

English

Alfie Weather (fiction)

The (Windy, Sunny, Rainy) Day series.

Further texts TBC

- Narrative – writing a story with a simple structure.
- Writing weather reports.
- Looking at stories and from places with very different weather.

Maths

- Measurement.
 - Capacity and volume.
- Geometry.
- Problem Solving.
- We will also be looking at things we have learned so far this year and practising our general arithmetic skills.

Physical Education

- OAA

Spanish

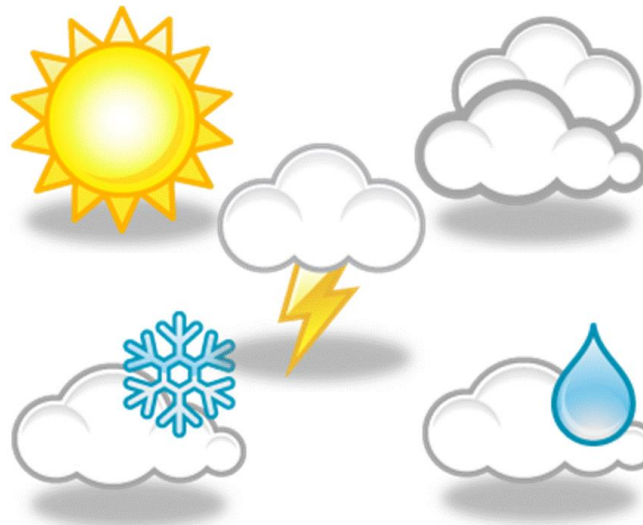
- Weather.
 - Asking and answering questions about the weather today.

Music

- Rhythm in the way we walk.

PHSE

- Whatever the weather.



Spring Term 2 – Whatever the Weather

Religious Education

Easter Symbols.

- Exploration of Easter symbols; the Paschal candle, the cross and the bread and wine.
- Looking at how decoration at our church has changed.

Computing

- Communicating.
- Keyboard skills.
- Sending e-mails.

Geography

Key Question; Look at the weather; what shall we do today?

- Fieldwork.
- Recording the weather around school.
- Weather in Great Britain.

Science

Everyday materials

- Distinguish between an object and the material from which it is made.
- Identify and name varieties of materials.
- Describe the physical properties of materials.
- Find out how the shape of solid objects can be changed.
- *Seasonal changes linked with topic.*

Art

- Sculpting: explore sculpture using a range of malleable materials.
- Evaluate work of different sculptors.

Year 1 & 2 Medium Term Outline Planning – Autumn 2 (Christmas)

KEY QUESTION: Who might we send a letter to?	The Jolly Christmas Postman by Janet & Allan Ahlberg
PE, Music, PSHE and FML are fixed themes throughout the year although links will be made where relevant (see Curriculum Map).	
As writers we will:	<ul style="list-style-type: none">• Write letters & study rhyme.• leaving spaces between words• joining words and joining clauses using and• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark• using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’• learning the grammar for year 1 in English Appendix 2• use the grammatical terminology in English Appendix 2 in discussing their writing.• using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]• writing for different purposes• learn how to use:<ul style="list-style-type: none">• sentences with different forms: statement, question, exclamation, command• expanded noun phrases to describe and specify [for example, the blue butterfly]• the present and past tenses correctly and consistently including the progressive form• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

<p>As Scientists we will:</p> <ul style="list-style-type: none"> ask simple questions and recognise that they can be answered in different ways observe closely, using simple equipment <p>use observations and ideas to suggest answers to questions</p>	<ul style="list-style-type: none"> Identify that most living things live in habitats to which they are suited & describe how different habitats provide for the basic needs of different kinds of animals & plants & how they depend on each other. identify & name a variety of plants and animals in their habitats, including micro-habitats. describe how animals obtain their food from plants & other animals, using the idea of a simple food chain & identify and name different sources of food. observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.
<p>As Mathematicians we will:</p> <p>Know and use numbers. Add and subtract. Understand the properties of shape. Describe position, direction and movement. Use measures.</p>	<p>See calculation policy for detailed learning objectives.</p> <p>Objectives will be determined by progress and requirement as defined by Assessment for Learning throughout the year.</p>
<p>As spiritual thinkers we will:</p> <ul style="list-style-type: none"> understand beliefs and teachings. understand practices and lifestyles. understand how beliefs are conveyed. reflect. understand values. 	<p>The Christmas Story (continued from previous topic)</p> <ul style="list-style-type: none"> Programme of Study to Include The children’s experiences of good news; The role of angels in the nativity story; Artists impressions of angels; The stories of Zechariah and Elizabeth (Luke 1: 5-25 & 39-80), of Mary and Gabriel (Luke 1:26-38), and the shepherds on the hillside (Luke 2:8-20); Considering the importance of the Good News of Christmas and its impact on the world today.

As geographers we will;	<ul style="list-style-type: none">• Learning about our local environment and will spend some time walking around it.• Making sketch maps of our journeys.• Look out for landmarks to help with map making.
As artists we will;	<ul style="list-style-type: none">• Printing: build repeating patterns• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
Using ICT we will: To Programme	<ul style="list-style-type: none">• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions• create and debug simple programs• use logical reasoning to predict the behaviour of simple programs