

Year 1/2

Main topic: “Wonderful Weather”

Mr Chambers 2019 - Summer Term

Numeracy Y1 (continued on next page Y2)

This term we will focus on the following:

- I can solve one step word problems involving addition and subtraction.
- I can compare, describe and solve practical problems for: lengths and height (for example, long/short, longer/shorter, tall/short, double/half).
- I can compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].
- I can solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
- I can compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later].
- I can measure and begin to record time (hours, minutes, seconds).
- I can describe position, direction and movement, including whole, half, quarter and three quarter turns).

Numeracy Y2

This term we will focus on the following:

- I can solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.
- I can show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
- Choose and use appropriate standard units to estimate and measure temperature ($^{\circ}\text{C}$).
- Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
- I can order and arrange combinations of mathematical objects in patterns and sequences.
- I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
- I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

English

- I can plan and say aloud what I am going to write about.
- I can summarise a text and write down key ideas/words.
- I can edit and make simple revisions to my writing.
- I can read poetry aloud with appropriate intonation.
- I can write about real events.
- I can write a letter, using the key features.

English

Fiction:

Year 1: I can leave spaces between words; begin to punctuate sentences correctly, use capital letters at the start and full stops at the end; use an exclamation mark and a question mark correctly.

Year 2: I can use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; use present and past tenses correctly and consistently; use sentences with different forms: statement, question, exclamation and command; use expanded noun phrases to describe and specify.

Letters:

I can use subordination and co-ordination, write sentences with more than one clause; use some features of standard written English; use commas for lists.

Science

- I can explain the difference between seasons.
- I can investigate how the weather changes during the seasons.
- I can explain how the length of the day is affected by the seasons.
- I can explain how humans are affected by the seasons.
- I can explain how animals are affected by the seasons.

Geography

- I can identify differences between seasonal and daily weather patterns, and observe and describe daily weather patterns.
- I can begin to find out about ways in which the weather during each season in equatorial and polar regions differs from the weather in the United Kingdom.
- I can identify ways in which we learn about the weather, then make predictions about the weather which are helpful.

Computing - Digital Literacy, Computer Science and Information Technology

E-Safety

- I can create a design for a windmill using ICT.
- I can use technology safely and keep personal information private.
- I can use child-friendly search engines independently to find information through key words.
- I can show my understanding by abiding by the school's 'Being SMART Online' Rules and know that it contains rules that exist in order to keep children safe online.
- I can show that passwords keep information secure and that they should be kept private.
- I can use a word processor to write a letter.
- I can make simple codes to run a program.
- I can debug a basic program.

Personal, Social and Health Education

New Beginnings, transition into Key Stage 1

- I can talk about my feelings/emotions.
- I can use strategies to help me calm myself down.
- I can deal with disagreements between myself and my friends.
- I can make the right choices.

Design and Technology

- I can plan and design a windmill.
- I can use my plan to create a windmill.
- I can critique my own design and suggest improvements.

Religious Education

Topic linked objectives:

- I can explain how different religions celebrate changing seasons
- I can explain the Easter story and how it links to new beginnings.

Music

- I can create and compose music individually and with others.
- I can discuss music using the correct terminology.
- I can listen to, perform, review and evaluate music across a range of historical periods, genres and styles.

Physical Education

- I can master basic movements including running and jumping.
- I can throw an object in isolation and in combination.
- I can develop my balance, agility and co-ordination, and begin to apply these in a range of activities.