Derwent & Southill Federation

Swallows Class - Year B						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
English	Class Texts - The Day the Crayons Quit, The Magic Paintbrush, The dragon starts school, The leaf thief. Reading: VIPERS style questions Phonics: Twinkl Scheme Writing: Persuasive writing (nf) Retell stories (f) Character Descriptions (f) Poetry - List Poems, rhyming poems, repeating poems Grammar Focus: Punctuation - capital letters, full stops, sentence types, word classes Weekly Spelling Rule	Class Texts - Dread Cat, The Longest Journey - Christmas Advert Literacy Shed-https://www.youtube.com/watch?v=UriR8FCI52E, The Christmas eve tree. Reading: VIPERS style questions Phonics: Twinkl Scheme Writing: Story from the viewpoibnt of the colour monster (f) Poetry - based on the theme of the text and Haiku poems. Explanation texts Character descriptions Grammar Focus: present and past tenses, noun phrases and expanaded noun phrases Weekly Spelling Rule	Class Texts -MeerkatMail, The Disgusting Sandwich, poetry - Free Verse Reading: VIPERS style questions Phonics: Twinkl Scheme Writing: Story sequencing (f) Fact files / information texts (nf) Advertising a sandwich (nf) Instructional writing (nf) Poetry from folder on the drive Grammar Focus: subordinating conjunctions (when, if, because),co-ordinating conjunctions (or, and , but) Weekly Spelling Rule	Class texts - Catch It - Literacy Shed film unit https://www.youtube.com/watch?v=c88QE6yGhfM, Flat Stanley, Lila and the Secret of Rain Reading: VIPERS style questions Phonics: Twinkl scheme Writing: Character description (f) Exclamation sentences writing a commentary to a film (nf) Letter/postcard writing (nf) Information texts (nf) Alternative story version (f) Grammar Focus: Revision of all KS 1 - SATs preparation Weekly spelling rule	Class Text-Be More Bernard, Literacy Shed Poetry - Shape and Diamante Poems Reading: VIPERS style questions Phonics: Twinkl Scheme Writing: writing a short story from beginning to end(f) diary writing (nf) Factual writing (nf) Grammar Focus: Revision of all KS 1 - SATs preparation Weekly Spelling Rule	Class Text - The Queen's Nose, The Dot Reading: VIPERS style questions Phonics: Twinkl Scheme Writing: Letter writing (nf) Poetry Narrative (f) Character studies , create a new character for the story- descriptive writing (f) Grammar Focus: Gap filling - prep for LKS 2 Weekly Spelling Rule
Maths: Year 1	Recap EYFS Place value and number bonds within 5 and then 10 Number: Place Value (within 10) Number: Addition and subtraction (within 10)	Number: Addition and subtraction (within 10) Geometry: Shape	Number: Place Value (within 20) Number: Addition and subtraction (within 20)	Number: Place Value (within 50) Measurement: Length and height Measurement: Mass and Volume	Number: Multiplication and Division Number: Fractions Geometry: Position and Direction	Number: Place value (within 100) Measurement: Money Measurement: Time
Maths: Year 2	Number: Place Value Number: Addition and subtraction	Number: Addition and subtraction Geometry: Shape	Measurement: Money Number: Multiplication and division	Measurement: Length and height Measurement: Mass, capacity and temperature	Introduce Cracking Times Tables Number: Fractions Geometry: Position and direction Measurement: Time	Measurement: Time Statistics
Science	The Human Body	Plants	Electricity	Astronomy	Materials and matter	Living Things and their Environments
History	N/A	The Tudors Writing Assessment	N/A	The Roman Empire	N/A	Powerful Voices
Geography	Spatial Sense	N/A	The British Isles	N/A	Northern Europe Writing Assement	N/A
Art/ Design & Technology	Magical Journeys: Structures, Baby Bear's chair Exploring the stability of a design Designing a windmill Designing for a client	Formidable Fire: Printing Monoprinting Shading techniques Texture	Fabulous and Famous: Landscapes and cityscapes Painting techniques Looking at: Monet, Van Gogh, Seurat and Lowry	Island Adventure: Mechanisms making a moving sea monster Creating pivots, levers and linkages	Reduce, Reuse, Recycle: Sculpture: Reader, Rothschild, Hepworth, Jamison, Quinn, Townsley, Goldsworthy	Sensational Safari: Designing, making and evaluating animal finger puppets Creating animal print clay tiles Revisiting hot and cold colours and colour wheel

Derwent & Southill Federation

Swallows Class - Year B						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Music	Create rhythm patterns with matching lyrics Composer: Camille Saint Saens 20th Century Listening classical context Context: Carnival of the animals Core Knowledge: To be able to play copycat rhythms and invent rhythms for others to copy Create rhythms using word phrases as a start point To listen to music and consider story, origins and context. Sing age appropriate songs with a range do-so (in the range do re me fa so)	Create rhythm patterns with matching lyrics Performance Autumn 2 Select instruments and compose music to reflect an animal's character. Listen with increased concentration to sounds/music and respond by: talking about them using music vocabulary, or physically with movement and dance. Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made. Recognise and respond to changes of speed (tempo), the length of notes (duration – long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement. Carnival of the Animals Saint Saens. 3 x 40 minute lessons. Linked to overall listening for the term Nativity or Carol performance	Compose rhythms and record using dot notation Composer: Holst 1874 - 1934 20th Century Context: Planets Suite - Mars Link to John Williams – Star Wars Vocabulary: pitch, high low, range in do-soh, dynamics, loud soft ff, pp, Name instruments: flute, clarinet, bassoon, cor anglais, trumpet, saxophone. Core Knowledge: Play a range of singing games repeating melodies Sing short phrases independently in a singing game or short song Respond to pitch changes heard in short melodic phrases Indicating with actions such as hands high or low or standing up sitting down Recognise dot notation and match to three note tunes on tuned percussion E.g. Glocks. Sing up song patterns	Continued	Compose rhythms and record and play following dot and stick notation. Jazz suite No. 2 – 6 'Waltz II' and Jazz suite No. 1 – 2 'Polka' by Dmitri Shostakovich. Summer 1 Swing along to Shostakovich Core Knowledge: Create action patterns in 2- and 3-time. Listen actively and mark the beat by tapping, clapping, and swinging to the music. Listen and move, stepping a variety of rhythm patterns (walking, jogging, skipping). Understand and explain how beats can be grouped into patterns, and identify them in familiar songs. Move freely and creatively to music using a prop	Compose rhythms and record and play following dot and stick notation. The Rockpool Rock Sing up Learn an interlocking spoken part. Sing a rock 'n' roll-style song confidently. Play an introduction on tuned percussion. Listen actively and learn about rock 'n' roll music.
Computing	Online Safety Spreadsheets	Making Music Presenting Ideas	Questioning Effectice Searching	Effective Searching Creating Pictures	Coding	Presenting ideas
PSHE	(KSS)Tying Shoelaces (KSS)Staying Safe BSL slides for last week of term.	(KSH)Washing Hands (KSH)Brushing Teeth	(FS)Petty Arson (BR)Water Spillage	(FAE)Worry and Anger	(REL)Friendship (CS)Image Sharing	(OW)Working in our World (HW)Hazard Games - safe to eat?, Safe to play with?
PE	Mutli-skills: Throwing and Catching Circuit Traning	Invasion Games Dance: Gunpowder Plot	Attacking and Defending Circuit Training	Multi-skills: Bat and Ball Dance: Plants	Multi-Skills: Target Games Dance: Toys	Animal Olympics Gymnastics: Under the Sea
RE	1.1: What do Christians believe God is like? 1.2: Why does Christmas matter to Christians? How and why do we celebrate special times? 1.3: Who is Jewish? What do they believe and how do they live? 1.4: Who is a Muslim? What do they believe and how do they live? 1.5: Why does Easter matter to Christians? 1.6: What makes some places significant? What makes some places sacred to believers? 1.7: How and why do we celebrate significant times? What makes some celebrations sacred to believers? 1.8: What can we learn from sacred books and stories? 1.9: How do we show we care for others? Why does it matter? 1.10: How do we show we care for the Earth? Why does it matter? 1.11: Who is an inspiring person? What stories inspire Christian, Muslim and/or Jewish people?					
	Multifaith: places of worship	Christianity: Life of Jesus	Islam	Christianity: Teachings of Jesus	Multifaith: Leaders and teachers	Multifaith: Symbols and artefacts, how do artefacts teach people about the past?