

Years 1 & 2



Heacham Class

Thornham Class

Hunstanton Class

Years 1 & 2 are an exciting time for your child where we enjoy our learning. It's a time when we begin to support your child to become more independent as a learner. We encourage them to become more responsible for their personal belongings and also help them to develop positive behaviours for learning. During this time, your child will begin to make links between the different areas of learning.

Many of our subjects are taught discretely but we take the opportunity to make cross curricular links wherever possible. In years 1 & 2 we work on a 3-year programme of topics, which is outlined on the following pages. Our topics usually begin with a 'Wow' day where we engage the children in their learning.

Within this booklet we have also outlined the minimum requirements for both the end of year 1 and year 2 for Reading, Writing and Maths. These are based on the national curriculum expectations. During your child's lessons we focus on these objectives, however, any additional support you can provide outside of school to enable your child to meet these is greatly valued.

Learning is not a spectator sport.

Anonymous

Topic Guide for Years 1 & 2

Autumn Year A - Helping our World / Frost & Fire

Children start the year by looking at the important role of keyworkers in a community and town like ours. Children then move to another issue which will have growing significance for them as they grow - global warming. Children investigate the question, 'What can we do to help our planet?'; acting as geographers, children apply skills and knowledge to discover the answer to this question for themselves. In the second half of the term, children work as young historians, investigating the unusual London Frost Fairs that took place on the Thames, and the Great Fire of London - learning about causes as well as impacts.



Spring Year A - Interesting Inventors and Exciting Explorers

In this combined geography and history unit, children spend the first half of the Spring term considering how the most wonderful inventions in history changed our lives. They also discover the global origins of the most important inventors in history, and through practical investigations recreate some of their inventions in the classroom. In the second part of the term, children move to the topic of explorers and how contact with other peoples changed the world. We not only study the Age of European Exploration, but also important journeys of discovery made by non-European explorers.



Summer Year A - Fun! Fun! Fun! / Oh I do like to be beside the seaside

This topic gives us opportunity to learn about the things in our world that are designed to entertain us. Children start by jumping straight into the fun-filled topic of toys! In our first unit, children look at **Toys Past and Present**, comparing toys through history and in other parts of the world. This is a wonderful opportunity to consider the changing use of materials (wood to plastic for example) and how this impacts the planet. In the second half of the term, children get in the mood for the summer holidays by studying the **Seaside Past and Present**. Children work as historical detectives, identifying seaside memorabilia through history. The geography component allows us to look at popular seaside destinations abroad, thinking about similarities and differences as well as cross-cultural interaction.



Autumn Year B - Simply Amazing!

During this term the children explore **Our Amazing World** (geographical aspects) and **The Most Amazing Events in History**. In geography, children study the continents and fascinating natural processes which occur around the world. Through this unit, children gain a deeper understanding of why we should protect our very special planet. In history, children look at some of the most significant events which have led to dramatic and positive change in our world; for example the end of slavery and other liberation movements which have improved the lives of people.



Spring Year B - Communication Then and Now / Discovering Australia

Over this term our year 1's and 2's are taken on a journey through the history of communication from cave art and smoke signals to the telegraph and the internet. Each step of the way, children have an opportunity to try communicating with these different mediums and evaluate them in terms of speed and efficiency. In our geography unit, children learn how communication between Britain and the Australian settlers was revolutionised by the telegraph. Children learn about settlement of this geographically diverse continent, the special relationship that indigenous people have with the land and how this changed after the arrival of the British. They discover the truly unique animals and environmental features which are found on this fascinating continent.



Summer Year B - Castles, knights and the Battle of Hastings

This term children learn about the importance of the Battle of Hastings which led to the development of a feudal system in Britain, with Lords and Knights at the top and peasants at the bottom. They will learn why we have so many castles around England and along the border with Wales and what life was like in medieval England.



Autumn Year C - This is Me!

Roll up! Roll up! During this topic, EYFS and KS1 will explore the world of the circus and how it has changed over time. The topic is used to examine how compassion and kindness has evolved historically and allows children to gain an appreciation for diversity and the nature of difference - how people continue to astound us with their unique talents and abilities. Children also have the opportunity to learn some circus skills along the way! We'll be learning how to be healthy like a strongman, how to use our senses like an acrobat, dance and juggle like a clown and how to be brave and perform our skills. Moving on with the sub-theme of 'diversity and difference', children study **The Wonderful World of Weird** - exploring some of the unusual and most misunderstood natural/geographical events and processes in the world.



Spring Year C - Superheroes / Rich Kid Poor Kid



Zoom! Here come the superheroes! In this topic we will be finding out about superheroes throughout history. We will be learning that not every hero wears a cape. A central theme will be how we choose our rolemodels and how that has changed over time. Children consider 'which statue' should be erected in King's Lynn today, allowing children to think about the important characteristics that should determine who is a hero and who is not. In the second part of the term, children learn what it means to be rich and poor through a comparative study of Britain and India. We compare similarities and differences between King's Lynn and Mumbai, looking closely at the human and physical geography of these places. Children will have an opportunity to be a superhero, thinking about what we can do to help the poor to create a better world.

Summer Year C - Out of Africa

This term we will focus on Africa, looking at the Continent, and the 54 countries that make it up. Children will also go on a virtual safari, while learning about the physical geography of this interesting continent; the jungles and savannahs, the flora and fauna. The unit provides us with an opportunity to think about animal protection and the question of whether zoos are a positive or negative thing. Children will compare the experience of a safari at Woburn to a safari in Kenya.



End of Year 1 Reading Expectations

Word Reading:

- I can apply phonic knowledge to decode words.
- I know the correct sound of all 40+ phonemes including their alternative sound.
- I can blend sounds in words I don't know.
- I can read common exception words.
- I can read words with the suffixes I have been taught.
- I can read words with contractions.
- I can read aloud books that are at my phonetic level.

Comprehension:

- I enjoy reading
- I can listen to and discuss a range of poems, stories and non-fiction books.
- I can link what I have read or heard to things I have done.
- I know key stories, fairy stories and traditional tales and can retell them.
- I can recite some poems and rhymes by heart.
- I can understand books I read or have read to me by using what I already know or by using words the teacher has given me.
- I can discuss the story and the title.
- I can make inferences by thinking about what is being said and done; and predict what might happen next.



End of Year 1 Writing Expectations

Spelling:

- I can spell words using my phonetic knowledge and also common exception words.
- I can spell the days of the week.
- I can name the letters of the alphabet in order.
- I can use prefixes and suffixes -s or -es for plurals; un-; -ing, -ed, -er and -est.

Handwriting:

- I can form capital and lower-case letters correctly and also digits 0 - 9.

Composition:

- I can say a sentence out loud before I write it.
- I can join sentences together to form a short narrative.
- I can reread what I have written to make sure it makes sense.
- I can talk about what I have written.
- I can read aloud clearly enough to be heard by my teacher and other children.

Vocabulary, grammar and punctuation:

- I can leave a finger space between words.
- I can join sentences and clauses with 'and'.
- I can use capital letters, full stops, question marks and exclamation marks.



End of Year 1 Maths Expectations

Number:

- I can count reliably to 100.
- I can count on and back in 1s, 2s, 5s and 10s from any given number up to 100.
- I can write all numbers in words to 20.
- I can say the number that is one more or one less than a number to 100.
- I can recall all pairs of addition and subtraction number bonds to 20.
- I can add and subtract 1-digit and 2-digit numbers to 20, including zero.
- I know the signs + - =.
- I can solve a missing number problem.
- I can solve a one-step problem using addition and subtraction, using concrete objects and pictorial representations.
- I can identify and represent numbers using objects and pictures.
- I can use the language of; equal to, more than, less than, fewer, most and least.
- I can use concrete objects, pictures and arrays to solve one-step problems involving multiplication and division.
- I can recognise, find and name half of an object, shape or quantity.
- I can recognise, find and name a quarter of an object, shape or quantity.

Measurement and Geometry:

- I recognise all coins.
- I recognise and can name the 2D shapes: circle, triangle, square and rectangle.
- I recognise and can name the 3D shapes: cuboid, pyramid, sphere.
- I can name the days of the week and months of the year.
- I can tell the time to o'clock and half past the hour and draw the hands on a clock face to show these times.
- I can compare, describe and solve practical problems for lengths and heights.
- I can compare, describe and solve practical problems for mass or weight.
- I can compare, describe and solve practical problems for capacity and volume.
- I can compare, describe and solve practical problems for time.
- I can measure and begin to record lengths and heights.
- I can measure and begin to record mass/weight.
- I can measure and begin to record capacity and volume.
- I can measure and begin to record time.
- I can describe position, directions and movements including whole, half, quarter and three quarter turns.



End of Year 2 Reading Expectations

Word Reading:

- I can continue to apply my phonic knowledge to read unknown words until I can read quickly and accurately without sounding or blending.
- I can read accurately words that contain two or more syllables.
- I can read words containing common suffixes.
- I can read further common exception words.
- I can read aloud books that are at my phonetic level without hesitation.

Comprehension:

- I can listen to and discuss a wide range of poetry, fiction and non-fiction which is at a level beyond that at which I can read independently.
- I can discuss the sequence of events in books.
- I have looked at non-fiction books that are structures in different ways.
- I can recognise simple repeated language in stories and poems.
- I understand the meaning of new words by thinking about what I already know.
- I am continuing to build up a bank of poems I have learnt by heart and can recite them with expression.
- I can understand books I have already read and books that are read to me.
- I can correct any mistakes I make when reading.
- I can answer questions on the book I am reading.
- I can talk about books and poems I have read and those that have been read to me.



End of Year 2 Writing Expectations

Spelling:

- I can segment spoken words into phonemes and record these as graphemes.
- I can spell words with alternative spellings.
- I can learn to spell more words with contractions.
- I can use the possessive apostrophe.
- I can distinguish between homophones and near-homophones.
- I can spell longer words using suffixes such as -ment, -ness, -ful, -less and -ly.
- I can spell simple sentences from memory that are dictated to me.

Handwriting:

- I can form lower-case letters of the correct size.
- I can begin to use some of the diagonal and horizontal strokes needed to join letters.
- I show that I know which letters are best left unjoined.
- I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- I use spacing between words that reflects the size of the letters.

Composition:

- I can write narratives about personal experiences and those of others, both real and fictional.
- I can write for different purposes, including real events.
- I can plan and discuss the content of writing and record my ideas.
- I am able to orally rehearse structured sentences or sequences of sentences.
- I can proof-read to check for errors in spelling, grammar and punctuation.
- I can evaluate my writing independently, with friends and adults and make simple additions or corrections.

Vocabulary, grammar and punctuation:

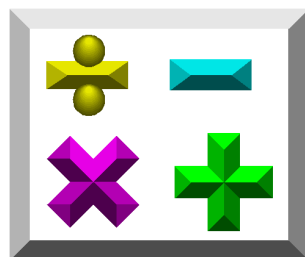
- I can learn how to use both known and new punctuation including: capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contractions and possession.
- I can learn how to use sentences with different forms; statements, questions, exclamations and commands.
- I can use expanded noun phrases.
- I can use the past and present tenses correctly, including the progressive form.
- I can use subordination (when, if, but, because) and coordination (or, and, but).



End of Year 2 Maths Expectations

Number:

- I can read and write all numbers to at least 100 in numerals and words.
- I recognise odd and even numbers to 100.
- I can identify, represent and estimate numbers using different representations, including the number line.
- I can use place value and number facts to solve problems.
- I can count in steps of 2, 3 and 5 from 0. • I recognise and can define the place value of each digit in a 2 digit number
- I can compare and order numbers from 0 to 100 using the $<$ $>$ and $=$ signs.
- I can name the fractions $1/3$, $1/4$, $1/2$ and $3/4$ and can find fractional values of shapes, lengths and numbers.
- I can recall and use multiplication and division facts for the 2, 5 and 10x tables.
- I can calculate mathematical statements for multiplication and division within the multiplication tables. I can write these using the multiplication (\times), division (\div) and equals ($=$) signs.
- I can use materials, arrays, repeated addition, mental methods and multiplication and division facts to solve multiplication and division problems.
- I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
- I can add and subtract a 2-digit number and ones.
- I can add and subtract a 2-digit number and tens.
- I can add and subtract two 2-digit numbers.
- I can add three 1-digit numbers.
- I can solve problems involving addition and subtraction.
- I understand and can use commutivity in relation to addition, subtraction, multiplication and division.
- I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
- I can write simple fractions e.g. $1/2$ of 6 = 3 and recognise the equivalence of two quarters and one half.



Measurement, Geometry and Statistics:

- I can choose and use appropriate standard units to estimate length, height, temperature and capacity.
- I can tell and write the time to 5 minute intervals and draw the hands on a clock face to show these times.
- I know the number of minutes in an hour and the number of hours in a day.
- I can compare and sequence intervals of time.
- I recognise and can use the symbols £ and p when solving problems involving addition and subtraction of money.
- I can find different combinations of coins that equal the same amounts of money.
- I can describe the properties of 2D and 3D shapes to include edges, vertices and faces.
- I can compare and sort common 2D and 3D shapes and everyday objects.
- I can order and arrange combinations of mathematical objects in patterns and sequences.
- I can use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line.
- I can interpret and construct pictograms, tally charts, block diagram and simple tables.
- I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
- I can ask and answer questions about totalling and compare categorical data.

