

Y1/2 CYCLE 1 – Spring 2

A DARK, DARK TALE

TOPIC TEXT

THE GRUFFALO?

Literacy Genres

Diary (Wks 1-4)

Attitudes – ‘Dare to be Different’

- ✓ Any objective from across the ‘6 Rocks’ may be taught if particularly suited to an activity.
- ✓ The objectives opposite, however, must be taught at some point this half term to ensure coverage.
- ✓ These objectives should be deliberately taught and assessed as frequently as possible throughout the topic.

INQUISITIVE

- Y1 - I am interested in finding out more about what I have learnt.
- Y2 - I am interested in finding out more and know some way to find the answers.

CREATIVE

- Y1 - I can use my imagination in my work and play.
- Y2 - I can use my imagination in my work and show what I have created in different ways.

BRAVE

- Y1 - I think about risks and try not to let this put me off having a go.
- Y2 - I know it is not a bad thing to get things wrong.

Thinking Skills

- ✓ Topic lessons (*not Literacy or Maths stream sessions*) should be planned against the 'Bloom's Revised Taxonomy' framework and be based as much as possible on 'Problem Based Learning' activity or on 'Lines of enquiry' (question driven learning).

Each topic lesson should (where appropriate) have all three types of objectives ('split screen'):

- Attitudinal objective
 - Thinking skill objective (linked directly to the relevant stage of Bloom's Revised Taxonomy)
 - Subject skill or knowledge objective
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- Thinking skills objectives should be planned for and written by teachers with reference to the school's new 'Framework for Thinking Skills'

Topic Elements:

□ Subjects:

□ Literacy

□ Science

□ History

□ D&T

□ ICT

□ Breadth of Study:

□ Diary

□ Light and Dark

□ The Way of Life of People in the Distant Past

□ Moving Pictures

□ Presentation/Powerpoint

Literacy - Reading

➤ Generic Skills:

STRAND 7

- Y1-7.2– Use syntax and context when reading for meaning.

STRAND 8

- Y1-8.1: Select books for personal reading and give reasons for choices.
- Y1 – 8.3: Distinguish fiction and non-fiction texts and the different purposes for reading them.
- Y2-8.1: Read whole books on their own choosing and justifying selections.
- Y2 – 8.3: Explain their reactions to texts, commenting on important aspects.

➤ Genre Specific Skills:

STRAND 7

- Y1 – 7.1 Identify the main events and characters in stories, and find specific information in simple texts.
- Y1 – 7.4 Recognise the main elements that shape different texts.
- Y1 – 7.5 Explore the effect of patterns of language and repeated words and phrases.
- Y2 – 7.2 Give some reasons why things happen or characters change.
- Y2 – 7.5 Explore how particular words are used, including words and expressions with similar meanings.

STRAND 8

- Y1 – 8.2 Visualise and comment on events, characters and ideas, making imaginative links to their own experiences.
- Y2 – 8.3 Explain their reactions to texts, commenting on important aspects.

Literacy - Writing

➤ Generic Skills:

STRAND 9

- Y1-9.1 – Independently choose what to write about, plan and follow it through.
- Y2-9.1 – Use planning to establish clear sections for writing.
- Y1-9.5 – Create short simple texts on paper and screen that combine words with images.

STRAND 10

- Y2-10.1 – Use planning to establish clear sections for writing.

STRAND 11

- Y1-11.2 Use capital letters and full stops when punctuating simple sentences.

➤ Genre Specific Skills:

STRAND 9

- Y1-9.2 – Use key features of narrative in their own writing.
- Y2-9.2 – Sustain form in narrative, including use of person and time.
- Y2-9.5 – Select from different presentational features to suit particular writing purposes on paper and on screen.

STRAND 10

- Y1-10.1 – Write chronological and non-chronological texts using simple structures.
- Y1-10.2 – Group written sentences together in chunks of meaning or subject.
- Y2-10.2 – Use appropriate language to make sections hang together.

STRAND 11

- Y1-11.1 – Compose and write simple sentences independently to communicate meaning.
- Y2-11.1 – Write simple and compound sentences and begin to use subordination in relation to time and reason.
- Y2-11.2 – Compose sentences using tense consistently.

Literacy – Supporting Skills

○ Speaking

- Y1-1a – Retell stories, ordering events using story language.
- Y1-1b – Tell stories and describe incidents from their own experience in an audible voice.
- Y2 – 1b- Tell real and imagined stories using the conventions of familiar story language.

○ Drama

- Y2 – 4b – Present part of traditional stories, their own stories or work drawn from different parts of the curriculum for members of their own class.

Science – Light and Dark

➤ Skills

SC1 SCIENTIFIC ENQUIRY: INVESTIGATIVE SKILLS

INVESTIGATIVE SKILLS - PLANNING

- Sc1 -1b – To use first hand experience and simple information sources to answer questions.

OBTAINING AND PRESENTING EVIDENCE

- Sc1 – 1f – To explore , using the senses of sight, hearing , smell, touch and taste as appropriate and make and record observations and measurements.

➤ Knowledge

LIGHT AND SOUND

- Sc4 – 3a – To identify different light sources, including the sun.
- Sc4 – 3b – That darkness is the absence of light.

ICT – Presentation - PowerPoint

Skills

DEVELOPING IDEAS + MAKING THINGS HAPPEN

- 2b How to select from and add to information they had retrieved for particular purposes.

EXCHANGING AND SHARING INFORMATION

- 3b To present their completed work effectively.

REVIEWING, MODIFYING + EVALUATING WORK AS IT PROGRESSES

- 4c Talk about what they might change in future work.

History– Events from History

➤ Skills

GEOGRAPHICAL ENQUIRY AND SKILLS

- 1a – Place events and objects in chronological order.

HISTORICAL ENQUIRY

- ⦿ 4b – To ask and answer questions about the past.

➤ Knowledge

KNOWLEDGE AND UNDERSTANDING OF EVENTS, PEOPLE AND CHANGES IN THE PAST

- ⦿ 2b – Identify differences between ways of life at different times.

Design and Technology – Moving Pictures

➤ Skills 1b, 1d, 2c, 3b

DEVELOPING, PLANNING AND COMMUNICATING IDEAS

- 1b – Develop ideas by shaping materials and putting together components.
- 1d – Plan by suggesting what to do next as their ideas develop.

WORKING WITH TOOLS, EQUIPMENT, MATERIALS AND COMPONENTS TO MAKE QUALITY PRODUCTS

- 2c – Measure mark out, cut and shape a range of materials.

EVALUATING PROCESSES AND PRODUCTS

- 3b – Identify what they could have done differently or how they could improve their work in the future.

➤ Knowledge

KNOWLEDGE + UNDERSTANDING OF MATERIALS AND COMPONENTS

- 4b – How mechanisms can be used in different ways (for example , joints that allow movement)

Non-Topic Elements:

□ Subjects:

□ PE

□ PSHE

□ Breadth of Study:

□ 7 Games activities

□ 9 Swimming

□ SEAL:

□ 'Relationships'

PE (non-topic) – 9a, 9b, 9c, 9d

➤ Skills

ACQUIRING + DEVELOPING SKILLS

- 1a – Explore basic skills, actions and ideas with increasing understanding.

SELECTING AND APPLYING SKILLS, TACTICS AND COMPOSITIONAL IDEAS

- 2b – Vary the way they perform skills by using simple tactics and movement phrases.

EVALUATING AND IMPROVING PERFORMANCE

- 3b - Observe , describe and copy what others have done.

GAMES ACTIVITIES

- 7a – Travel with , send and receive a ball and other equipment in different ways.
- 7b – Develop these skills for simple net, striking/fielding and invasion type games.
- 7c – Play simple, competitive net, striking/fielding and invasion-type games that they and others have made, using simple tactics for attacking and fielding.

SWIMMING AND WATER SAFETY

- 9a – Move in water.
- 9b – Float and move with and without swimming aids.
- 9c – Feel the buoyancy and support of water and swimming aids.
- 9d – Propel themselves in water using different swimming aids, arm and leg actions and basic strokes.