

Aspirations 2

Key Question: What would you like to achieve when you grow up?

English:

Children will develop skills in English through a combination of RWI sessions in which children are grouped according to their stage of phonic knowledge development and whole class teaching.

Writing opportunities across the curriculum:

(1) Recount and sequence trip to Hula Hoop festival correct order sentences to include: Full stops, capital letters and finger spaces. (straight after trip) (2) Create a leaflet on Hula Hooping (Title, Where to go? What to do? Equipment needed pictures) – after trip children to create an information text relating to hula hooping and what to do, design a hula hoop festival to advertise. Allow the children to be imaginative and creative with their writing. (week 4). (3) Poem Acrostic poem 'Aspirations', 'Aspire' or 'Achieve', Poetry writing share examples with the children of a range of poems using adjectives and alliteration (week 5 pm). (4) Descriptive poetry of materials in Science linking to topic theme e.g. Squishy, squashy soap – assessment week 25.11.19 with a focus on key words, vocab, spellings, suffixes and commas. (5) Letters to Santa (Christmas theme) Weeks 6-7.

Texts to be used:

- ✓ The Owl Who was Afraid of the Dark – over coming fears, dreaming big, you can be whatever you dream. Aspirations over-arching theme. Children to write sentences from the owl's perspective in thought bubbles: How was he feeling? What did he want to achieve in life? What were his goals? How did the owl achieve his goals? (Perseverance, courage, resilience growth mind set writing) What was the outcome? /what happened at the end of the story? Week 3 aspirations theme.
- ✓ Pumpkin Soup – write a recipe to make pumpkin soup. Discuss the text in depth linking to values/compassion looking after each other and mindful of other people's feelings. Importance of listening to each other and working as a team. (week 5 fri AM session)
- ✓ Poetry –my first book of poems – link to poems children to be exposed to a variety of poems in different formats. To be used to aid poetry writing lessons.

Writing – composition and writing: Children will continue to plan their writing using frames and story maps/mountains to organise their thinking and ideas. They will also continue to draft their work and improve it further. Children will undertake daily handwriting following the Nelson handwriting scheme and beginning to join letters in year 2 when they first come in as a morning activity.

Writing transcription – Spelling:

Further focus spelling patterns: /l/ spelt with '-le/' and '-el' the sound 'l' spelt 'il' and '-al' the sound igh spelt '-y' adding ies to nouns and verbs ending in -y. Common exception words. Review. Children will continue to learn and practise contracted form words e.g. don't and can't. Children will have many opportunities to practise their spelling rules. Children will use a wide range of strategies alongside their phonic knowledge to develop their vocabulary (words of the week, power opener etc using working walls and displays in the classroom).

Writing – Grammar, Vocabulary and Punctuation:

Children will continue to be taught to use capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling. Children will need to write in the correct tense (past/present), Subordination (using when, if, that, because) and co-ordination (using or, and, but). Expanded noun phrases for description and specification.

Reading:

In group reading sessions, including RWI and across the curriculum children will continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain the same graphemes. Read words containing common suffixes, read further common exception words. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation, re-read these books to build up their fluency and confidence in word reading. Whole class focus words this half term: find, mind, behind, old, cold, gold, hold, told, every and everybody.

Maths:

Daily Hi5 maths sessions for the children incorporating various aspects of maths consolidation. Using White Rose Maths Hub. Number and place value: children will consolidate their learning of number and place value through daily hi5 sessions and further interventions if needed.

Addition and subtraction:

Small steps covered: Children will continue their topic of addition and subtraction by learning to: Add a 2-digit and 1-digit number –crossing ten Subtract a 1-digit number from a 2-digit number –crossing ten Add two 2-digit numbers –not crossing ten –add ones and add tens Add two 2-digit numbers –crossing ten – add ones and add tens Subtract a 2-digit number from a 2-digit number –not crossing ten Subtract a 2-digit number from a 2-digit number –crossing ten – subtract ones and tens Bonds to 100 (tens and ones) Add three 1-digit numbers.

Children will be taught to solve problems with addition and subtraction: Children will be using concrete objects and pictorial representations, including those involving numbers, quantities and measures and will develop the ability to apply their increasing knowledge of mental and written methods, recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Children will also learn to add and subtract numbers using concrete objects, pictorial representations, and mentally, including: A two-digit number and ones, a two-digit number and tens, two two-digit numbers. Children will also learn to add three one-digit numbers and show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Children will recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Measurement – Money:

Small steps covered: Count money –pence Count money –pounds (notes and coins) Count money –notes and coins Select money Make the same amount Compare money Find the total Find the difference Find change Two-step problems.

Children will be taught to recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. To find different combinations of coins that equal the same amounts of money.

Children will learn to solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

Number: Multiplication:

Small steps covered: Recognise equal groups Make equal groups Add equal groups Multiplication sentences using the ×symbol Multiplication sentences from pictures

Use arrays 2 times-table 5 times-table 10 times-table.

Children will begin multiplication in Autumn 2 that will carry over into Spring term also. They will learn to recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. They will calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) sign. Children will develop strategies to solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. The children will be able to show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

RE

Overarching themes: Hanukah (covered in assembly themes), and Christianity and God/Jesus = Covered by NB in PPA. Children will look at Unit 1 Christianity – God: Children should learn that Christians think of God as a loving parent or friend, that Christians believe that we are dependent on God for life itself and that Christians think of God as the Creator. Unit 2 Christianity – Jesus Children should learn: that Jesus is special to Christians, about some of the events of Jesus' life and about some of Jesus' friends and the stories told by and about them.

Christmas (covered in assembly themes/Christmas crafts and coverage in the classroom over the Christmas build up) Unit 5 link with Christianity, Festivals and Celebrations: Children should learn about aspects of the festival of Christmas.

History

Children will learn about the lives of significant individuals in the past who have contributed to national and international achievements.

Through History and humanities children will explore aspirations of Famous People: Mike Ashley (wealth) Malala Yousafzai (mankind) Ant and Dec (fame) – (History). Children will consider the different aspirational goals of a wide variety of people from around the world, some locally others further afield. Children will write in speech bubbles aspirations for each of the famous people looked at and decide what their aspiration would be and why, what would be the goal for them? Why might they want that in life? Malala Yousafzai text as a basis for exploring from, front cover to be used as a picture of Malala. Text to be used linked to History. The children will look in great detail into the achievements of a variety of famous figures across Newcastle and beyond.

Children will ask and answer questions choosing and using parts of stories and other sources to show that they know and understand the events. Some of the ways in which we find out about the past and identify ways in which it is represented. Significant historical events, people and places in their own locality. Children will look at historical events and situations that have a connection and link with the overarching theme of aspirations.

Geography

Children will explore the Local Area: Newcastle on the map and compare New Hartley and Newcastle. Children will use Maps, atlases and globes to look in detail around their local area and Newcastle (Geography) Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Children will walk round the school grounds and further afield in their community to explore what is in their local area. The children will think about what there is in their local area and what is available to them. The children will think about issues they would like to address in their local area such as litter, pollution and car parking and think of ways to solve these problems linking to their pupil voice how can the children make a difference.

STEM Science (covered in AI) and Computing:

ICT: How computer games work: Lightbot – skills to design new computer game (intent progression form Year 1) children will learn how to create and give a computer a set of instructions to follow and test if the instructions have worked then focus on debugging the instructions if not successful what went wrong and how can we re programme to make it work. Explain to the children computers are complex they need programming to be told what to do, giving the computer instructions. Showing the children different keys 'arrow up' and 'lightbulb' to programme lightbot to do move up and light up those tiles he is on in the game. Children to programme the game and direct lightbot in different directions successfully.

Children will use beebots to begin programming and manipulating movement of objects to give instructions and reason when problems occur. Take photos of children completing these practical tasks.

Digital images: Photo shoot and editing skills – focus Ant and Dec (Aspirations). Children to use ipads to edit a photo of Ant and Dec in pairs.

Create a list of ways they use ICT out of school and what the uses are, why they might use technology for different purposes. Discussion point. Children to have pictures of different technology and to write corresponding sentence to the picture describing what they use that technology for or what that technology could be used for. Widening the children's knowledge of different technologies and uses. Links to e-safety. Children exploring the benefits of ICT in the community and wider world. Looking at how ICT benefits the society in places such as shops, libraries and hospitals. How to make smart choices when using ICT and technology.

Children will learn to understand what algorithms are how they can be implemented as programs for digital devices and that programmes can execute by following precise and unambiguous instructions (beebots) they will learn to debug simple programs and use logical reasoning to predict the behaviour of simple programs. To use technology purposefully to create, organise, store, manipulate and retrieve digital data/content. Recognise common uses of information technology beyond school and use technology safely and respectfully.

E-safety to continue throughout Autumn 2 to keep children aware of internet safety and how to stay safe online.

Physical, Mental Health and Wellbeing (PE and PSHE):

PE:

NUFC and consolidation – multi skills Autumn 2.

Children will develop fundamental movement skills. They will become increasingly confident and competent and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They will engage in competitive (both against self and against others) and co-operative physical activities, in the range of increasingly challenging situations. They will learn to master basic movements including running, jumping, throwing and catching as well as developing their ability in balancing, agility and coordination. They will then begin to apply these in a range of activities and participate in team games, developing simple tactics for attacking and defending.

PSHE: Circle time discussions. Children will discuss what they like and dislike and the importance of being mindful of other people and their feelings/thoughts.

Linking with assembly themes.

Core theme 1 Health and wellbeing: H2 to recognise what they like and dislike how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. H3: To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention. H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy with links to ICT and e-safety covering what to keep private and not share with others creating a e-safety poster and thinking about what they would keep safe in a treasure chest and what they would keep safe online with circle time discussions incorporating when we need to keep things private and not share to others. **Core theme 2 Relationships:** R5. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another. R12. to

recognise when people are being unkind either to them or others, how to respond, who to tell and what to say – children to complete activity linked to compassion when are you being compassionate and not compassionate? Deciding between a range of scenarios. **Core theme 3: Living in the Wider World L8.** ways in which they are all unique; understand that there has never been and will never be another 'them'. LIO. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency. LIO. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.

During this topic children will learn Rights and responsibilities about contributing to life in the classroom, constructing and following rules, awareness of needs of people and other living things, belonging to communities and groups.

The Arts (Art, DT and Music):

During this topic children will learn through further development of our topic on collage: Children will use a combination of materials that are cut, torn and glued and mix materials to create texture. Children will use tissue paper and other materials to cut and tear to create a seasonal design for 2020 calendar, calendar tabs to be incorporated. Textiles: Join materials using stitch; children to create owls using a sewing kit and sewing techniques linking to autumnal and winter seasonal changes. Children will design during DT/Art and then create dip dyed t-shirts (children will have a letter home asking for spare white t-shirts to be dip dyed). The children will also design a new football strip for NUFC in DT thinking about designs, materials linking to other subject areas.

Music:

Children will continue use their voices expressively and creatively by singing a range of Christmas songs. Children will develop the skills to listen with concentration without singing to hear the sounds and aspects of the songs. Children will gain an understanding to a range of high-quality live and recorded music and experiment with, create, select and combine sounds using the interrelated dimensions of music. Covered by NB in PPA with Mrs Smith singing teacher. Christmas performances: nativity/play. KSI Performance 2-3pm Thursday 12th December 2019. Church service 9:30-10 Thursday 19th December 2019. NB in to support the performance on Thursday 12th December 2019.

Visit/Visitors/Resources:

During this topic children will visit:

- ✓ Hula Hoop Festival 15.11.19
- ✓ Church Service 19.12.19
- ✓ ESH Stem workshop 1-2pm Year 2 03.12.19 – photo evidence.
- ✓ NUFC football club weekly sports multi-skills. Tuesday PM
- ✓ Christmas Lights assembly 10-10:30AM 25.11.19
- ✓ Road Safety Week WC 18th November 2019
- ✓ Anti-bullying week and Maths – WC 11th November 2019

What can we explore in Newcastle?

- ✓ Journey around New Hartley, walk around the village what is in the locality? Link to geography and local area.

Extra Notes:

5 weeks curriculum based 2 weeks Christmas interlinked curriculum.