and use number bonds and related subtraction facts (within 10)

Y2 Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to

Y1 Add and subtract one digit numbers (to 10), including zero.

Y2Add and subtract numbers, using different strategies and apparatus including and mental methods.

Y1/2Solve problems with addition and subtraction: using concrete objects and pictorial representations. Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

Y2 Recall and use multiplication and division facts for the 2.5 and 10 times tables, including recognising odd and even numbers.

Geometry

Y1Recognise and name common 2D and 3D shapes..

Y2 Identify and describe the properties of 2D shapes... Compare and sort common 2D shapes

and everyday objects. Order and arrange combinations of

mathematical objects in patterns and sequences.

Y1/2 Describe position, direction and movement.

PSHE

Using the Seal programme to support their learning the hildren will consider a range of topics throughout the year. This term they will be exploring 'New Beginnings' The theme ffers children the opportunity to see themselves as valued dividuals within a community, and to contribute to shaping a They will have the opportunity to experiment with, create, welcoming, safe and fair learning community for all.

- Family links
- Where do we live?
- Who lives with us?

Music

The children will be using their voices expressively and creatively by singing songs and speaking chants and rhymes.
They will play tuned and un-tuned instruments musically. They will listen to a range of high-quality live and recorded

select and combine sounds using the interrelated dimensions

- Sing songs -Old King Cole, sing a song of sixpence
- Ballroom music -to dance in pairs in this style.
- Play tuned and untuned instruments musically-Greensleeves

Science

The children will be using scientific methods, processes and skills to;

- Observe weather associated with changes of season- on-going throughout the year- seasonal change
- Identify and name common materials
- Describe simple properties of some materials
- Compare and classify materials

Floating and sinking in a moat.

Materials used in castles and building

The children will be looking at changes throughout history, including those in living memory (linked to aspects of national life where appropriate)-

 Royal Family/ Kings and Queens. domes and castles then and now. Windsor castle fire.

History

- Castles as a defence Costumes then and now
- Lives of significant historical figure including those from different periods-Guy Fawkes, James 1, Queen Elizabeth

Physical Development

- Perform dan es using simple movement
- P.E. Sessions

Fine and gross motor skills- Skipping, jumping, hopping, throwing, balancing.

putting peas in pots, peg boards, bead threading

Religious Education

By addressing key questions, we will be encouraging pupils to explore core Bible texts. This means we will be making sense of the text, understanding the impact within the Christian community and in the world; making possible connections between these and pupils' own lives.

We will begin with the themes of God and Creation.

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