

Year 1 / Year 2 – Cycle A (2021-22) Autumn 1 – Why are there so many leaves on the floor?

Science	PSHE	Computing
<p>I know the names and characteristics of each season. I know the weather associated with each season. I can observe the change in weather in each season. I know some of the familiar symbols associated with weather maps.</p> <p><u>Working scientifically</u> I can ask simple scientific questions. I can use simple equipment to make observations. I can identify and classify. I can explain what I found out. I can use simple data to answer questions.</p>	<p>I understand that families are made up of a special group of people, which changes gradually over time. I understand that these people are all connected in different ways, and that these connections are important I understand how changes and events can influence our feelings I understand that children and adults both have responsibilities to each other. I understand that we should feel loved, cared for and safe in our homes. I know what to do if our needs are not being met</p>	<p>1.1 Online safety and Exploring Purple Mash I understand the importance of online safety I understand why I need to keep my passwords private I can save my work, using a memorable file name, to my personal space on Purple Mash and understand that this can be retrieved later I can discuss my ideas about communicating appropriately and understand online and off-line appropriate behaviour. I can use the search bar within Purple Mash to find resources</p> <p>2.5 Effective Searching I can retrieve relevant, purposeful digital content using a search engine. I understand the language, layout and features of a search engine I can explain my understanding of safe searching. I can find the solutions for answers to a problem or quiz using a search engine I understand that I do not have to search for just words, I can also ask a search engine a question</p>
<p>Geography</p> <p>I know which is the hottest and coldest season in the UK I know and recognise main weather symbols</p>		
<p>Maths - Y1</p> <p>Y1 Place Value within 10 I can sort and count objects I can count, read and write forwards from any number 0 to 10 I can count, read and write backwards from any number 0 to 10 I can count one more I can count one less I can use one-to-one correspondence to compare groups I recognise and use the <, > and = symbols I can compare numbers</p>	<p>Maths - Y2</p> <p>Y2 Place Value I can count objects to 100 and read and write numbers in numerals and words I can represent numbers to 100 I can show tens and ones in a part whole model I can use a place value chart I can compare objects and numbers I can order objects and numbers I can count in 2s, 5s and 10s I can count in 3s</p> <p>Y2 Addition and Subtraction</p>	<p>English</p> <p>I can listen and respond to adults and peers I can ask questions to extend my understanding and knowledge I can speak audibly and fluently with an increasing command of Standard English</p> <p>Y1 I can listen to and discuss poems and stories at a level beyond to which I can read. I appreciate rhymes and poems and I can recite some by heart. I can discuss word meanings.</p>

<p>I can order numbers I know the ordinal numbers I understand a number line Y1 Addition and Subtraction I understand a part whole model I recognise the + and – symbols I can find number bonds for numbers within 10 I can use a systematic way to record number bonds to 10 I understand that addition can be adding together or adding more I can find a part in a part whole model I can subtract by crossing out I can subtract by taking away I can subtract by counting back I understand fact families I can find the difference I can compare addition and subtraction statements</p>	<p>I understand fact families (number bonds to 20) I can check calculations I can compare number sentences I can find related facts I know the number bonds to 100 (in tens) I can add and subtract ones I can add and subtract tens I can a 2-digit and a 1-digit number (crossing 10) I can subtract a 1-digit number from a 2-digit number (crossing 10) I can add two 2-digit numbers (not crossing 10) I can add two 2-digit numbers (crossing 10) I can subtract a 2 digit number from a 2-digit number (not crossing 10) I can subtract a 2 digit number from a 2-digit number (crossing 10) I can make bonds to 100 (tens and ones) I can add 3 1-digit numbers</p>	<p>I can predict what might happen based on what has happened so far. I can participate in discussion about what has been read to me. I can sit correctly at a table and hold a pencil comfortably and correctly. I am beginning to form lower case letters correctly, starting and finishing in the correct place. I can write sentences by saying out loud what I’m going to write about. I can compose a sentence orally before writing it. I can leave spaces between words. I am beginning to punctuate sentences using a capital letter and a full stop. Y2 I can listen to, discuss and express views about contemporary and classic poetry and stories at a level beyond to which I can read. I can discuss the sequence of events in books. I can discuss and clarify the meanings of words. I am building a repertoire of poems learnt by heart. I can predict what might happen based on what has happened so far. I can form lower case letters of the correct size, relative to one another. I can write capital letters and digits of the right size and orientation and relationship to one and other and to lower case letters. I can plan or say out loud what I’m going to write about. I can orally compose what I want to write, sentence by sentence. I can re-read my work to check it makes sense. I can use expanded noun phrases.</p>
<p>Art / DT (for A1 and A2)</p>	<p>Music (for A1 and A2)</p>	<p>RE</p>

I know Claude Monet was an impressionist painter.

I know how to mix pastel colours?

I understand the key features of impressionism.

I can create tone using chalk pastels

I can use a 2H & 2B pencil to sketch close-up observations of a flower adding shading and mark making.

I can add Collage to create texture and 3D form.

I can create an impressionist landscape in paint and collage.

Y1

I can recognise and describe some simple characteristics of different kinds of art, craft and design.

I can name the tools, techniques and the formal elements (colours, shapes, tones etc.) that I use.

I can recognise that ideas can be expressed in artwork.

I can experiment with an open mind.

I can try out a range of materials and processes and recognise that they have different qualities.

I can use materials purposefully to achieve particular characteristics or qualities.

I can show interest in and describe what they think about the work of others.

Y2

I know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.

I am able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use).

I can try out different activities and make sensible choices about what to do next.

I can use drawing to record ideas and experiences.

I can deliberately choose to use particular techniques for a given purpose.

I can develop and exercise some care and control over the range of materials they use. (for instance, they do not accept the first mark but seek to refine and improve).

I can express clear preferences when looking at creative work and give some reasons for these (for instance, be able to say "I like that because...")

Y1

I can use my voice in different ways.

I can sing in tune within a limited pitch range (m sl).

I can identify and name rhythms from known songs (crotchet and tied quavers).

I can clap and play rhythm patterns using known symbols.

I can perform with a good sense of pulse.

I can join in and stop as appropriate, responding to voice commands.

I can follow simple performance directions for dynamics and tempo, demonstrating understanding of these through movement, singing and playing.

I can comment on and respond appropriately to a variety of live and recorded music.

I can musically demonstrate increased understanding and use of basic musical features when composing.

I can begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations within a limited pitch range (m sl).

Y2

I can sing in tune within a limited pitch range (m sl, drm).

I can demonstrate different ways of producing sounds with my voice.

I can identify and name rhythms from known songs (crotchet (ta), tied quavers (ti-ti) and crotchet rest).

I can clap and play rhythm patterns using known symbols, showing an ability to sight-read ahead 1 beat.

I can perform with a good sense of pulse and rhythm.

I can join in and stop as appropriate, responding to musical cues.

I can follow and lead simple performance directions for dynamics and tempo, demonstrating

Y1

I can say how it felt to make something.

I can remember the Christian Creation story and talk about it.

I can express an opinion about the Christian belief about creation.

Y2

I can say how it felt to make something and how I think my creation should be treated.

I can re-tell the Christian Creation story and say some things that they believe God created on different days.

I can start to talk about how I think the world got here.

	<p>understanding of these through movement, singing and playing.</p> <p>I can listen with increased concentration to a variety of live and recorded music.</p> <p>I can respond appropriately by making statements and observations about the music and through movement, sound-based and other creative responses.</p> <p>I can musically demonstrate increased understanding and use of basic musical features when composing.</p> <p>I can recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations within a limited pitch range (m sl).</p>	
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