

### Oak Class Curriculum Autumn 2016

<u>Topic Title</u> <i>Habitats/Journey into Space</i>	
<i>Subject</i>	<i>Content</i>
<b>General</b>	Explore our planet, the Solar System and our galaxy within space. Think about space travel.
<b>Literacy</b>	<p>Year 1</p> <p>Revise all known graphemes for all phonemes (including digraphs, trigraphs and split digraphs). Begin to learn alternative ways to write the long vowel sounds e.g. ie for igh.</p> <p>Using a useful word card to spell words.</p> <p>Learning spellings for tests.</p> <p>Suffixing "s" or "es" to singular nouns to form plurals.</p> <p>Suffixing "ed" to form the past tense when there is no change in the root word e.g. play/played</p> <p>To recognise nouns.</p> <p>To leave clear spaces when writing.</p> <p>To understand what a letter, word and sentence are.</p> <p>To recognise statements and questions.</p> <p>To use capital letters for the word "I", for proper names and at the beginning of sentences.</p> <p>To use a full stop at the end of a sentence.</p> <p>To recognise question marks at the end of questions and exclamation marks after someone has exclaimed something in dialogue.</p> <p>To know the alphabet without singing it!</p> <p>To use letter names (not sounds) when discussing letters.</p> <p>To answer direct questions about what they are reading.</p> <p>To offer opinions about books.</p> <p>To read, learn and recite some poems and rhymes.</p> <p>To create short narratives by linking sentences together in an appropriate sequence.</p> <p>Year 2</p> <p>Revise and embed all Year 1 work above.</p> <p>Learn further alternative spellings for vowel sounds.</p> <p>Increase fluency when blending sounds.</p> <p>Identify and generate verbs and adverbs.</p> <p>Recognise sentence functions (statements, questions, commands and exclamations). An exclamation must begin with the word "what" or "how" and contain a verb e.g. "What a sunny day it is!"</p> <p>To know the terms "singular" and "plural".</p> <p>To begin to know what a "phrase" is.</p> <p>To suffix verbs with "ed" when there is a change to the root verb (e.g. verbs ending in e, or when the final consonant needs to be doubled).</p> <p>To make inferences and deductions when reading.</p> <p>To compare books and authors.</p> <p>To create longer pieces of formal writing for a variety of purposes.</p> <p>The above will be taught in the context of reading and writing personal recounts, descriptive poems, stories and instructions.</p>
<b>Maths</b>	<p>Year 1</p> <p>Estimating and counting to at least 30.</p> <p>Compare and order numbers to at least 20.</p> <p>To say the number that is 1, 2 or 3 more or less than numbers to 30.</p> <p>Recall pairs of numbers that total 10.</p> <p>Learn pairs of numbers that total 5, 6 and 7.</p> <p>Double numbers up to double 5 is 10.</p> <p>Addition and subtraction within 20.</p> <p>Know that teens numbers are a ten and some ones (or units).</p> <p>Name and discuss properties of 2D shapes.</p> <p>Compare lengths and heights.</p> <p>Describe position and direction using everyday language.</p>

	<p>Know all coins and their values. Make amounts of money using 1p coins.</p> <p>Year 2</p> <p>Estimate, count, order and compare numbers to 100. Revise pairs of numbers that total ALL numbers to 10. Know pairs of multiples of 10 that total 100. Know pairs of numbers that total 20. Deduce subtraction facts from known addition facts. Know 10 more and 10 less than numbers to 100. Double numbers up to double 15 is 30. Use the signs for “greater than” and “less than”. Know and use ordinal numbers (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> ). Begin to understand place value e.g. that 46 is 4 tens and 6 ones. Add and subtract 20, 30 and 40 to and from numbers to at least 50. Begin to add and subtract 11 and 21 by adding or subtracting multiples of ten and then adjusting. Solve addition and subtraction problems involving 2-digit numbers. Count in 2’s, 5’s and 10’s from zero. Find the totals of coins and make amounts to £1 using coins. Name and describe 2D shapes, recognising symmetry and right angles. Begin to measure length and height using centimetres and metres. Understand and use vocabulary associated with position and movement.</p>
<b>Science</b>	<p><b>Focus</b></p> <p><i>Living things and their habitats</i></p> <ul style="list-style-type: none"> <li>- What does living mean? Is there anything living on the moon? Mars? living, dead, non-living</li> <li>- Why does x live here? (habitats meet basic needs of plants and animals that live there)</li> <li>- What lives here? (name plants and animals) Art: Sketchbooks</li> <li>- What does x eat? Where does the food come from ?</li> <li>- Food chains</li> </ul> <p><b>On-going</b></p> <p>Adopt a micro habitat to observe all year. Record changes.</p> <p><b>Light-touch</b></p> <p><i>Seasonal changes and day length</i></p> <p>-What season is it and how do we know? (Signs of Autumn/Winter in our world, microhabitat.)</p> <p><i>Light</i></p> <ul style="list-style-type: none"> <li>-Where does light come from?</li> <li>-What is the sun?</li> <li>-Where is the sun?</li> <li>-What is Earth?</li> <li>-What is the Moon?</li> <li>-Light travels in straight lines</li> <li>-colour</li> </ul> <p><i>Forces (possibly covered)</i></p> <ul style="list-style-type: none"> <li>-Pushes and pulls, changing direction, friction</li> </ul>
<b>ICT</b>	<p>e-safety</p> <p>Coding (algorithms and debugging)</p> <p>Uses of ICT in space exploration.</p> <p>Research (aspects of topic)</p> <p>Control (Link to robots in space)</p> <p>iPad apps (Solar Walk)</p> <p>Colour mixing and creating planet landscapes (Art)</p>
<b>History</b>	<p>What does famous mean?</p> <p>How can we find out about famous people? (sources)</p>

	<p>When did people go to the Moon? (timeline, understand chronology)</p> <p>Why?</p> <p>What happened? (order events)</p> <p>Did they continue to go to the Moon?</p> <p>Why not?</p> <p>Have humans visited anywhere else in space?</p>
<b>Geography</b>	<p><i>Features of our planet</i></p> <p>What does our planet look like from space?</p> <p>Name continents, oceans and countries in the UK.</p> <p>Describe human and natural features.</p> <p><i>Mapping</i></p> <p>Make a simple map of our microhabitat (+ key)</p> <p>Where is NASA? (compass points, aerial photos?)</p>
<b>Art</b>	<p>Use of sketchbooks</p> <p>How to mix and paint with powder paint.</p> <p>Colour mixing (different media including ICT)</p> <p>Landscapes/planet landscapes (Different media including ICT)</p>
<b>DT</b>	<p>(basic skills: cutting, joining, shaping, finishing)</p> <p><i>Mechanisms (axles)</i></p> <p>Explore axles in toys.</p> <p>Make axles for moon buggy models.</p>
<b>Music</b>	<p>Pitch</p> <p>Holst: Planet Suite</p> <p>Sing songs related to topic</p> <p>Christmas Concert</p>
<b>PE</b>	<p>Games</p> <p>Gym (travelling)</p> <p>Dance:</p> <p>Moving with different strengths of gravity. Spinning. Creating own steps and working with a partner to create short sequences.</p>
<b>PSHE</b>	<p><i>Golden rules – why do we have them?</i></p> <p><i>School values – revise and discuss why we need them.</i></p> <p><i>Independence (diamond Gem) and pushing yourself (Emerald gem).</i></p> <p><i>Revise fixed and growth mindsets.</i></p> <p><i>Discussion skills.</i></p> <p><i>Council (rights and responsibilities democracy)</i></p> <p><i>Firework safety</i></p>
<b>RE</b>	<p>What did Jesus teach?</p> <p>Bible stories that explore kindness. How does this make Christians behave towards each other.</p> <p>Christmas as a gift from God.</p> <p>The Christmas story and why God gave Jesus to the World.</p>