



'Fire! Fire!'

Spring Term

Year Groups 1 & 2

Curriculum Year A

Fire! Fire!
(Year 1 & 2)

- Spring 2013/2014
- Year A

- Brief overview / Key Learning
- 'Events that go beyond living memory that are significant nationally or globally e.g. Fire in Nantwich / Great fire of London'

Science

See subject coordinators overview for each year group.

Art and design

Painting – Van Gogh/Turner

- Use thick and thin brushes
- Mix primary colours to make secondary
- Add white to colours to make tints and black to colours to make tones
- Create colour washes
- Describe the work of notable artists, artisans and designers
- Use some of the ideas of artists studied to create pieces
- Digital Media – Use a wide range of tools to create different textures, lines, tones, colours and shapes

Computing

Year One:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Year Two:

- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

- Design and Technology

Designing and Planning

- Explain what they are making and which materials they are using
- Name the tools they are using
- Describe what they need to do next
- Select materials from a limited range that will meet the design criteria
- Select and name the tools needed to work the materials
- Explore ideas and discuss what they are doing
- Model ideas with kits, reclaimed materials
- Select pictures to help develop ideas
- Use pictures and words to convey what they want to design and make
- Describe their models and drawings of ideas and intentions
- Use kits/reclaimed materials to develop an idea
- Use drawings to record ideas as they are developed
- Discuss their work as it progresses
- Add notes to drawings to help explanations

Construction

- Use pencils and rulers to mark out.
- Use scissors to cut straight lines, corners and curves.
- Use PVA, sticky tape, masking tape etc. to join materials.
- Begin to measure, mark and cut out using cms with increasing accuracy.
- Make vehicles with construction kits which contain free running wheels
- Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels
- Attach wheels to a chassis using an axle
- Join appropriately for different materials and situations e.g. glue, tape,
- Mark out materials to be cut using a template

Skill – Electricals

- Use crocodile clips to join components.
- Apply knowledge of electrical circuits acquired in Science in a purposeful way by designing and making e.g. a simple torch.

Skill – Textiles

- Colour fabrics using a range of techniques e.g. fabric paints, printing, painting
- Cut out shapes which have been created by drawing round a template onto the fabric
- Join fabrics by using running stitch, glue, staples, over sewing, tape
- Decorate fabrics with buttons, beads, sequins, brains, ribbons.
- Use scissors to cut straight lines, corners and curves in felt, cotton, etc.
- Begin to use basic sewing techniques.
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Skill – Food technology

- Develop a food vocabulary using taste ,smell, texture and feel
- Group familiar food products e.g. fruit and vegetables
- Cut, peel, grate, chop a range of ingredients
- Work safely and hygienically
- Understand the need for a variety of foods in a diet
- Understand the importance of hygiene when handling food – washing hands, hair tied back, wearing an apron.
- Use scales to measure materials more accurately (with help)
- Measure liquids accurately (with help)
- Recognise the necessity of following an order in a recipe.
- Understand about healthy diet and balance of foods.
- Use correct knife grips for cutting and spreading.

Sheet Material

- Fold, tear and cut paper and card
- Roll paper to create tubes
- Cut along lines, straight and curved
- Curl paper
- Use hole punch
- Insert paper fasteners for card linkages
- Create hinges
- Use simple pop ups
- Investigate strengthening sheet materials
- Investigate joining - temporary, fixed and moving

Evaluating processes and products

- Explain what they like and do not like about items they have made and attempt to say why
- Talk about their designs as they develop and identify good and bad points
- Talk about changes made during the making process
- Discuss how closely their finished products meet their design criteria

Geography

- Name and locate the capital city of England using atlases.
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.
- Use maps to locate Nantwich.
- Use four compass direction and simple vocabulary (e.g. near and far) to describe the location of features and routes on a map.
- Use basic vocabulary to describe a less familiar area and identify the key physical and human features.
- Ask and answer geographical questions such as : What is this place like? Who or what will I see in this place? What do people do in this place?

History

- Identify some of the different ways the past has been represented
- Label timelines with words or phrases such as past, present, older and newer
- Describe historical events
- (Children will learn about the Great Fire of London and also a fire in Nantwich)
- (Children will learn about Samuel Peyps and how the fire was documented in his diaries.)

Languages

Optional

- Understand a range of spoken phrases
- Understand standard language
- Answer simple questions and give basic information.
- Give responses to questions about everyday events
- Pronounce words showing knowledge of sound patterns.

Music

- Create a sequence of long and short sounds
- Clap rhythms
- Create a mixture of different sounds (long and short, loud and quiet, high and low).
- Choose sounds to create an effect
- Sequence sounds to create an overall effect

Physical Education

- Master basic movements including running, jumping, throwing and catching (LCP Games 1)
- Perform dances using simple movement patterns (LCP dance Colours and Moods)

Religious Education

See subject coordinators overview for each year group.

SEAL

- Spring 1- Going for Goals
- Spring 2- Good to be Me

• **Enhancement opportunities (visits, visitors, residential etc)**

- Great fire of Nantwich – visit
- Year 2 – Residential – Bunbury Mill visit (linked to the bakery)

• **Writing opportunities**

- Newspaper writing – report
- Recount
- Diary entry
- Information text – explanation

• **Maths opportunities**

- Measurements – weights and distances
- Data handling – damage done
- Directional work – compass points

Personal Development (to achieve by the end of year 2)

To try new things

- Try new things with the help of others.
- Talk about some things of personal interest.
- Join in with familiar activities.
- Concentrate on things of interest.

To work hard

- Work hard with the help of others.
- Enjoy the results of effort in areas of interest.
- Take encouragement from others in areas of interest.

To concentrate

- Give attention to areas of interest.
- Begin to 'tune out' distractions.
- Begin to show signs of concentration.
- Begin to seek help when needed.

To push themselves

- Express doubts and fears.
- Explain feelings in uncomfortable situations.
- Begin to push past fears (with encouragement).
- Listen to people who try to help.
- Begin to try to do something more than once.

To imagine

- With help, develop ideas.
- Respond to the ideas of others'.
- Respond to questions about ideas.
- Act on some ideas.

To improve

- Share with others likes about own efforts.
- Choose one thing to improve (with help).
- Make a small improvement (with help).

To understand others

- Show an awareness of someone who is talking.
- Show an understanding that ones own behaviour affects other people.
- Listen to other people's point of view.

To not give up

- Try again with the help of others.
 - Try to carry on even if a failure causes upset.
 - Keep going in activities of interest
- Try to think of oneself as lucky.

Communication (to achieve by the end of year 2)

To listen carefully and understand

- Sift information and focus on the important points.
- Seek clarification when a message is not clear.
- Understand instructions with more than one point.

To develop a wide and interesting vocabulary

- Use subject specific vocabulary to explain and describe.
- Suggest words or phrases appropriate to the topic being discussed.
- Identify homophones.

To speak with clarity

- Speak in a way that is clear and easy to understand.
- Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.
- Identify syllables within words.

To tell stories with structure

- Ensure stories have a setting, plot and a sequence of events.
- Recount experiences with interesting detail.
- Predict events in a story.
- Give just enough detail to keep the audience engaged.

To hold conversations and debates

- Take turns to talk, listening carefully to the contributions of others.
- Vary language between formal and informal according to the situation.
 - Add humour to a discussion or debate where appropriate.