Curriculum Information

Term: Spring Term 1   Class/Year Group: 2 Foxes and Ravens and 1/2 Pine Martens

Inspiration/Theme: How does a robot work?	Curriculum Driver: STEM	Outcome of learning: Stories inspired by the animation: Mon Amie Le Robot

Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
The Three Little Aliens and the Big Bad Robot. The Robot and the Blue Bird. No- Bot the Robot with No Bottom Dr Xargles Book of Earthlets. Mon Amie Le Robot http://www.literacyshed.com/mon-ami-le-robot.html	**Hook/Stunning Start** Looking for clues when a robot is seen roaming the school grounds **Trips/Visitors/Marvellous Middle** A robot will come to visit us **Celebration/Fabulous Finish** Parents will be invited in to a twilight technology evening where we will share our stories, art and computing work from our topic.	A topic display that will showcase out learning from the term. Robot art work inspired by Eric Joyner on display. Stories and instructions on display. Photos of the children performing their robot dance.	**Language of describing** *It/this is ….. and …..* *This has …. and ……* *This is …… They are ……* **Language of evaluation** *I think….. because….* *Next time I could….* *I found …..hard/easy because….* *I like…… because……*

Topic Table	Topic area	Maths Challenge table	Home Learning
Key questions What would you use this for? Why? How can you change this material? Can you squash it? Bend it? Twist or stretch it? Key images/artefacts Different materials (wood, paper, metal, plastic, brick, paper. Key vocabulary Hard, soft, smooth, transparent, opaque, stretch, twist, bend, malleable, shiny.	Key questions What does your robot need to do? What materials will you use? Who is your robot for? Key images/artefacts Design frames, robots, scrap material Key vocabulary Hard, soft, smooth, transparent, opaque, stretch, twist, bend, malleable, shiny.	Key questions Is there a better way of adding? What way could we group them? How many lots of…? Can you draw an array to show…? Key images/artefacts Different objects to be grouped. Groups of equal size. Key vocabulary Multiplication, groups, repeated addition, lots of, groups of, sharing	Weekly Home Learning: Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday. Practise reading and spelling the key vocabulary that you will be using this term (Do you know what these words mean?). This will help you with your writing. Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Log. Log on to Maths Facts in a Flash and have a practise. The children will continue to be tested each week.

English	Maths	Science	PE
Outcome of learning: The children will publish a story inspired by the animation Mon Amie Le Robot and a set of instructions to maintain a robot. **Key Skills:** **Reading-** • discussing the sequence of events in books and how items of information are related. • makes inference on the basis of what has been said or done. **Writing** • write narratives about personal experiences and those of others • write for different purposes • plan or say out loud what they are going to write. • Use sentences with different forms e.g. questions, statements, exclamations and commands • use sub-ordination and co-ordination in their writing. • re-reading to check that their writing makes sense and make changes to improve.	**Outcome of learning:** The children will develop their understanding and application of strategies for multiplication and division **Key Skills:** • multiplication as equal groups • 2, 5, 10 times tables • multiply and divide by 2,5 and 10 • solve word problems • to understand commutative law • Investigate the links between the 2, 5 & 10 times tables • recognise and use the inverse relationship between multiplication and division and use this to check calculations and solve missing number problems. • grouping as a way of dividing • divide by sharing an amount • divide	**Outcome of learning:** The children will design and make a poster showing what the different parts of a robot are made from. **Key Skills:** • working scientifically- performing simple tests and using observations and ideas to suggest answers to questions. • identify and compare the suitability of a variety of everyday, materials for particular uses. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • find out about people who have developed useful materials.	**Outcome of learning:** The children will learn a dance inspired by robotics and learn key gymnastics skills. **Key Skills:** • Children will learn key skills of tuck jumps, running jumps and small hurdle. • Perform a robot themed dance. • replicate a simple movement sequence and consistently fit between a 8 beat to music. • Copy, remember and repeat set movement pattern, demonstrating basic control and coordination. • Explain why we need a warm up and cool down.
Art	RE	Music	Geography/History
Outcome of learning: The children will create an imaginative painting inspired by Eric Joyner. **Key Skills:** • Sketchbook work involving texture and shape. • Create a mood board using the work of Eric Joyner. • Explore using different media's to create 2D textures. • Evaluate and improve our work.	**Outcome of learning:** The children will discuss and identify feelings in different situations and how we can manage these **Key Skills:** • Ask and respond sensitively to questions about their own and others experiences and feelings.	**Outcome of learning:** The children will learn to use pitched percussion instruments to perform together as a class. **Key Skills:** • In Music we will be focused on pitch; how melodies can combine low notes, high notes and repeated notes. We will also enjoy performing songs about Robots and improve our mathematical skills with songs about Maths.	**Outcome of learning:** The children develop their understanding of how technology has changed and understand there are four compass directions. **Key Skills:** • Sequence a set of objects in chronological order and give reasons • Pose and answer questions. • Use simple four-point compass directions to describe the location of features and route on a map.

Computing	PSHEE	DT	MFL
Outcome of learning: The children will design a robot face controlled by algorithms. **Key Skills:** • Write a simple set of instructions • Develop further understanding of what algorithms are and how they are implemented. • Make programmable toys, achieve specific outcomes.	**Outcome of learning:** The children will decide how they will choose a material to build their robot based on cost. **Key Skills:** • Understand that you can choose to save or spend money.	**Outcome of learning:** The children will design, make and evaluate our robot. **Key Skills:** • Design purposeful robots based on a design criteria. • Select from a wide range of tools and materials. • Evaluate their ideas against a design criteria.	**Outcome of learning:** The children will learn how to say the names of different members of the family in French. **Key Skills:** • Speak audibly and fluently in standard French. • Learn to understand everyday vocabulary in French.

Year 1 Maths Curriculum (Pine Martens only)

Outcome of learning:
Children will use concrete, pictorial and abstract resources to represent numbers to 20
Children will learn to recognise 2D and 3D shapes.
Children will learn to form patterns with shapes.
Children will learn to compare length and height.

Key Skills:
• Use measure specific language to compare length and height
• To group shapes according to the criteria.
• To add and subtract single digit numbers within 20.