

Y1/2 CYCLE 1 – Spring 2

RUMBLE IN THE RAINFOREST

TOPIC TEXT

**RANGE OF NON-FICTION
RAINFOREST TEXTS**

Literacy Genres

Instructions (Wks 1-3)

Explanations (Wks 4-6)

Attitudes – ‘How Well Did We Do?’

- ✓ 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.

CONSTRUCTIVE

- Y1 - I can talk about what I like and don't like about your work.
- Y2 - I can talk about what I like and don't like about your work and tell you how you could improve it.

REFLECTIVE

- Y1 - I can talk about what I have and haven't enjoyed learning about at school and explain why.
- Y2 - I know what I am good at and what I need more help with at school and know why it is important to have targets.

CRITICAL

- Y1 - I can talk about something that's good in someone's work and make a suggestion to improve it.
- Y2 - I can discuss why someone's work is good and suggest how they might improve it.

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
- Geography
- Art
- PE
- ICT

□ Breadth of Study:

- Instructions
- Explanations
- Green Plants and Variation
- Environment
- Artist Study
- 6 Dance
- Word Processing/2Create a story.

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.
- Y2-8.1: Read whole books on their own choosing and justifying selections.

➤ 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.
- Y2 – 7.3 Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points.
- Y2 – 7.4 Use syntax and context to build their store of vocabulary when reading for meaning.

STRAND 8

- Y1 – 8.3 Distinguish fiction and non-fiction texts and the different purposes for reading them.

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 - 9.3, 9.4, 10.1, 11.1 Y2 - 9.3, 9.4, 11.1, 11.2

- Y1-9.3 – Convey information and ideas in simple non-narrative forms.
- Y1-9.4 – Find and use new and interesting words and phrases, including story language.
- Y2-9.3 – Maintain consistency in non-narrative, including purpose and tense.
- Y2-9.4 – Make adventurous word and language choices appropriate to the style and purpose of the text.

STRAND 10

- Y1-10.1 – Write chronological and non-chronological texts using simple structures.

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.

Science – Green Plants/Variation

➤ Skills 1h, 1j, 3a, 3b, 3c, 4a, 4b

SC1 SCIENTIFIC ENQUIRY: INVESTIGATIVE SKILLS

CONSIDERING EVIDENCE AND EVALUATING

- Sc1 -1h – Make simple comparisons.
- Sc1 – 1j – Review their work and explain what they did to others.

➤ Knowledge

GREEN PLANTS

- Sc2 – 3a – To recognise that plants need light and water to grow.
- Sc2 – 3b – To recognise and name the leaf, flower, stem and root of flowering plants.
- Sc2 – 3c – That seeds grow into flowering plants.

VARIATION AND CLASSIFICATION

- Sc2 – 4a – Recognise similarities and differences between themselves and others, and to treat others with sensitivity.
- Sc2 – 4b – Group living things according to observable similarities and differences.

ICT – Word processing

Skills

DEVELOPING IDEAS + MAKING THINGS HAPPEN

- 2a To use text, tables, images and sound to develop their ideas.
- 2b How to select from and add to information they had retrieved for particular purposes.

REVIEWING, MODIFYING + EVALUATING WORK AS IT PROGRESSES

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

Geography – Environment

➤ Skills

4b, 5b

GEOGRAPHICAL ENQUIRY AND SKILLS

- 1c – Express their own views about people, places and environments.
- 2e – Make maps and plans.

➤ Knowledge

KNOWLEDGE AND UNDERSTANDING OF PATTERNS AND PROCESSES

- 4b - Recognise changes in physical and human features.

KNOWLEDGE AND UNDERSTANDING OF ENVIRONMENTAL CHANGE AND SUSTAINABLE DEVELOPMENT

- 5b – Recognise how the environment may be improved and sustained.

Art – Artist Study

➤ Skills

3b, 4c

EXPLORING AND DEVELOPING IDEAS

- 1a – Record from first hand observation, experience and imagination, and explore ideas.

INVESTIGATING AND MAKING

- 2b – Investigate the possibilities of a range of materials and processes .

EVALUATING AND DEVELOPING WORK

- 3b – Identify what they might change in their current work in develop in their future work.

➤ Knowledge

KNOWLEDGE + UNDERSTANDING – Pupils should be taught about

- 4c – Differences and similarities in the work of artists, craftspeople and designers in different times and cultures.

PE – Dance

➤ Skills

ACQUIRING AND DEVELOPING SKILLS

- 1b – Remember and repeat simple skills and actions with increasing control and co-ordination.

EVALUATING AND IMPROVING PERFORMANCE

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

DANCE ACTIVITIES

- 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

□ PSHE

□ RE

□ Breadth of Study:

□ 7 Games activities

□ SEAL:

□ 'Good To Be Me'

□ Religious Stories

PE (non-topic) – Games

➤ 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.

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.

RE (non-topic) 1a, 2a, 2b

LEARNING ABOUT RELIGION

- 1a - explore a range of religious stories and sacred writings and talk about their meanings

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
- 2b - ask and respond imaginatively to puzzling questions, communicating their ideas