

## Year 1 Curriculum Term 2

Topic Title: Thunderbolts and Lightning

### **English**

This term we will continue to review and learn set 1, set 2 and set 3 sounds, depending what Read, Write, Inc (RWI) group we are in.

We will practise looking for special and chatty friends in words, Fred talking, Fred talking in our heads and reading words with more speed and fluency. Children will have lots of practise using these sounds in their spellings, using Fred fingers and pinching the sounds to help them. We will continue to hold a sentence to practise remembering what we are writing and thinking of all the things we need to include (capital letters, finger spaces and full stops). Handwriting will continue to be a focus with gross motor and fine motor activities being incorporated into our daily routines. These activities will support children's pencil grip and letter formation. We will also be writing in our thematic lessons in the afternoons.

### **Maths**

#### Number and Place Value

To count, read and write numbers from 1-50 in numerals

To identify one more and one less (to 50)

To compare quantities (using equal to, more than, less than (fewer), most, least) (to 50)

To compare numbers (to 50)

#### Number and place value

To identify odd and even numbers

To understand ordinal numbers

To describe and extend number sequences

#### Measure – money - Addition/subtraction (money) Up to 50p only

To recognise and know the value of different coins (up to 50p)

To exchange money

To solve problems involving money (making amounts in different ways)

#### Measure – length

Addition/subtraction (length)

To compare and order length

To measure using a starting line

To measure in non standard units

To solve simple length word problems

#### Geometry – properties of shapes- 2D SHAPES

Recognise and name common 2-D shapes (rectangles (including squares, circles and triangles)

To recognise shapes in different orientations and sizes.

To make models, patterns and pictures using construction kits and everyday material.

To identify shapes in the environment.

To identify and make patterns.

#### Statistics

To interpret simple pictograms

To count the number of objects in each category and sort the categories by quantity.

To compare categorical data in a pictograms

To construct a simple pictogram

<p><b>RE</b></p> <p><b>Why do Christians give gifts at Christmas?</b></p> <p>In this topic we will be discussing:</p> <ul style="list-style-type: none"> <li>• experiences of giving and receiving presents. We will discuss how it feels when giving someone a present and describe presents that were special to us.</li> <li>• We will be finding out about the story of Jesus’ birth and focussing on the Nativity story.</li> <li>• We will think about a gift a Christian might give to baby Jesus. We will talk about the gifts from the three wise men, offer suggestions for what a Christian might give baby Jesus as a gift and understand the significance of giving and receiving gifts for Christians.</li> <li>• We will think about presents that can be given that you can’t see. We will be discussing why giving presents is an important idea for Christians and relate giving presents at Christmas to the gifts that were given to Jesus. We will also identify the significance of some gifts that are ‘invisible’ but are still important.</li> <li>• We will identify that not all people who give and receive gifts at Christmas are Christians and that some people do not give or receive gifts at all at this time of year.</li> </ul>	<p><b>PSHE</b></p> <p>This term we will focus on building healthy relationships, understanding kindness, and learning how to prevent bullying. Children will explore ways to be kind to themselves and others, recognise and manage their emotions, and understand the difference between falling out and bullying.</p> <p>During the week of 10th November, children will take part in Anti-Bullying Week and celebrate World Kindness Day on Thursday 13th November, engaging in activities such as discussions, role-plays, debate and or performances themed around kindness and “Power for Good.”</p> <p>Throughout the term, children will continue to practise emotional regulation using Zen Dens and breathing strategies, while key vocabulary like kindness, respect, empathy, self-care, and friendship will be reinforced.</p>
<p><b>Art</b></p> <p>Throughout our painting unit, we will be learning to develop the ability to control paint and brushes as well as learning to name both primary and secondary colours. The children will learn to mix, use and apply secondary colours to their work. They will explore what happens when white/black is added to paint colours and learn to create moods in their artwork by using colours and techniques.</p>	<p><b>Music</b></p> <p>This term we will be using our voices to learn about different pitch concepts. We will learn about high and low pitches, as well as discrete pitches. We will be singing a variety of songs that contain, firstly, two pitches and then three pitches.</p>
<p><b>P.E</b></p> <p>Throughout term 2, we will be focusing on outdoor adventure activities and gymnastics. During their OAA lessons, we will be exploring a range of outdoor games and problem-solving tasks. In gymnastics, we will be focusing on skills such as, finding space, balance, learning to turn and balance and finally learning to roll with balance.</p>	
<p><b>Thematic Curriculum</b></p>	
<p>Topic Title:</p>	<p>Thunderbolts and Lightning</p>
<p>Golden Threads:</p>	<p>Being Imaginative and Exploring</p>
<p>Big Question:</p>	<p>Which is the best weather type and why?</p>

Prior Knowledge:	During their time in Reception, children will have been given time to explore and experience the seasons making direct observations about changes they can see in their immediate environment.	
Blurb overview:	In this unit, Thunderbolts and Lightning, the children will be exploring seasons and what that means to us, for example, the length of the day, the weather and how the seasons impact nature. The children will be learning all about the United Kingdom, it's capital cities and where hot and cold countries of the world are in relation to the equator.	
Celebration of Learning	Become weather people for the day. Create and film their own weather broadcast.	
Text Links	Night Money, Day Monkey, Cats favourite season, when the wind blows, seasons come and seasons go, A walk in the woods.	
Oracy End Point:	Children to present a short Weather forecast	<ul style="list-style-type: none"> <li>-Speak clearly and confidently in a range of contexts</li> <li>-Use appropriate tone of voice for context (projecting voice for large audience)</li> <li>-Use hand gestures to support delivery in presentational talk (pointing to something being discussed)</li> <li>-Using vocabulary appropriately</li> </ul>

### Science

Substantive Knowledge	Disciplinary Knowledge
<ul style="list-style-type: none"> <li>• To know how to observe changes in weather across the four seasons.</li> <li>• To know how to observe and describe the weather associated with each season.</li> <li>• To know that the length of day changes throughout the year.</li> <li>• To know that other places around the world that have the same weather as the UK.</li> <li>• To know that it is important that we never look directly at the sun.</li> <li>• To know how plants and trees change over time – leaves falling, blossom and flowers dying/changing colour.</li> <li>• To know a range of deciduous and evergreen trees</li> </ul> <p>-to know about the work of past and present scientists:            Past -Anders Celsius/Daniel Fahrenheit            Present - Laura Tobin</p>	<ul style="list-style-type: none"> <li>-explore the world around them and raise their own questions</li> <li>-ask people questions and use simple secondary sources to find answers</li> <li>-observing closely, using simple equipment</li> <li>-gathering and recording data to help in answering questions</li> <li>-observe changes over time</li> <li>-use simple measurements and equipment (for example, hand lenses, egg timers) to gather data</li> <li>-identify and classify</li> <li>-use simple features to compare objects, materials and living things</li> <li>-with help, decide how to sort and group objects, materials and living things</li> <li>-Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller</li> </ul>

### Geography

Substantive Knowledge	Disciplinary Knowledge
<ul style="list-style-type: none"> <li>-Know how to name the four countries that make up the UK</li> <li>-Know that each country in the UK has a capital city</li> <li>-Know how to say which is the hottest and which is the coldest season in the UK</li> <li>-To know how to begin to explain why they would wear different clothes at different times of the year and for different weather</li> <li>-To know how daily weather patterns affect our lives in the UK</li> </ul>	<ul style="list-style-type: none"> <li>-Know how to identify hot and cold places in the world</li> </ul>

-Know how to recognise main weather symbols	
<b>Cultural Capital</b>	
Cultural knowledge: Children will learning about key cultural aspects of the United Kingdom. They will learn their flags, capital cities and typical food dishes eaten in each country. They will link this to British Values and what it means to be British.	
Cultural experiences: Children will go on a walk around their local area, looking for key signs of Autumn.	
Weekly Overview	
<p>Week 1</p> <p><b>Science and Geography</b></p>	<p><b>MONDAY</b> – INSET DAY</p> <p><b>TUESDAY</b> - PE</p> <p><b>WEDNESDAY</b> - To start off our new thematic learning, we will go on an autumn walk around the school to find signs of this season. We will also look at the Big Question for this unit: Which is the best weather type and why?</p> <p><b>THURSDAY</b> - <b>What is our local area like in each season?</b></p> <p><i>To know how to observe changes in weather across the four seasons.</i></p> <p><i>To know how to observe and describe the weather associated with each season</i></p> <p><i>To know how to say which is the hottest and which is the coldest season in the UK</i></p> <p>We will be recapping the four seasons from reception and what this looks like – matching activity</p> <p><b>FRIDAY</b> - <b>Are days always the same length?</b></p> <p><b>Is the weather always the same here?</b></p> <p><i>To know how to observe and describe the weather associated with each season and how day length varies</i></p> <p><i>To know that it is important that we never look directly at the sun.</i></p> <p><i>To know how to begin to explain why they would wear different clothes at different times of the year</i></p> <p>We will continue to learn about the weather in the different seasons and how the day length varies across the seasons. We will also look at what clothes people should wear in the different seasons and why this is important.</p>
<p>Week 2</p> <p><b>Science</b></p>	<p><b>MONDAY</b> - <b>Do plants and trees ever change?</b></p> <p><i>To know how plants and trees change over time – leaves falling, blossom and flowers dying/changing colour</i></p> <p>In this lesson, children will learn about trees and plants and how and why these change. They will learn about leaves falling from the trees, blossom and flowers dying/changing colours. Soft recap of deciduous and evergreen during this.</p> <p><b>TUESDAY</b> - PE</p> <p><b>WEDNESDAY</b> – ART - I am learning to develop ability to control paint and brushes, I am learning to name primary and secondary colours</p> <p><b>THURSDAY</b> - <b>Do plants and trees ever change?</b></p> <p><i>To know a range of deciduous and evergreen trees (FOCUS ON EVERGREEN)</i></p> <p>Children will learn that there are different types of trees and that these can be grouped as evergreen or deciduous. We will visit the forest area at school and identify the different types of trees.</p> <p><b>FRIDAY</b> - <b>Do plants and trees ever change?</b></p> <p><i>To know a range of deciduous and evergreen trees (FOCUS ON DECISDUOUS)</i></p> <p>Children will learn that there are different types of trees and that these can be grouped as evergreen or deciduous. We will visit the forest area at school and identify the different types of trees.</p>

<p>Week 3 <b>PSHE</b></p>	<p><b>MONDAY</b> – <i>I am learning to recognise my own feelings and the feelings of others, and to show kindness to my friends.</i> We will explore emotions and friendship and begin to recognise feelings in ourselves and others and show kindness to friends. The lesson begins with a Thrive starter using “Emotion Faces,” followed by a photo stimulus of a child being left out to prompt discussion about how people feel and kind actions. Children will then create “Friendship Flowers” showing ways to be a kind friend. We will also revisit the Zones of Regulation and practice breathing techniques.</p> <p><b>TUESDAY</b> - PE</p> <p><b>WEDNESDAY - World Kindness Day</b> <i>I am learning to be kind to myself and others, take care of my feelings, and show respect through my actions.</i> We will explore what it means to be kind to ourselves and others, focusing on self-care, respect, and emotional regulation. The lesson includes a Thrive starter “Who Am I?” game, a discussion on challenges and ways to be kind even when upset, and a task creating a “Kind to Me” poster. Children will share one kind action they will do today, with breathing posters and the Zen Den introduced to support regulation.</p> <p><b>THURSDAY</b> – <i>I am learning to understand what bullying is, how it is different from a disagreement, and what I can do to help myself and others.</i> We will learn what bullying is, how it differs from a one-off disagreement, and what to do if someone is being hurt or called names. The lesson begins with a Thrive starter, the Kindness Compliment Circle, to discuss feelings when receiving kindness. We will watch the “Stop Bullying” video by Gracie’s Corner which will aid our discussion on what bullying is and how to respond, and practice “Power for Good” actions through role-play scenarios. We will reinforce our school’s message: “We are a Telling School”, the worry box and “Worried?” website button.</p> <p><b>FRIDAY</b> – <i>I am learning to make everyone feel included, show kindness in small ways, and work with others to celebrate respect and friendship.</i> We will explore ways to make everyone feel included and understand how small acts of kindness can make a difference. The lesson begins with a Thrive starter using the “Am I Kind?” song and movement activity. We will work together to create a class Kindness Rap or Poem, celebrating kindness, respect, and standing up for others.</p>
<p>Week 4 <b>Geography and Cultural Capital</b></p>	<p><b>MONDAY</b> - In this lesson, we will be learning about the UK, where this is in the world and the countries which make up the UK. We will also learn that each of these countries have a capital city and will learn the names of these. <i>To know how to name the four countries that make up the UK</i> <i>To know that each country in the UK has a capital city</i></p> <p><b>TUESDAY</b> – PE</p> <p><b>WEDNESDAY</b> – ART I am learning to mix, use and apply secondary colours in my work</p> <p><b>THURSDAY</b> - We will consolidate our learning of the UK and capital cities by learning what the flag of each country looks like and tasting food traditionally eaten in each of the 4 countries making up the UK. <i>To know what the flags of the countries of the UK are and what food is eaten in each country</i></p> <p><b>FRIDAY</b> - In this lesson, we will look at a globe, locate UK on the globe as well as the equator, North Pole and South Pole. We will also identify hot and cold places in the world. <i>To know how to identify hot and cold places in the world</i> <i>To know that other places around the world have the same weather as the UK</i></p>
<p>Week 5</p>	<p><b>MONDAY</b> - In this lesson, children will look at the weather we typically get in the UK and how this can affect our lives. We will also identify other places in the world that have similar weather patterns to the UK</p>

<p><b>Science and Geography</b></p>	<p><i>To know how daily weather patterns affect our lives in the UK</i>  <i>To know that other places around the world have the same weather as the UK</i></p> <p><b>TUESDAY</b> - PE</p> <p><b>WEDNESDAY</b> - ART I am learning to explore what white/black does when added to paint colours</p> <p><b>THURSDAY</b> - In this lesson, we will learn about Anders Celsius and Daniel Fahrenheit and what their work was. Through this we will look at what season is the hottest and coldest in the UK by comparing typical temperatures in these seasons.  <i>To explore the work of Anders Celsius and Daniel Fahrenheit</i>  <i>To know how to say which is the hottest and which is the coldest season in the UK</i></p> <p><b>FRIDAY</b> - We will explore who Laura Tobin is, what she does and begin to look at her recent weather forecasts.  <i>To explore the work of Laura Tobin</i>  <i>To know how to recognise main weather symbols</i></p>
<p>Week 6 <b>Geography and Oracy</b></p>	<p><b>MONDAY</b> - We will start to be weather people and learn what the main weather symbols are through watching different weather reports and create our own weather forecast based on a season.  <i>To know how to recognise main weather symbols</i></p> <p><b>TUESDAY</b> – PE</p> <p><b>WEDNESDAY</b> - ART I am learning about artists who use warm and cool colours, I am learning to ask questions about a piece of artwork, I am learning to create moods in artwork by using colours and techniques</p> <p><b>THURSDAY</b> - Children will present their weather forecast based on their chosen season.  -<i>Speak clearly and confidently in a range of contexts</i>  -<i>Use appropriate tone of voice for context (projecting voice for large audience)</i>  -<i>Use hand gestures to support delivery in presentational talk (pointing to something being discussed)</i>  -<i>Using vocabulary appropriately</i></p> <p><b>FRIDAY</b> -QUIZ!</p>
<p>Week 7 <b>Computing and RE</b></p>	<p><b>MONDAY</b> - Consolidation and Winter Day (Linked with reception in exploring the season and theme of Winter)</p> <p><b>TUESDAY</b> - PE</p> <p><b>WEDNESDAY</b> - ART SHOWPIECE! Children will learn all of the skills learned this term to create a final showpiece (4 trees representing the different seasons)</p> <p><b>THURSDAY</b> – COMPUTING DAY</p> <p>Learners are introduced to digital painting tools, including freehand, line, and shape tools. They practise making marks, drawing lines, and using fill and undo features to create simple digital images inspired by an artist’s work.  <i>To describe what different freehand tools do</i>  <i>To use the shape tool and the line tools</i></p> <p>Learners explore how to make careful choices when creating digital artwork. They focus on selecting appropriate shapes, colours, and tools to create a painting in the style of a chosen artist.</p>

	<p><i>To make careful choices when painting a digital picture</i></p> <p>Learners create their own independent digital painting inspired by Wassily Kandinsky. They select the most suitable tools, colours, and brush sizes to achieve their desired effect and reflect on their creative decisions.</p> <p><i>To explain why I chose the tools I used</i></p> <p><i>To use a computer on my own to paint a picture</i></p> <p>Learners compare creating art on a computer with painting on paper. They discuss the differences between the two methods and share their preferences.</p> <p><i>To compare painting a picture on a computer and on paper</i></p> <p><b>FRIDAY – RE</b> - In this topic we will be discussing experiences of giving and receiving presents. We will discuss how it feels when giving someone a present and describe presents that were special to us.</p> <p><i>I am learning to discuss my experiences of giving and receiving presents</i></p>
<p>Week 8 <b>RE</b></p>	<p><b>MONDAY – NATIVITY DAY</b></p> <p><b>TUESDAY– PE and Christmas Party Day</b></p> <p><b>WEDNESDAY AND THURSDAY – RE DAY</b></p> <ul style="list-style-type: none"> <li>• We will be finding out about the story of Jesus’ birth and focussing on the Nativity story. We will think about a gift a Christian might give to baby Jesus. We will talk about the gifts from the three wise men, offer suggestions for what a Christian might give baby Jesus as a gift and understand the significance of giving and receiving gifts for Christians.</li> </ul> <p><i>I am learning to find out about the story of Jesus’ birth</i></p> <ul style="list-style-type: none"> <li>• We will think about presents that can be given that you can’t see. We will be discussing why giving presents is an important idea for Christians and relate giving presents at Christmas to the gifts that were given to Jesus. We will also identify the significance of some gifts that are ‘invisible’ but are still important.</li> </ul> <p><i>I am learning to think about presents that can be given that you can’t see</i></p> <ul style="list-style-type: none"> <li>• We will think about why Christians remember the birth of a baby boy 2000 years ago? Why is the birth of Jesus so important for Christians? We will share our ideas and be able to explain why Christians believe Jesus is the Son of God and that God gave him as a gift to the world.</li> </ul> <p><i>I am learning to explore the Christian belief that Jesus is God’s gift to the world.</i></p>