

Books for this half term - One Snowy Night, Beegu, The Christmas Story (The Greatest Journey Ever Told)

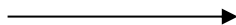
Key stage 1/2 Half termly subject overview 2021 - 2022

Autumn 2021 - Journey's

| 1 <sup>st</sup> half/2 <sup>nd</sup> half | Week 8:<br>01.11.21<br>3 <sup>rd</sup> - Wellbeing afternoon activity session<br>4 <sup>th</sup> - Diwali   | Week 9:<br>08.11.21<br>10 <sup>th</sup> - Christmas Fayre Methodist Church<br>11 <sup>th</sup> - Remembrance Day<br>Current year 2 and resits - National Phonics Assessments  | Week 10:<br>15.11.21<br>19 <sup>th</sup> - Children in Need  | Week 11:<br>22.11.21<br>23 <sup>rd</sup> - One Snowy Night Trip<br>24 <sup>th</sup> - Rec - Y6 Flu vaccine   | Week 12:<br>29.11.21<br>1 <sup>st</sup> - non-parent craft afternoon<br>1 <sup>st</sup> - Decorate the Christmas Tree<br>Assessment Week   | Week 13:<br>06.12.21<br>7 <sup>th</sup> - Christmas Play (PM and Evening)<br>8 <sup>th</sup> - Christmas Dinner Day<br>9 <sup>th</sup> - Pantomime (Aladdin)<br>10 <sup>th</sup> - Claudia Rek - Phonics/Literacy           | Week 14:<br>13.12.21<br>13 <sup>th</sup> - Nativity at the Church<br>15 <sup>th</sup> - Seahorse Christmas Party<br>17 <sup>th</sup> - Whole School end of term celebration |
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| <b>English</b>                            | Spellings/ handwriting.<br><br>SPaG<br>Year 1: Joining sentences with and<br>Year 2: Adjectives<br><br>Beegu<br>Likes and dislikes of the story.<br>Questions to ask Beegu. | Spellings/ Handwriting<br><br>SPaG<br>Year 1: More than one sentence<br>Year 2: Adverbs<br><br>Beegu<br>Speech bubbles - write a simple conversation between Beegu and her mam.<br>Writing a postcard home describing her journey to earth. | Spellings/ Handwriting<br><br>SPaG<br>Year 1: Capital letters and full stops<br>Year 2: Types of sentences<br><br>Beegu<br>Character descriptions - making a new friend for Beegu (adjectives and adverbs) | Spellings/ Handwriting<br><br>One Snowy Night<br>WOW - trip to Danby Moors Centre.<br><br>Main characters, labelling Percy, sequencing the animals as they enter Percy's house, planning a story - beginning, middle, end. | Spellings/ Handwriting<br><br>PIRA and GaPS test.<br>Phonics assessments<br>PIRA - Monday<br>PUMA - Tuesday<br>GaPS - Wednesday<br>Phonics - Thursday<br><br>Continue last week's work on One Snowy Night. | Spellings/ Handwriting<br><br>SPaG<br>Year 1: Capital letters and full stops<br>Year 2: Types of sentences<br><br>The Nativity Story<br><br>Listening to, watching and sequencing the story, re-writing in their own words. | Spellings/ Handwriting<br><br>SPaG<br>Year 1: Capital letters for names and I<br>Year 2: Staying in the same tense<br><br>Christmas activities and The Nativity Story       |
| <b>Maths</b>                              | Schofield and Sims<br><br>White Rose Maths - Addition and subtraction   | Schofield and Sims<br><br>White Rose Maths - Addition and subtraction   | Schofield and Sims<br><br>White Rose Maths - Addition and subtraction  | Schofield and Sims<br><br>White Rose Maths - Addition and subtraction  | Schofield and Sims<br><br>PUMA test Thursday and Friday  | Schofield and Sims<br><br>White Rose Maths - Year 1 - Geometry<br>Year 2 - Money  | Schofield and Sims<br><br>White Rose Maths<br>Year 1 - Place Value  |

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|                  |   |   |   |  | White Rose Maths -<br>Year 1 - Geometry<br>Year 2 - Money |  | Year 2 - Money  |
| <b>Science</b>   | Everyday Materials<br>- Absorbency<br>Experiments                         | Everyday Materials<br>- What am I? 3<br>Little Pigs Material<br>Challenge                               | Everyday Materials<br>- 3 Little Pigs<br>Edible Material<br>Challenge/The<br>Wrong Material | Everyday Materials<br>- Choosing<br>materials -<br>Outstanding<br>Science              | Seasonal Changes -<br>Winter - Signs of<br>Winter         | Seasonal Changes -<br>Winter -<br>temperature/weather<br>changes   | Everyday Materials<br>- Creating with<br>Materials<br>Challenge |
| <b>Computing</b> | Animated stories<br>(PM1.6)<br><br>Animation                              | Animated stories<br>(PM1.6)<br><br>Sounds and more  | Animated stories<br>(PM1.6)<br><br>Making a story   |  | Animated stories<br>(PM1.6)<br><br>Copy and paste         |  |   |
| <b>History</b>   | Bonfire Night and<br>Guy Fawkes<br><br>Who is he and why<br>is he famous? |   |   |  |   | How has transport<br>changed?<br>To develop an<br>awareness of the<br>past, through<br>finding out about<br>changes within<br>living memory in<br>the context of<br>discussing how<br>travel and<br>transport was<br>different in the<br>past. |   |
| <b>Geography</b> |   | The Journey of a<br>River:<br>Pick a river and<br>explore the<br>journey it takes<br>from its source to | .   | The Water Cycle<br>the journey a<br>water droplet<br>makes from the<br>clouds and back |   |  |   |



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|                         |   | its mouth. Focus on the types of landscape the river flows through - cliff, mountain, hill, valley, forest, wood, (vegetation). Create a map of the river describing its different aspects. |  | again. Children to create a booklet to explain Danny the Droplets journey through the water cycle |   |  |                 |
| <b>PE</b>               | Dance<br><br>To perform basic travelling skills.  | Dance<br><br>To begin to handle equipment with control.   | Dance<br><br>To recognise how bodies communicate feelings to each other Part 1 | Dance<br><br>To recognise how bodies communicate feelings to each other Part 2                    | Dance<br><br>To understand how different parts of the body are able to move | Dance<br><br>To understand how we use our body to travel |                 |
| <b>Music</b>            | <i>Weekly Ongoing - Seasonal Songs - Remembrance Day, Christmas, etc.</i><br><br>Train Journey Music - Listen, discuss, create a train journey soundscape | Train Journey Music- Refine and perform train journey soundscape.   | Christmas Music Preparation  | Christmas Music Preparation   | Christmas Music Preparation   | Christmas Play Performance PM                            | → Musical Games |
| <b>Art &amp; Design</b> |   | 3D Sculpture. Create own space alien using clay. Body should be stumpy to be easier to stand. Antenna could be →  |  |   |   |  |                 |

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|                             |  | created using pipe cleaners.<br>Link to the story<br>Beegu   |   |  |  |   |  |
| <b>Design &amp; Tech</b>    | Bonfire Night Art<br>Children to design and make their own fireworks.  |  |   | Baking<br>Making soup that can be eaten on a Snowy Night - link to trip and literacy book.   | Christmas Crafts<br><br>Calendar<br>Christmas cards<br>Christmas decoration  |   |  |
| <b>RE</b>                   | Who is a Christian and what do they believe?<br><br>Share stories that help to show how Christians think of God e.g. the book of Jonah in the Old Testament, the Annunciation (Luke1:26-56), the lost son (Luke 15:11-32) and Pentecost (Acts 2:1-13). | Who is a Christian and what do they believe?<br><br>Look at art and listen to some music and recognise some symbols and images used to express ideas about God.<br><br>Children to create their own picture (impression) of what God looks like. | Who is a Christian and what do they believe?<br><br>Using a suitable children's Bible (e.g. The Lion Storyteller Bible or New International Children's Version), share stories that show the importance of Jesus to Christians e.g. a parable, a miracle, a teaching of Jesus, birth and death and resurrection of Jesus. | Who is a Christian and what do they believe?<br><br>Linking with these stories, describe some of the beliefs that Christians hold about Jesus e.g. that he was kind to people in need, that he performed miracles, that he is the son of God, that he lives. | Who is a Christian and what do they believe?<br><br>Experience thanking and being thanked, praising and being praised, and connect this experience simply to an idea about worship.<br><br>Children to write their own prayer. | Christmas<br><br>The Nativity Story (link in with Literacy) |  |
| <b>PSHE and Citizenship</b> | Similarities and Differences:  |  | Similarities and Differences:   |  | Similarities and Differences:  |   |  |

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| <p><b>(Health and Relationships - Espresso)</b></p> | <p>Recognising strengths and respecting differences</p> <p>Lesson 1<br/>I am special</p> |  | <p>Recognising strengths and respecting differences</p> <p>Lesson 2<br/>Who I am makes me really unique</p> |  | <p>Recognising strengths and respecting differences</p> <p>Lesson 3<br/>We don't all feel the same way</p> |  |  |
| <p><b>British Values</b></p>                        |  | <p>The Rule of Law</p> <p>Lesson 1: Living Together and Getting Along (The Little Red Hen)</p> |   | <p>The Rules of Law</p> <p>Lesson 2: Living together and getting along</p> |  |  |  |