

Oak Class Curriculum for Parents – Spring 2017

<p><u>Topic Title</u> Victorian Children</p> <p><u>Question</u> <i>Should children have to go to school?</i></p>	
Subject	Content
Literacy	<p>Children will be learning spelling, punctuation and grammar in the context of poetry, fairy stories and non-fiction. Emphasis will continue to be placed on oral work prior to application in writing. Revise and embed last term's work.</p> <p>Year 1</p> <ul style="list-style-type: none"> • adjectives • past tense • using "and" and "but" to join sentences • capital letters for the word I and for names • syllables • compound words • split digraphs (magic e) • read ea for e • read wr for r • read gn for n • read nk for ng • read g, j, ge or dge • alternative spelling of the sounds or, oa, igh • read c as k or s • alternative pronunciation of l, o, ch, y and ou <p>Year 2</p> <ul style="list-style-type: none"> • expanded noun phrases • recognising and creating sentences that are exclamations • progressive past tense • apostrophes for contractions • homophones • commas in lists • connectives for coordination and subordination • suffixing "ful", "less", "ment", "ness", "ly" and "y" • le, el, il or al at the end of words • tch for ch • kn or gn for n • wh for w • wr for r • a for o after w or qu e.g. want, squash • rules for j or g, dge or ge • rules for k or c • compound words

Maths

Revise and embed last term's work.

Year 1

- recognise coins and know values, make amounts using coins
- read, write and say 2-digit numbers and know that they are made up of some tens and some units (ones)
- revise and learn pairs that total 5, 6, 7, 8, 9 and 10
- derive subtraction facts from these number bonds
- revise and learn doubles to double 10
- add a 1-digit number to a 2-digit number by counting on from the largest number and by recognising patterns in units (to 100)
- subtract a 1-digit number from numbers to 30
- estimate numbers within a given range and check by counting – grouping in 5's or 10's
- count in 5's and 2's
- count on and back in 10's from any number to 100
- find halves, quarters and three quarters of shapes
- name, order and understand the days of the week, months of the year and the seasons
- name, recognise and know properties of 3D shapes (cube, cuboid, cone, cylinder, sphere)
- tell the time to half hour on analogue and digital clocks
- begin to measure weight

Year 2

- quickly say 10 more or less than any number
- write 3-digit numbers in numerals e.g. 108
- count beyond 100
- order numbers to at least 150
- know number bonds for numbers to 20
- doubles to double 15 (and deduce related halves)
- begin to learn x10, x2 and x5 tables
- practical multiplication and division
- add and subtract 1-digit and 2-digit numbers from 2-digit numbers
- find differences by counting up
- estimate quantities to 100
- recognise all coins and notes to £20, make amounts and begin to give change
- use the greater than and less than signs
- add and subtract 9, 10 and 11 by adding or subtracting 10 and adjusting by 1
- fractions of numbers and shapes (halves, quarters and thirds)
- block graphs and tally charts
- tell the time to the quarter hour on digital and analogue clocks
- recognise, name and sort 3D shapes
- measure weight using grams and kilograms

Science	<p>Everyday materials... (Year1) -What is this (object) and what is it made out of? (material) -What other materials are there in our classroom? (name materials esp wood, metal, glass, plastic, rock, water e.t.c.) -How would you desc this material? (properties e.g. hard, soft, smooth, rough, transparent, opaque, translucent, rigid, flexible, waterproof, absorbent, shiny, dull, conductor, isulator) -natural and man-made (cotton, wool, nylon etc) -Can you find a material that has this/these properties? (sort)</p> <p>...and their uses (Year2) -What did/do factories make? -What did/do they make them out of? - How is cloth made? -Natural and man-made fibres - above -What materials keep us warm?(dry, absorb) (Link to Winter) (weaving, fabrics, metals, steam, etc What keeps us warm/ insulators? conductors?)</p> <p>On-going Observing a microhabitat. (Winter/Spring)</p>
ICT	<p>Coding (algorithms and debugging) Planning apps</p> <p>Use of computers in industry</p> <p>Chips – find them in diff objects</p> <p>Research – Victorian schools and labour</p> <p>e-safety</p>
History	<p><i>Events/changes over time:</i> What does Victorian mean? Locate Victorian Period on a timeline. What was childhood like? Child labour conditions – investigate. Victorian schools - investigate Education for all! (universal education and 1870 Elementary Education Act) Compare/contrast to child labour (evaluate) What evidence/sources are we using? (books, Internet, records of what people said at the time, photos and drawings, Sevington Museum School) (Use content for non-fiction writing)</p> <p><i>changes within living memory:</i> What was it like for your grandparents and parents at school?</p> <p><i>local:</i> Sevington School History Who went to school at Sevington School? Why? What/How did they learn?</p>
Geog	<p>Continue to work on recognising and recalling names of continents, oceans and countries of the UK.</p> <p>Find Sevington on a local map.</p>
Art	<p>Figure drawing/ modelling</p> <p>Lowry (figures, his five colours) Form and colour.</p> <p>Weaving (paper, other materials and yarn – see DT)</p>

DT	<p>Textiles: Weaving ((paper, other materials and wool – see Art)</p> <p>Steam engines: look at video clips of steam engines and discuss.</p>
Music	<p>Pulse and rhythm Use clip of cotton mill as starting point – sounds. Add accompaniment to Dance and/or Poverty Knock song/ poems.</p> <p>Song: Poverty Knock</p>
PE	<p>Gym (transfer weight)</p> <p><i>Dance:</i> Look at clip of cotton mills. Copy different movements. Work with a partner or grp to repeat patterns.</p>
PSHE	<p>Community. Supporting each other. School values today and in past. Bullying in schools – today and in past.</p> <p>Safe touching</p> <p>Families: the different structures of modern families Relationships</p> <p>Handwashing</p>
RE	<p>Prayer at Home (Islam) <i>Does praying at regular intervals everyday help a Muslim in his/her everyday life?</i></p> <p>Easter - Resurrection <i>Is it true that Jesus came back to life again?</i></p>