

Y1/2 CYCLE 1 – AUTUMN 2

CARNIVALS

Literacy Genres

Non Chronological
Reports (Wks 1-3)

Recounts (Wks 4-6)

Attitudes – ‘More than just me’

- ✓ 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.

EMPATHETIC

- Yr1 - I understand how my actions can affect other people’s feelings.
- Yr2 - I understand how my actions can affect other people’s feelings and I try to change my behaviour so we can work and play together.

OPEN-MINDED

- Yr1 - I listen to what other people have to say and reach agreements.
- Yr2 - I can work with others to reach an agreement, even if I have to change my ideas.

RESPECTFUL

- Yr1 - I know that other people have different ideas and thoughts and listen to them.
- Yr2 - I take an interest in what other people have to say and ask thoughtful questions.

Thinking Skills

- ✓ Topic lessons (*not Literacy or Maths stream sessions*) should be based as much as possible on 'Problem Based Learning' activity or on 'Lines of enquiry' (question driven learning).
- ✓ Each topic lesson should have two types of objectives ('split screen'):
 - attitudinal or thinking skill objectiveand
 - subject skill or knowledge objective
- *A framework for thinking skills objectives has not yet been created. Work will begin on this in Sept 2010.*

Topic Elements:

Subjects:

- Literacy
- Design and Technology
- Music
- Geography
- Science
- RE
- PSHE
- Citizenship

Breadth of Study:

- Non-chronological Reports
- Recounts
- Combining components
- Connections to other places in the world
- Sc4 - Sound
- Celebrations of light – Diwali and Christmas.
- SEAL 'Getting on and falling out'
- Taking part in discussions.

Literacy - Reading

➤ Generic Skills:

STRAND 7

Yr1 - Use syntax and context when reading for meaning.

STRAND 8

Yr1 - Select books for personal reading and give reasons for choices.

Yr2 - Read whole books on their own, choosing and justifying selections.

➤ Genre Specific Skills:

STRAND 7

- Yr1 – 7.4 Recognise the main elements that shape different texts.
- Yr2 – 7.1 Draw together ideas and information from across a whole text, using simple signposts in the text.
- Yr2 – 7.3 Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points.

STRAND 8

- Yr1 – 8.3 Distinguish fiction and non-fiction texts and the different purposes for reading them.

Literacy - Writing

➤ Generic Skills:

STRAND 9

- Yr1 – 9.1 Independently choose what to write about, plan and follow it through.

STRAND 10

- Yr 2 – 10.1 Use planning to establish clear sections for writing.

STRAND 11

- Yr1 – 11.2 Use capital letters and full stops when punctuating simple sentences.

➤ Genre Specific Skills:

STRAND 9

- Yr1 9.3 - Convey information and ideas in simple non-narrative forms.
- Yr1 9.5 - Create short simple texts on paper and screen that combine words with images (and sounds).
- Yr2 9.3 - Maintain consistency in non-narrative, including purpose and tense
- Yr2 9.5 - Select from different presentational features to suit particular writing purposes on paper and on screen.

STRAND 10

- Yr1 10.1 - Write chronological and non-chronological texts using simple structures.

STRAND 11

- Yr1 11.1 - Compose and write simple sentences independently to communicate meaning
- Yr2 11.2 - Compose sentences using tense consistently (present and past).

Literacy – Supporting Skills.

Speaking

STRAND 1

- Yr1 1.4 - Experiment with and build new stores of words to communicate in different contexts.
- Yr2 1.3 - Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication.

Listening

STRAND 2

- Yr1 2.1 - Listen with sustained concentration, building new stores of words in different contexts.

Science – Sound

Sc1 – Scientific Enquiry

INVESTIGATIVE SKILLS

PLANNING

- 1a - ask questions [for example, 'How?', 'Why?', 'What will happen if ... ?'] and decide how they might find answers to them.

OBTAINING AND PRESENTING EVIDENCE

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

CONSIDERING EVIDENCE AND EVALUATING

- 1i - compare what happened with what they expected would happen, and try to explain it, drawing on their knowledge and understanding

Sc4 – Physical Processes

MAKING AND DETECTING SOUNDS.

3c - that there are many kinds of sound and sources of sound

3d - that sounds travel away from sources, getting fainter as they do so, and that they are heard when they enter the ear.

Design and Technology

➤ Skills

DEVELOPING PLANNING AND COMMUNICATING IDEAS.

- 1a - generate ideas by drawing on their own and other people's experiences
- 1c - talk about their ideas

WORKING WITH TOOLS, EQUIPMENT, MATERIALS AND COMPONENTS.

- 2a - select tools, techniques and materials for making their product from a range suggested by the teacher.
- 2d - assemble, join and combine materials and components
- 2e - use simple finishing techniques to improve the appearance of their product, using a range of equipment

EVALUATING PROCESSES AND PRODUCTS

- 3a - talk about their ideas, saying what they like and dislike.

Geography

➤ Skills

GEOGRAPHICAL ENQUIRY + SKILLS

- 1a - ask geographical questions [for example, 'What is it like to live in this place?']
- 1d - communicate in different ways [for example, in pictures, speech, writing].

➤ Knowledge

KNOWLEDGE + UNDERSTANDING OF PLACES

- 3b - identify and describe where places are [for example, position on a map, whether they are on a river.
- 3e - recognise how places are linked to other places in the world [for example, food from other countries].

Music

Performing Skills

- 1a - use their voices expressively by singing songs and speaking chants and rhymes
- 1c - rehearse and perform with others [for example, starting and finishing together, keeping to a steady pulse].

Appraising Skills

- 3a - explore and express their ideas and feelings about music using movement, dance and expressive and musical language

Listening and Applying

- 4c - how sounds can be made in different ways [for example, vocalising, clapping, by musical instruments, in the environment] and described using given and invented signs and symbols

RE

➤ Breadth of Study

THEMES

3g - celebrations: how and why celebrations are important in religion. - Hindu and Christianity.

➤ Knowledge

LEARNING ABOUT RELIGION

- 1b - name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.
- 1c - identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives

LEARNING FROM RELIGION

- 2a - reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness
- 2e - recognise that religious teachings and ideas make a difference to individuals, families and the local community.

Citizenship

➤ Breadth of Study

BREADTH OF OPPORTUNITIES

- 5c - take part in discussions [for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from']

➤ Knowledge

DEVELOPING CONFIDENCE AND RESPONSIBILITY AND MAKING THE MOST OF THEIR ABILITIES.

- 1a - to recognise what they like and dislike, what is fair and unfair, and what is right and wrong.

PREPARING TO TAKE AN ACTIVE ROLE OF CITIZENS

- 2a - to take part in discussions with one other person and the whole class.

DEVELOPING GOOD RELATIONSHIPS + RESPECTING THE DIFFERENCES BETWEEN PEOPLE

- 4c - to identify and respect the differences and similarities between people
- 4e - that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

P.E (topic) - Dance

- 6a - use movement imaginatively, responding to stimuli, including music, and performing basic skills [for example, travelling, being still, making a shape, jumping, turning and gesturing]
- 6b - change the rhythm, speed, level and direction of their movements
- 6c - create and perform dances using simple movement patterns, including those from different times and cultures
- 6d - express and communicate ideas and feelings.

Non-Topic Elements:

Subjects:

PE

Breadth of Study:

8 Gymnastics

PE (non-topic) - Gymnastics

➤ Skills

ACQUIRING + DEVELOPING SKILLS

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

SELECTING + APPLYING SKILLS + TACTICS

- 2a - explore how to choose and apply skills and actions in sequence and in combination.

EVALUATING AND IMPROVING PERFORMANCE

- 3a - describe what they have done

➤ Breadth of Study

- 8a - perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus.
- 8b - develop the range of their skills and actions [for example, balancing, taking off and landing, turning and rolling]
- 8c - choose and link skills and actions in short movement phrases.