

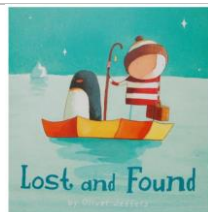
Learning Pathway – Kites

Project Title: Food Glorious Food

Year: 1/2

Term: 1 and 2

Term 1		Term 2	
WOW Start: First hand experiences:		WOW End:	



Book: *Lost and Found* by Oliver Jeffers.

Writing outcome: To write an adventure story based on the structure of 'Lost and Found' with a new animal.

Year 1

- Combine words to make sentences
- Leave spaces between words
- Begin to use capital letters and full stops
- Use capital letters for names of people and the personal pronoun 'I'
- Use some story language
- Include and describe a new animal character
- Include and describe the setting
- Write simple sentences in sequence
- Include a beginning, middle and end

Year 2

- Use subordination (because) and co-ordination (and)
- Use expanded noun phrases to describe and specify
- Use punctuation correctly - full stops, capital letters
- Use phrases from story language
- Create and describe characters
- Create and describe settings
- Sequence of events
- Section story into beginning, middle and end
- Use 3rd person consistently
- Use tenses appropriately



Book: *Katie in London* by James Mayhew.

Writing outcome: To write a report about London using information gathered from the texts.

Year 1

- Join words using 'and'
- Use plural noun suffixes -s and -es
- Sequence sentences to form short narratives (link ideas or events by pronoun)
- Punctuate sentences using a capital letter and full stop
- Use capital letters for names of people and places
- Write simple sentences linked to the topic
- Write in the present tense
- Link ideas through subject or pronoun e.g. Bats are black. They fly at night.

Year 2

- Use co-ordination (but, or)
- Add-ly to turn adjectives into adverbs
- Use commas to separate items in a list
- Use specific vocabulary linked to the topic
- Use facts from research
- Write with clear and precise description
- Write in the present tense
- Use layout features e.g. title, sub-headings, introduction, grouped information

English

Reading	<u>Year 1</u> • Retell stories and consider their particular characteristics • Discuss words meanings, linking new meanings to those already known • Discuss the significance of the title and events • Make inferences on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far • Participate in discussion about what has been read to them		<u>Year 1</u> • Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently • Retell stories and consider their particular characteristics • Make inferences on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far • Participate in discussion about what has been read to them
	<u>Year 2</u> • Discuss the sequence of events in books and how items of information are related • Make inferences on the basis of what is being said and done • Answer and ask questions • Predict what might happen on the basis of what has been read so far • Participate in discussion about books, poems and other works • Explain and discuss their understanding of books, poems and other material • Read non-fiction books that are structured in different ways		<u>Year 2</u> • Listen to, discuss and express views about a wide range at a level beyond that which can be read independently • Explain and discuss understanding of books, poems and other material • Make inferences on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far • Participate in discussion about books, poems and other works • Draw on what is already known or on background information and vocabulary provided by the teacher

Maths	Year 1 <u>Place Value</u> • Sort objects • Count objects • Count objects from a larger group • Represent objects • Recognise numbers as words • Count on from any number • 1 more • Count backwards within 10 <u>Addition and Subtraction</u> • Introduce parts and wholes • Part-whole model • Write number sentences • Fact families – addition facts • Number bonds within 10 • Systematic number bonds within 10 • Number bonds to 10 • Addition – add together • Addition – add more • Addition problems Year 1/2 <u>Place Value (within 20):</u> • Count objects within 10 • Represent numbers to 10 • Count on and back within 20 • Understand 10 • Understand 11 to 15 • Understand 16 to 20 • Find 1 more	Year 1 <u>Addition and Subtraction</u> • Find a part • Subtraction – find a part • Fact families – the eight facts • Subtraction – take away/cross out (How many left?) • Subtraction – take away (How many left?) • Subtraction on a number line <u>Shape</u> • Recognise and name 3-D shapes • Sort 3-D shapes • Recognise and name 2-D shapes • Sort 2-D shapes • Patterns with 2-D and 3-D shapes Year 1/2 <u>Place value (within 100)</u> • Count beyond 20 • Count tens • Groups of tens and ones • Partition into tens and ones • Use a place value chart • Flexible partitioning • Number lines • Estimate on number lines • 1 more and 1 less • Compare numbers with the same number of tens • Compare any two numbers • Order objects and numbers <u>Shape</u> • Recognise and name 2-D and 3-D shapes • Count sides on 2-D shapes • Count vertices on 2-D shapes • Draw 2-D shapes
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- Find 1 less
- Use number lines
- Estimate on a number line
- Use the language of less than, greater than and equal to
- Compare numbers
- Order numbers

Addition and Subtraction (within 20):

- Parts and wholes
- Systematic number bonds within 10
- Number bonds to 10
- Number bonds to 20
- Addition – add together
- Addition – add more
- Doubles
- Near doubles
- Add three 1-digit numbers
- Find a part
- Fact families – the eight facts
- Take away (how many left?)
- Find the difference
- Missing number problems

- Vertical lines of symmetry
- Count faces on 3-D shapes
- Count edges on 3-D shapes
- Count vertices on 3-D shapes
- Sort 2-D and 3-D shapes
- Patterns with 2-D and 3-D shapes

Science	<u>Animals, including humans: Sensitive bodies</u> Pupils who are secure will be able to: • Draw and label human body parts. • Identify the body parts associated with each sense. When working scientifically, pupils who are secure will be able to: • Compare and group body parts. • Begin to recognise patterns in data and use these to answer questions. • Record data in a table. • Measure using non-standard units.	<u>Animals, including humans: Comparing animals</u> Pupils who are secure will be able to: • Name and describe the physical features of a range of animals. • Sort animals into groups based on their similarities and differences. • Identify characteristics specific to mammals, birds, reptiles, amphibians and fish. • Recall the diets of carnivores, herbivores and omnivores. When working scientifically, pupils who are secure will be able to: • Use a non-fiction text to find out about specific animals' diets. • Recognise that there are different ways to gather data. • Record data in a block graph and use this to answer questions. • Recognise what the scientist Jane Goodall was known for. • Recall some of Jane Goodall's key findings.
Computing	<u>Computing systems and networks – IT around us</u> • What is IT? • IT in school • IT in the world • The benefits of IT • Using IT safely • Using IT in different ways	<u>Creating media – Digital photography</u> • Taking Photographs • Landscape or portrait? • What makes a good photograph? • Lighting • Effects • Is it real?
Art	<u>Sculpture</u> 1. What is sculpture? 2. How can sculptures be joined? 3. What materials can sculptures be made from? 4. How can I make different shapes and sizes? 5. Make a final clay product. 6. Evaluate my sculpture.	
History		

Geography	<u>What is it Like Here?</u> • Where in the world are we? • What can we see in our classroom? • What can we find in our school grounds? • Where are the different places in our school? • How do we feel about our playground? • Can we make our playground even better?	<u>What is the weather like in the UK?</u> • Where is the UK? • What are the four seasons? • What are the compass directions? • What is the weather like today? • Is the weather the same everywhere in the UK? • How do people prepare for the weather?
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Music	<u>Singing</u> How can we use our voices to sing well? How can dynamics change the way music sounds? What is pulse and why is it important? How does tempo affect music? How can we create rhythms using our bodies and voices? What makes a successful musical performance?	<u>Singing</u> How can we learn new songs confidently? How can expression improve our singing? How do we stay together when singing as a group? What makes a successful rehearsal? What makes a confident performance? How can we reflect on and celebrate our music?
Indoor PE	<u>Indoor PE - Fundamentals</u> - To explore how the body moves when running at different speeds. - To develop changing direction and dodging. - To develop balance, stability and landing safely. - To explore and develop jumping, hopping and skipping actions. - To develop co-ordination and combining jumps. - To develop combination jumping and skipping in an individual rope.	<u>Indoor PE – Gymnastics</u> - To perform gymnastic shapes and link them together. - To perform gymnastics shapes with control and link them together. - To use shapes to create balances. - To use shapes to create balances. - To link travelling actions and balances using apparatus. - To develop travelling actions and balances using apparatus. - To demonstrate different shapes, take-off and landing when performing jumps. - To develop different shapes, take offs and landings when performing jumps. - To develop rolling and sequence building. - To refine rolling and sequence building. - To create a sequence using apparatus. - To create a sequence using apparatus.
Outdoor PE	<u>Outdoor PE – Ball Skills</u> - To develop rolling a ball to hit a target. - To develop stopping a rolling ball. - To develop dribbling a ball with your feet. - To develop kicking a ball. - To develop throwing and catching. - To develop dribbling a ball with your hands.	<u>Outdoor PE – Team Building</u> - To follow instructions and work with others. - To co-operate and communicate in a small group to solve challenges. - To create a plan with a group to solve the challenges. - To communicate effectively and develop trust. - To use teamwork skills to work as a group to solve problems. - To work with a group to copy and create a basic map.

Design and Technology Taught as a blocked unit		<u>Cooking and nutrition: Balanced diet</u> Pupils who are secure will be able to: • Name the main food groups and identify foods that belong to each group. • Describe the taste, feel and smell of a given food. • Think of three different wrap ideas, considering flavour combinations. • Construct a wrap that meets the design brief and their plan.
RE	<u>What is the Good News Jesus Brings? (Gospel)</u> • What makes news "good"? • Why did Jesus choose Matthew? • Why is forgiveness good news? • How can Jesus bring peace? • How do Christians share Jesus' Good News today? • Is Jesus' Good News good news for everyone?	<u>Why does Christmas Matter to Christians? (Incarnation)</u> • Why do people celebrate Christmas? • What happened when Jesus was born? • Why do Christians believe Jesus is more than an ordinary baby? • Why do Christians celebrate Advent? • How do Christians remember the birth of Jesus? • Why does Christmas still matter today?
Jigsaw	<u>Being Me in My World</u> • Hopes and fears for the year • Rights and responsibilities • Rewards and consequences • Rewards and consequences • Our learning charter • Owning our learning charter	<u>Celebrating difference</u> • Stereotypes • Stereotypes • Why does bullying happen? • Standing up for myself and others • Diversity • Celebrating difference and still being friends
Performance of learning/opportunity		Christmas carol concert.