Y1 and 2 Kingfishers Curriculum Overview

	Autumn	Spring	Summer
English	**Stories by the same author -** looking at stories written by Mini Grey. E.g. Biscuit Bear, Egg Drop and Toys in Space. Sequence a story using accurately punctuated sentences. **Instructions –**how to make an old fashioned toy. Recognise and use features of a set of instructions. **Poetry** Patterns and rhymes	**Traditional tales with a twist** **Recounts of famous events** **Riddles**	**Holiday time around the world** **Animal stories from around the world** **Write an information report** **Animal poems**
Mathematics	Read and write numerals from 0 to 20, then beyond; use knowledge of place value to position these numbers on a number track and number line. Count reliably at least 20 objects, recognising that when rearranged the number of objects stays the same; estimate a number of objects that can be checked by counting Derive and recall all pairs of numbers with a total of 10 and addition facts for totals to at least 5; work out the corresponding subtraction facts. Say the number that is 1 more or less than any given number, and 10 more or less for multiples of 10 Relate addition to counting on; recognise that addition can be done in any order; use practical and informal written methods to support the addition of a one-digit number or a multiple of 10 to a one-digit or two-digit number Understand subtraction as 'take away' and find a 'difference' by counting up; use practical and informal written methods to support the subtraction of a one-digit number from a one-digit or two-digit number and a multiple of 10 from a two-digit number Count on and back in ones, twos and tens and use this knowledge to derive the multiples of 2,5 and 10 to the tenth multiple Solve problems involving counting, adding, subtracting, in the context of numbers, measures or money, for example to 'pay' and 'give change'. Describe a puzzle or problem using numbers, practical materials and diagrams; use these to solve the problem and set the solution in the original context Visualise and name common 2-D shapes and 3-D solids and describe their features; use them to make patterns, pictures and models Use vocabulary related to time; order days of the week and months; Answer a question by recording information in lists and tables; present outcomes using practical resources, pictures, block graphs or pictograms	Read and write numerals from 0 to 50; use knowledge of place value to position these numbers on a number track and number line Partition amounts and know what each digit in a 3-digit number represents. Round numbers to 100 to the nearest 10 Introduce numbers above 100. Derive and recall all pairs of numbers with a total of 10 and addition facts for totals to at least 10; work out the corresponding subtraction facts Recall doubles of all numbers to at least 10 Derive and recall multiplication facts for the 2, 5 and 10 times-tables Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences Count on or back in ones, twos, fives and tens and use this knowledge to derive the multiples of 2, 5 and 10 to the tenth multiple Solve problems involving counting, adding, subtracting, doubling or halving in the context of numbers, measures or money, for example to 'pay' and 'give change' Estimate, measure, weigh and compare objects, choosing and using suitable uniform non-standard or standard units and measuring instruments (e.g. a lever balance, metre stick or measuring jug) Read the time to the hour and half hour read the time to the quarter hour; identify time intervals, including those that cross the hour; know that a right angle represents a quarter turn Follow and give instructions involving position, direction and movement. Identify reflective symmetry in patterns and 2-D shapes and draw lines of symmetry in shapes Answer a question by recording information in lists and tables; present outcomes using practical resources, pictures, block graphs or pictograms	Read and write numerals from 0 to 50, then beyond; use knowledge of place value to position these numbers on a number track and number line. Describe simple patterns and relationships involving numbers or shapes; decide whether examples satisfy given conditions and Derive and recall all pairs of numbers with a total of 10 and addition facts for totals to at least 10; work out the corresponding subtraction facts Recall doubles of all numbers to at least 10 pairs of multiples of 10 with totals up to 100 Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences Consolidate using the symbols +, - , x , ÷ and = to record and interpret number sentences involving all four operations; calculate the value of an unknown in a number sentence. Use knowledge of number facts and operations to estimate and check answers to calculations Count on or back in ones, twos, fives and tens and use this knowledge to derive the multiples of 2, 5 and 10 to the tenth multiple and multiplication facts for the 3 times table. Describe ways of solving puzzles and problems, explaining choices and decisions orally or using pictures Use the vocabulary of halves and quarters in context. Recognise and use whole, half and quarter turns, both clockwise and anticlockwise; know that a right angle represents a quarter turn Consolidate common 2-D shapes and 3-D solids and describe their features; use them to make patterns, pictures and models. Visualise and use everyday language to describe the position of objects and direction and distance when moving them, for example when placing or moving objects on a game board.

		Use diagrams to sort objects into groups according to a given criterion; suggest a different criterion for grouping the same objects	Answer a question by recording information in lists and tables; present outcomes using practical resources, pictures, block graphs or pictograms With particular focus being given to the block graph. Use diagrams to sort objects into groups according to a given criterion; suggest a different criterion for grouping the same objects. Consolidate work from previous terms. Look at SAT's style questions Read the numbered divisions on a scale, and interpret the divisions between them and use a ruler to draw and measure lines to the nearest centimeter
RE	**Islam** Worship and the mosque **Peace** Christmas good news and news bringers	**God and Creation** **Easter: Symbols**	**Jesus was Special** **Baptism and Birth Rites** (Hindu, Sikh and Islam)
Science	**Materials-** **Y1 Seasonal Changes** Investigating Autumnal changes in our school. How changes effect the plants and animals around us and compare them with others around the world. Investigate and record changes of shadows throughout the day and notice explain how silhouettes are formed. Research migration and hibernation in cold seasons. **Y2 All Living things and their environment** Investigate what we as living things need to survive. Relationships between humans, plants and animals: Look at leaf litter to explore mini-beasts and their habitats and find out why they are important to humans. Explain the process of seed dispersal top find out why plants need animals to survive. Research reasons for migration and hibernation.	**Light and Shadow / Sound** **Growth of plant / Parts of plants**	**Animals including Humans and what they need to grow** **Science project**
Computing	**e-safety-** use the internet sensibly and safely to search and research information about our topic of Toys and migration and hibernation in Science. Be respectful and purposeful when learning how to save images and notes in software on the tablets/laptops. Create images in painting apps and use them to create an e-book cover.	**Collect and take photographs-** edit and enhance photographs taken by the children to use in a multi-media presentation **Tell stories-** children find and record sounds to go with images they have saved of animals. Organise data they have found to tell story with them. Y2 to create charts with the data they have collected.	**Create e-cards-** children to design and make celebratory cards using digital apps. Y2 use email to send their cards. **Use cameras to film and record themselves** – Y1 making a recipe. Y2 explore how computer games are made.
Creative Curriculum Including History, Geography, Art and Design & Technology	**Toys my grandparents played with** Chronology of toys played with from the 1950s to the present. Look at how games were played and what toys looked like and what they were made out of. Re-create an old fashioned that can be used. Look at what is special about Blackburn and what there is to do there to entertain children today.	**Heroes and Heroines-** look at significant people and significant global events. Research events that happened beyond living memory. Also look at significant buildings in the area and their importance within the community. Who was Leonardo Da Vinci? Study his helicopter design and other works of his including the Mona Lisa. Design their own helicopter with moving rotators as a 3d model.	**Let's Visit the Caribbean –** investigate who ruled these places and study what they were like in the past. Study the continents and oceans of the world using maps and compass directions. Locate significant weather regionals in the world and study seasonal weather patterns. Compare and contrast different biomes.

			Study the art work of David Braffith and use a variety of materials and textures to re-create his style. Make a model of the island.
Music	Music Express Online	Music Express Online	Music Express Online
Physical Education	**Fundamental of movement –** working on the ability to move on the balls of their feet and respond to instructions. Keep head up and be aware of their surroundings	**Fundamental of balance -** Working on keeping their balance using different parts of their bodies and most importantly understanding that the head is the heaviest part of their bodies.	**Team games** Understanding the principles of team playing and working with others through sport. When throwing and catching focus on aim and distance using hand/eye coordination