



# Yoxall St Peter's C of E Primary

## Class 2 Learning Journey 2022/23

		Autumn		Spring		Summer	
Year Group: 1&2	<b>Terrific Texts</b>	<ul style="list-style-type: none"> <li>• The Button Box by M Reid</li> <li>• Mouse Count by Ellen Stoll Walsh</li> <li>• One Fox by Kate Read</li> <li>• Counting Crocodiles by Judy Sierra</li> <li>• The Gingerbread Man (traditional)</li> <li>• The Enormous Turnip (traditional)</li> <li>• One to Ten and Back Again by Nick Sharratt and Sue Heap</li> <li>• Ten Little Dinosaurs by Mike Brownlow and Simon Rickerty</li> </ul>	<ul style="list-style-type: none"> <li>• Mr Gumpy's Outing by John Burningham</li> <li>• Rapunzel (traditional)</li> <li>• Which One Doesn't Belong? by Christopher Danielson.</li> <li>• Letters to Santa</li> <li>• The Jolly Postman</li> </ul>	TBC	TBC	TBC	TBC
	<b>Enrichment Experiences</b>		Trip to adventure farm to meet Santa Clause - TBC  Pantomime			Trip to Samuel Johnson Museum - TBC	
	<b>Community Links</b>	Harvest Festival	FOSPs Christmas activities		St Peter's Church for Easter		



	<b>Writing</b>	Saying and writing sentences  Simple sentence structure  Beginning to write a story	Simple story writing  Potery - Acrostics  Instructions  Guided free writing	Story writing  Information Texts  Poetry - Shape poems and calligrams	Story writing- different versions of fairy tales  Information Texts  Free writing	Story writing  Instructions  Recounts	Poetry - Riddles  Story writing  Free writing
	<b>Grammar</b>	Capital letters Full stops Adjectives	Capital letters Full stops Adjectives Conjunctions	Capital letters Full stops Adjectives Conjunctions	Conjunctions Capital letters for proper nouns Exclamation marks Question marks	Exclamation marks Plurals Editiing	Editing Using all targets and metacognitive approach
	<b>Spelling</b>	Phase 3 Phonics	Phase 4 Phonics	Phase 5 phonics	Phase 5 phonics	Phase 5 phonics	Phase 5 phonics
	<b>Oracy</b>	Newsround, Nursery Rhymes	Newsround, Nursery Rhymes	Newsround, Nursery Rhymes	Newsround, Nursery Rhymes	Newsround, Nursery Rhymes	Newsround, Nursery Rhymes
<b>Maths</b>	<b>Fluency Reasoning Problem Solving</b>	<b>Number</b> Place Value (within 10) <b>Number</b> Addition and Subtraction (within 10)	<b>Number</b> Addition & Subtraction (within 10) <b>Geometry</b> Shape <b>Number</b> Place Value (within 20)	<b>Number</b> Place Value (within 20) <b>Number</b> Addition and Subtraction (within 20)	<b>Number</b> Place Value (within 50) <b>Measure</b> Length and Height Mass and Volume	<b>Number</b> Multiplication and Division Fractions <b>Geometry</b> Position and Directionm	<b>Number</b> Place Value (within 100) <b>Measurement</b> Money Time
	<b>Science</b>	Humans Key Skills:Y1 • To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.		Everyday Materials Key Skills: Y1 •To distinguish between an object and the material from which it is made.		Plants Key Skills: Y1 •To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	

		<ul style="list-style-type: none"> <li>•To identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>•To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li> <li>•To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	<ul style="list-style-type: none"> <li>•To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>•To describe the simple physical properties of a variety of everyday materials.</li> <li>•To compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	<ul style="list-style-type: none"> <li>•To identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>		
<b>Geography</b>	The world: Looking at maps and how to locate countries. Studying oceans and continents by learning about their importance and what happens beneath the surface.	We will complete a study of The UK by looking in detail at it's four nations: England Scotland Wales Northern Ireland We will also look at our our local area and and our school grounds.	This will follow on from our study of England, where we will study Australia by focusing on Aboriginal People, Animals and the Great Barrier Reef, closely linking this to the current climate and weather.			
<b>History</b>	We will look at the history and iomportance of famous people: Queen Victoria Queen Elizabeth Rosa Parks Emily Davidson Martin Luther King Jr William Shakespeare	We will study the relevance of times in history and how they have shaped our today by looking at the Great Fire of London and the Plague. We will also look at how Christopher Columbus, Neil Armstrong and the Moon Landing had an impact on modern history.	We will study the Battle of Hastings and The Spanish Armada looking at their similarities and differences and how they shaped countries involved. We will look at the how the Steam Engine was developed and what it did for industry and then look at the First Flight, comparing and contrasting these events. We will also do a local study of Samuel Johnson and visit the museum in Lichfield, if possible.			
<b>Religious Education</b>	God – What does God mean to Christians	Incarnation: why does Christmas matter to Christians?	Hinduism: What do Hindus believe?	Salvation: To tell stories of Holy week and Easter and make a link with the idea of salvation	Gospel: To tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news.	What is faith and what difference does it makes?
<b>Computing &amp; Technology</b>	Online Safety and Exploring Purple Mash	Grouping and Sorting	Lego Builders	Animated Story Books	Coding	Technology Outside School

			Pictograms	Maze Explorers			Spreadsheets <u>or</u> Grouping Data
	<b>Design &amp; Technology</b>		<b>Structures</b> Freestanding structures		<b>Mechanisms</b> Sliders and levers - Greetings Cards		<b>Food</b> Preparing fruit and vegetables (including cooking and nutrition requirements for KS1)
<b>Wellbeing</b>	<b>Physical Education</b>	Gymnastics Unit 1  Rugby Skills with Mr Tolley	Dance Unit 1  Send & Return Unit 1	Gymnastics Unit 2  Attack, Defend, Shoot Unit 1	Dance Unit 2  Send & Return Unit 2	Hit, Catch & Run Unit 1  Run, Jump, Throw Unit 1	Cricket skills – Mr Tolley  Run, Jump, Throw Unit 2
	<b>Jigsaw</b>  <b>Personal, Social &amp; Emotional Development (PSHE)</b> <b>Spiritual, Moral, Culture and Society Development (SMSC)</b> <b>British Values</b> <b>Sex, Relationships Education (SRE)</b>	Being Me in My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me

	<b>Welly Wednesdays</b>	Promoting wellbeing by connecting with nature in the outdoors.		Promoting wellbeing by connecting with nature in the outdoors.		Promoting wellbeing by connecting with nature in the outdoors.	
<b>Expressive Arts &amp; Design</b>	<b>Music</b>		With Mr Walters		With Mr Walters		With Mr Walters
	<b>Art &amp; Design</b>	Spirals		Simple Printmaking or Exploring Watercolour		Playful Making or Making Birds	