


Class 3 Curriculum Sequence - Year 1 and Year 2

Spring 2024 - First Half Term




SCIENCE	GEOGRAPHY	PE 1	PE 2 Attacking and defending	COMPUTING
INTENT To have a greater understanding of trees. Begin to look at simple materials.	INTENT To name, locate and identify characteristics of the four countries (and capital cities) of the United Kingdom and its surrounding seas.	INTENT Children will develop and apply their dynamic balance on a line and stance through focused skill development sessions, thematic stories and games	INTENT To participate in team games, developing simple tactics for attacking and defending.	INTENT To begin to have an understanding of word processing.
Sequence of lessons: 1- seasonal change, weather . 2-what makes a tree? 3-types of trees. 4-difference between trees. 5-what is a material? 6-what are things made from in our school?	Sequence of lessons: 1. Name and locate the countries of the UK and surrounding seas. 2. Name and locate the capital city of each UK country. 3. Identify human and physical landmarks in England. 4. Identify human and physical landmarks in Scotland. Compare Scotland to England. 5. Identify human and physical landmarks in Wales. Compare Wales to England. 6. Identify human and physical landmarks in Northern Ireland. Compare Northern Ireland to England.	Sequence of lessons: Dynamic balance on a line. Weeks 1-3 Static balance – stance Weeks 4-6  Cognitive. This unit focuses on developing every child's ability to name some things	Sequence of lessons: 1. Think about identify and move to useful spaces in a team game. 2. Stay close to another player to mark them. 3. Defend by stopping players from passing the ball across a given space. 4. Look for players in useful spaces and pass to them. 5. Change direction to dodge a defender. 6. Apply attacking and defending skills in a team game.	Sequence of lessons: 1- exploring the keyboard. 2-adding and removing text. 3-exploring the toolbar. 4-making changes to text. 5-explaining choices. 6 – pencil or keyboard.
Outcome: Children will be able to identify trees and the differences between them	Outcome: Children will be able to locate the four countries of the UK on a map, name their capital cities and describe their human and physical landmarks.	Outcome: Children will develop and apply their dynamic balance on a line and stance .	Outcome: Children will be able to play a small-scale attacking and defending team game, applying the skills they have learnt.	Outcome: Children will begin to use a simple word processing package.

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DT	RELIGIOUS EDUCATION	MUSIC	BRITISH VALUES	HOMEWORK
INTENT Recognise the importance of using a template and name different ways to join two pieces of fabric. Describe how to improve your work.	INTENT To name and describe places that are sacred in Christianity, Judaism and Islam.	INTENT To listen and respond to a piece of music, using their voice and a tuned instrument.	Picture News Explore the weekly content of relevant news items.	INTENT To bridge the gap between home and school by practising and consolidating skills.
Sequence of lessons: <ol style="list-style-type: none"> 1. Explore different ways to join fabric (without sewing), including gluing, pinning and stapling. 2. Design a puppet that meets a series of set criteria. 3. Use a template to create the outline of the puppet and join two pieces of fabric together. 4. Decorate it to meet the needs of the design criteria. 5. Evaluate your finished product against your design criteria. 	Sequence of lessons: <ol style="list-style-type: none"> 1. Describe a traditional Christian infant baptism. Describe key events when a baby is welcomed into a religion other than Christianity. 2. Describe what a place of worship is. Identify key features in a Christian Church. 3. Identify key features in a Jewish Synagogue. 4. Identify key features in an Islamic Mosque. 5. Compare and contrast three places of worship. 	Sequence of lessons: <ol style="list-style-type: none"> 1. Listen with concentration to a range of high-quality music. 2. Use voices expressively and creatively by singing songs. 3. Experiment with, create and combine sounds using the inter-related dimensions of music. 4. Play tuned and un-tuned instruments musically. 5. Experiment with, create, select and combine sounds using the inter-related dimensions of music. 		<ul style="list-style-type: none"> • Daily reading. Please remember to keep a record of this in your child's Reading Record Book. • Learn weekly spellings (set and tested every Wednesday). • Maths and English workout (set and marked every Friday).
Outcome: Children will make a puppet that can be used by others to retell the story of 'Little Red Riding Hood' and evaluate its effectiveness.	Outcome: Children will be able to label, describe and compare the features of a Church, Synagogue and Mosque.	Outcome: Children will listen to a song and sing it expressively, plus improvise and compose a short piece using a glockenspiel and/or recorder.	Outcome: Children will discuss weekly news items and gain a deeper understanding of events in the world around them.	Outcome: Children's academic outcomes and self-discipline will improve.