

Bamburgh Class Overview Spring 1 2025

Topics Themes	Traditional Tales & History of Shopping <i>Communication: To become confident and fluent speakers. To encourage talk and questioning in all areas of life and learning.</i>	
Subject	What we will learn this half term:	
English	<p>This half term the children will have daily phonics, reading, spellings and handwriting sessions. Using a range of texts, children will develop skills in phonic recognition, decoding words, understanding how to use expression and inference skills. Texts we will share this term: Traditional fairy tales; Good Little Wolf, Into the Forest, Little Red Writing, Who's Afraid of the Big Bad Wolf, The Three Little Wolves and the Big Bad Pig.</p>	
	Y1 Writing Composition Traditional Tales Understand how words combine to make sentences. With adult support, re-read every sentence to check it makes sense. Orally compose and write sentences to start to form short narratives. Discuss their writing with adults and peers. Identify and use question marks. Narrative Sequence Sequence ideas and events in narrative, e.g. creating a story map and using it to orally rehearse ideas. Orally compose every sentence before writing, including compound sentences using the joining words 'and'. With adult support, reread every sentence to check if it makes sense. Use familiar plots for structuring the opening, middle and end of their stories, e.g. innovating on a known story and orally rehearsing. Discuss their writing with adults and peers, giving an opinion, e.g. I like my story because...	Y2 Writing Composition Traditional Tales Generate, select and effectively use adjectives. Use past tense accurately and consistently. Identify, understand and select nouns to complete sentences. Use subordination for time using when e.g. We went out to play when we had finished our writing. Say, write and punctuate simple and compound sentences using the joining words so/and/or/but. Discuss and plan what to write about e.g. story mapping, innovating on a known story, generating and developing vocabulary and ideas. Identify purpose and audience for writing. Discuss the language needed, e.g. story book language; repeated words and phrases to join in with. Narrative Read aloud their writing with intonation, taking note of punctuation to make the meaning clearer. Identify, understand and select adverbs to complete sentences. Evaluate their writing with adults, saying what they think is good about the writing and what might make it even better. With prompting, edit and improve own writing using full stops, capital letters, exclamation marks and question marks.
	Y1 Reading Focus: Word reading: Read more challenging fiction texts using phonics and common exception word recognition. Developing pleasure and motivation to read: Recognise and join in with language patterns and repetition in stories. Orally retell familiar stories in a range of contexts. Recite poems including traditional verse. Understanding books: Recognise when a text does not make sense while reading and, with prompting, can correct. Develop and demonstrate their understanding of characters and events through role play and drama. Identify and discuss the main events in stories using words like first, next, after that, later on, at the end. Identify and describe the main characters in stories. Answer 'why' questions requiring basic inference.	Y2 Reading Focus: Narrative (Traditional Tale) Draw inferences about the main character from the text. Identify unfamiliar words within the context of a text and discuss meanings. Narrative Demonstrate understanding of fiction and non-fiction texts by asking and answering, orally and in writing, who, what, where, when, why, how questions. Draw inferences about characters and events referring to evidence from the text.
Maths	Y1 Place Value (within 20) Count within 20 Understand 10 Understand 11, 12 and 13 Understand 14, 15 and 16 Understand 17, 18 and 19 Understand 20 1 more and 1 less The number line to 20 Use a number line to 20 Estimate on a number line to 20 Compare numbers to 20 Order numbers to 20 Addition and subtraction (within 20) Add by counting on within 20 Add one's using number bonds Find and make number bonds to 20 Doubles Near doubles Subtract ones using number bonds Subtraction – counting back Subtraction – finding the difference Related facts Step 10 Missing number problems	Y2 Addition and subtraction Add across a 10 Subtract across 10 Subtract from a 10 Subtract a 1-digit number from a 2-digit number (across a 10) 10 more, 10 less Add and subtract 10s Add two 2-digit numbers (not across a 10) Add two 2-digit numbers (across a 10) Subtract two 2-digit numbers (not across a 10) Subtract two 2-digit numbers (across a 10) Mixed addition and subtraction Compare number sentences Money Count money – pence Count money – pounds (notes and coins) Count money – pounds and pence Choose notes and coins Make the same amount Compare amounts of money Calculate with money Make a pound Find change

		<p>Multiplication and division Recognise equal groups Make equal groups Add equal groups & introduce the multiplication symbol Multiplication sentences Use arrays Make equal groups – grouping Make equal groups – sharing The 2 times-table</p>
Science	<p>Working Scientifically: Y1 Perform simple tests. Gather and record data to help in answering questions. Y2 Turn ideas into questions that can be investigated. Present results. Explain what has been found out.</p>	<p>Living things and their habitats Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify and name a variety of plants and animals in a microhabitat. Design a suitable microhabitat where living things could survive. Find out what animals eat to survive in their habitats. Understand a food chain. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain. Understand the journey food makes from the farm to the supermarket. Identify and name different sources of food.</p>
Humanities (History and Geography)	<p>History of shopping (Within Living Memory) Overarching enquiry questions: What is shopping, and how has it changed over time? Know that the time before now is called the past. Know that history is the study of the past, in particular the changes over time that have occurred within human society. Know that people haven't always shopped online; know that when parents/ grandparents/carers were young children, people did not shop online and did almost all of their shopping in person. Know that how we pay for shopping has changed since their parents/grandparents/carers were young children. Know that the way people transport what they buy from shops has changed.</p>	
Design & Technology	<p>Structures: Baby bear's chair Identify man-made and natural structures. Identify stable and unstable structural shapes. Contribute to discussions. Identify features that make a chair stable. Work independently to make a stable structure, following a demonstration. Explain how their ideas would be suitable for Baby Bear. Produce a model that supports a teddy, using the appropriate materials and construction techniques. Explain how they made their model strong, stiff and stable.</p>	
PSHE/RSE (British Values)	<p>Health & wellbeing Key Question: Who helps to keep us safe? Keeping safe; people who help us: That people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people. Who can help them in different places and situations; how to attract someone's attention or ask for help; what to say? How to respond safely to adults they don't know. What to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard. How to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say. British Values: Rule of Law Living together and getting along (The Little Red Hen) Living together and getting along (My role and the role of others in society) Living together and getting along (What are the rules?)</p>	
RE	<p>Unit 10 God: What do Christians believe God is Like? Make sense of belief: Identify what a parable is. Tell the story of the Lost Son from the Bible and recognise a link with the Christian idea of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians. Understand the impact: Give at least two examples of a way in which Christians show their belief in God as loving and forgiving. Give an example of how Christians put their beliefs into practice in worship. Make connections: Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p>	
Computing	<p>Unit 1.3 Creating Media – Digital writing Use a computer to create and change text. Familiarise themselves with typing on a keyboard and begin using tools to change the look of their writing; consider the differences between using a computer and writing on paper to create text.</p>	
Music	<p>Charanga Music School English Model Music Curriculum Scheme v2 & listening to a range of music in class and singing assemblies. Unit 3: Inventing musical story. Social question: How does music make the world a better place?</p>	

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[School360](#)

[Numbots](#)

[Spelling Shed](#)

[BBC Bitesize](#)