Year 1 Curriculum Term 2

<table>
<tr><td colspan="2">Topic Title: Thunderbolts and Lightning</td></tr>
<tr><td>English
This term, we will continue to review and develop the children's knowledge of Set 1, Set 2 and Set 3 sounds, depending on their Read, Write, Inc. (RWI) group.
We will continue to practise identifying Special Friends and Chatty Friends within words, using Fred Talk, Fred Talk in our heads, and developing greater speed, accuracy and fluency when reading words. The children will have lots of opportunities to apply their phonic knowledge to spelling, using Fred Fingers and pinching the sounds to help them segment words.
We will also continue to practise holding a sentence in our heads before writing, remembering the key features of a sentence, including capital letters, finger spaces and full stops.
Handwriting will remain an important focus, with gross and fine motor activities incorporated into our daily routines. These activities will help to develop the children's pencil grip, control and letter formation.
The children will also have regular opportunities to apply their reading, writing and phonics skills during our thematic learning in the afternoons, allowing them to practise and use their skills in a range of meaningful contexts.</td><td>Maths
In Term 2, the children will continue to develop their understanding of number and place value to 20. They will compare quantities and numbers using the language of more, fewer and difference, and explore equality and balance by finding different ways to make the same total. The children will build numbers to 20 using practical resources and develop their understanding of 10 and some more. They will estimate, compare and order numbers, explore 1 more and 1 less, and develop their understanding of number magnitude using number lines. They will also investigate doubling and halving and explore odd and even numbers, using practical equipment and representations to support their understanding.</td></tr>
<tr><td>RE
Why do Christians give gifts at Christmas?
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.
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.
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</td><td>PSHE
This term, our Healthy Relationships learning will focus on kindness, friendship, respect and anti-bullying. Children will explore what it means to be a kind and caring friend, how we can include others and help everyone to feel happy, safe and that they belong. They will also learn to recognise when a friendship or situation makes them feel unhappy or uncomfortable and identify trusted adults who can help.
During the week beginning 9 November, we will celebrate World Kindness Day on Friday 13 November with a whole day focused on kindness. Children will explore the importance of being kind to themselves and respecting themselves, including ways to look after their mental and physical wellbeing. This will be embedded throughout the term alongside our Regulation Stations, helping children to recognise their feelings and practise strategies to manage emotions and challenges.</td></tr>
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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. 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.	During Anti-Bullying Week (16–20 November), children will explore what bullying means and understand the difference between bullying and a one-off disagreement or falling out. Using the theme 'Break the Silence', children will learn how to speak up when something is wrong, how to support others and why telling a trusted adult is important. Our key messages, 'We are a Telling School' and S.T.O.P – Start Telling Other People, will be reinforced throughout the week. Learning will be oracy-focused, using stories, discussion, role-play and creative activities to develop children's confidence in talking about feelings, friendships, kindness and how we can help ourselves and others. Key vocabulary including kindness, respect, friendship, caring, trust, feelings, include, belong, bullying and help will be revisited throughout the term.
Art 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.	**Music** 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.E 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.	

Thematic Curriculum		
Topic Title:	Thunderbolts and Lightning	
Golden Threads:	Being Imaginative and Exploring	
Big Question:	Which is the best weather type and why?	
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	-Speak clearly and confidently in a range of contexts -Use appropriate tone of voice for context (projecting voice for large audience)

		-Use hand gestures to support delivery in presentational talk (pointing to something being discussed) -Using vocabulary appropriately

Science	
Substantive Knowledge	Disciplinary Knowledge
• To know how to observe changes in weather across the four seasons. • To know how to observe and describe the weather associated with each season. • To know that the length of day changes throughout the year. • To know that other places around the world that have the same weather as the UK. • To know that it is important that we never look directly at the sun. • To know how plants and trees change over time – leaves falling, blossom and flowers dying/changing colour. • To know a range of deciduous and evergreen trees -to know about the work of past and present scientists: Past -Anders Celsius/Daniel Fahrenheit Present - Laura Tobin	-explore the world around them and raise their own questions -ask people questions and use simple secondary sources to find answers -observing closely, using simple equipment -gathering and recording data to help in answering questions -observe changes over time -use simple measurements and equipment (for example, hand lenses, egg timers) to gather data -identify and classify -use simple features to compare objects, materials and living things -with help, decide how to sort and group objects, materials and living things -Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller

Geography	
Substantive Knowledge	Disciplinary Knowledge
-Know how to name the four countries that make up the UK -Know that each country in the UK has a capital city -Know how to say which is the hottest and which is the coldest season in the UK -To know how to begin to explain why they would wear different clothes at different times of the year and for different weather -To know how daily weather patterns affect our lives in the UK -Know how to recognise main weather symbols	-Know how to identify hot and cold places in the world

Cultural Capital
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	
Week 1 SCIENCE	**MONDAY –** INSET DAY **TUESDAY** – **ART** - I am learning to develop ability to control paint and brushes, I am learning to name primary and secondary colours

2-6 NOV	**WEDNESDAY** - 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? We will discuss what the seasons are and begin our seasons scrapbook, starting off with Autumn! **THURSDAY** - **What is our local area like in each season?** *To know how to observe changes in weather across the four seasons.* *To know how to observe and describe the weather associated with each season* *To know how to say which is the hottest and which is the coldest season in the UK* We will be recapping the four seasons from reception and what this looks like – matching activity **FRIDAY - Are days always the same length?** **Is the weather always the same here?** *To know how to observe and describe the weather associated with each season and how day length varies* *To know that it is important that we never look directly at the sun.* *To know how to begin to explain why they would wear different clothes at different times of the year* 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.
Week 2 SCIENCE **Kindness day 13th** **9-13 NOV**	**MONDAY - PE** **TUESDAY – ART** I am learning to mix, use and apply secondary colours in my work. **WEDNESDAY – Do plants and trees ever change?** *To know how plants and trees change over time – leaves falling, blossom and flowers dying/changing colour* 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, blossoms, and flowers dying/changing colours. Soft recap of deciduous and evergreen during this. **THURSDAY - Do plants and trees ever change?** *To know a range of deciduous and evergreen trees (FOCUS ON EVERGREEN)* 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. **FRIDAY - WORLD KINDNESS DAY** *I am learning to be kind to myself and others, and to look after my feelings and wellbeing.* Children explore what kindness means, including being kind to themselves. They consider how their words, actions and choices can help themselves and others to feel happy, safe, respected and included.
Week 3 **PSHE** 16 – 20 NOV	**MONDAY PE** **TUESDAY** – *I am learning how good friends make each other feel happy, safe and included.* Children explore what makes a healthy friendship and recognise that people can sometimes feel lonely or left out. **WEDNESDAY** –*I am learning to recognise when something makes me feel unhappy or uncomfortable and know who can help me.* Children learn that disagreements and friendship problems happen and explore safe ways to deal with difficult feelings and situations.

	THURSDAY – *I am learning what bullying is, how it is different from falling out, and why it is important to tell someone.* Children develop a clear, age-appropriate understanding of bullying and learn that bullying is different from a one-off disagreement or friendship problem. **FRIDAY** *- I am learning how I can help myself and others when someone is being unkind or bullied.* Children explore how everyone has a responsibility to help create a kind, safe and respectful classroom.
Week 4 **Geography and Cultural Capital** **23 – 27 NOV**	**MONDAY PE** **TUESDAY – ART** I am learning to explore what white/black does when added to paint colours **WEDNESDAY – Do plants and trees ever change?** *To know a range of deciduous and evergreen trees (FOCUS ON DECIDUOUS)* 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. **THURSDAY** 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. *To know how to name the four countries that make up the UK* *To know that each country in the UK has a capital city* **FRIDAY-** 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. *To know what the flags of the countries of the UK are and what food is eaten in each country*
Week 5 **Science and Geography**	**MONDAY - PE** **TUESDAY - 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 **WEDNESDAY -** 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. *To know how to identify hot and cold places in the world* *To know that other places around the world have the same weather as the UK* **THURSDAY -** 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 *To know how daily weather patterns affect our lives in the UK* *To know that other places around the world have the same weather as the UK* **FRIDAY -** 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. *To explore the work of Anders Celsius and Daniel Fahrenheit* *To know how to say which is the hottest and which is the coldest season in the UK*
Week 6	**MONDAY - PE** **TUESDAY –** We will explore who Laura Tobin is, what she does and begin to look at her recent weather forecasts. *To explore the work of Laura Tobin*

Science, Geography and Oracy	*To know how to recognise main weather symbols* **WEDNESDAY -** 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. Children will present their weather forecast based on their chosen season. *To know how to recognise main weather symbols* *Look at who is talking to you and who you are talking to.* *Speak clearly and confidently using an appropriate tone, and in sentences (Using joining phrases) I.e. You may need a coat today because it is raining.* *Use hand gestures to support delivery in presentation* *Use specific vocabulary i.e. weather/season related words and take opportunities to try out new language.* **THURSAY -** QUIZ! **FRIDAY- Consolidation** lesson
Week 7 **RE/COMPUTING**	Nativity COMPUTING DAY - **Computing (Information Technology)** **Digital devices (computers, tablets, cameras) can be used to create and capture images and sounds.** *I can use a digital device to take a photograph.* **Drawing apps allow you to make pictures using digital tools like brushes, colours and shapes.** *I can use paint tools to draw a picture.* **Music apps let you create and play simple tunes using digital instruments.** *I can make a simple tune in a music program.* **RE DAY AND CHURCH VISIT** 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. *I am learning to find out about the story of Jesus' birth* 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. *I am learning to think about presents that can be given that you can't see* 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. *I am learning to explore the Christian belief that Jesus is God's gift to the world.* CHRISTMAS PARTY