

Y1/2 CYCLE 1 – Spring 1

# WINTER WONDERLAND

TOPIC TEXT

**'THE SNOWMAN'**  
**RAYMOND BRIGGS**

# Literacy Genres

Short Stories (Wks 1-3)    Play Scripts (Wks 4-6)

# Attitudes – ‘I can do it’

- ✓ 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.

## CONFIDENT

- Y1 I can talk about my new ideas in front of my friends.
- Y2 I can offer my ideas to others.

## RESILIENT

- Y1 I will stick at something even when it is difficult.
- Y2 I will stick at something even if I get it wrong the first time.

## ARDENT

- Y1 I can concentrate on an activity of my choosing until it's finished.
- Y2 I understand what interests me and why.

# 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

ICT

Science

History

Art

Music

## Breadth of Study:

Short Stories

Play Scripts/Radio Scripts

2 Word Processing

3 Materials

Significant Person

Collage

Composing musical patterns

# Literacy - Reading

## ➤ Generic Skills:

Generic Reading 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:

Genre Skills: Y1 - 7.1,7.3, 8.2

Y2 - 7.2, 8.2, 8.3

### STRAND 7

- Y1-7.1 – Identify the main events and characters in stories, and find specific information in simple texts.
- Y1-7.3 – Make predictions showing an understanding of ideas, events and characters.
- Y2-7.2 – Give reasons why things happen or characters change.

### STRAND 8

- Y1-8.2 – Visualise and comment on events, characters and ideas, making imaginative links to their own experiences.
- Y2-8.2 – Engage with books through exploring and enacting interpretations.
- 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.

### 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:

Y1 - 11.1      Y2 - 11.1

### STRAND 9

- Y1-9.2 – Use key features of narrative in their own writing.
- Y1-9.5 – Create short simple texts on paper and screen that combine words with images.
- Y2-9.2 – Sustain form in narrative, including use of person and time.
- Y2-9.4 – Make adventurous word and language choice appropriate to the style and purpose of the text.

### STRAND 10

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

# Literacy – Supporting Skills

## ➤ Drama – Strand 4

- Y1-4.1 – Explore familiar themes and characters through improvisation and role play.
- Y1-4.2 – Act out their own and well known stories, using voices for characters.
- Y2-4.2 – Present part of traditional stories, their own stories or work drawn from different parts of the curriculum for members of their own class.

# 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.

# Science – Materials

## ➤ Skills

Sc3 - 1c, 1d, 2a, 2b

### SC1 SCIENTIFIC ENQUIRY: INVESTIGATIVE SKILLS

#### PLANNING

- Sc1.c: Think about what might happen before deciding what to do.
- Sc 1d: Recognise when a test or comparison is unfair.

### CHANGING MATERIALS

- Sc3.2a – Find out how the shapes of objects made from some materials can be changed by some processes, including squashing, bending, twisting and stretching.
- Sc3.2b – Explore and describe the way some everyday materials change when they are heated or cooled.

## ➤ Knowledge

### GROUPING MATERIALS

- Sc3.1c - Recognise and name common types of material and recognise that some of them are found naturally.
- Sc3.1d – Find out about the uses of a variety of materials and how these are chosen for specific uses on the basis of their simple properties.

# History – Significant Person

◎ 2a, 4a, 5

## ➤ Knowledge

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

- ◎ 2a - recognise why people did things, why events happened and what happened as a result

## ➤ Skills

HISTORICAL ENQUIRY

- ◎ 4a - how to find out about the past from a range of sources of information [for example, stories, eye-witness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources]

ORGANISATION AND COMMUNICATION

5 - Pupils should be taught to select from their knowledge of history and communicate it in a variety of ways [for example, talking, writing, using ICT].

# Art – Sculpture

## 2a, 3b, 4a

### EXPLORING AND DEVELOPING IDEAS

- 1b - ask and answer questions about the starting points for their work, and develop their ideas.

### INVESTIGATING AND MAKING

- 2a - investigate the possibilities of a range of materials and processes

### EVALUATING AND DEVELOPING

- 3b - identify what they might change in their current work or develop in their future work.

## ➤ Knowledge

### KNOWLEDGE + UNDERSTANDING

- 4a - visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space.

# Music – Composing Musical Patterns

- 2a, 2b, 4d

CREATING AND DEVELOPING MUSICAL IDEAS  
COMPOSING SKILLS.

- ◉ 2a - create musical patterns
- ◉ 2b - explore, choose and organise sounds and musical ideas.

LISTENING AND APPLYING KNOWLEDGE AND  
UNDERSTANDING

- ◉ 4d - to listen with concentration and to internalise and recall sounds with increasing aural memory

# 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

PSHE

## Breadth of Study:

6 Dance

8 Gymnastics

SEAL:

'Going for Goals'

# 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.