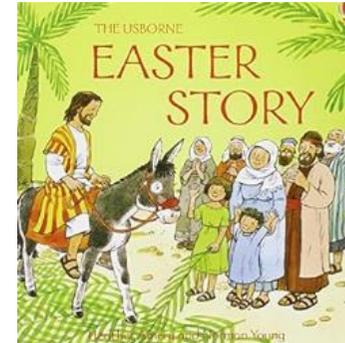
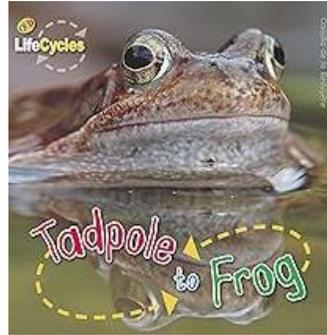
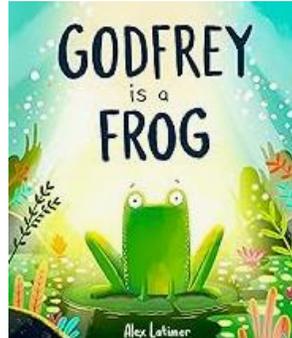
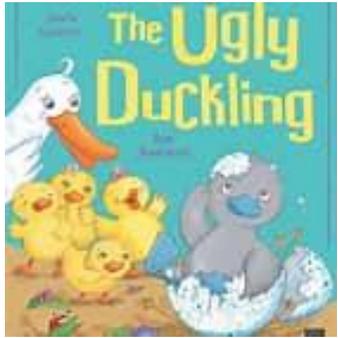


Spring 2:

Texts:



Home learning:

- Read at least 4 times a week at home (Reading record to be signed by an adult).
- Spelling (Yr 1 and 2)
- TT rockstars (Yr 1 and 2)
- Active learn phonic activities (Reception)

Literacy: Recount, story, Chronological report

Maths: Year 1 and 2: Multiplication and division, length and height and statistics. Reception: Building 9 and 10 and Exploring 3d Shapes

Subject:	Subject topic:	Topic specific vocabulary:	Sticky knowledge / skills:
Science Yr2	Living things	<ul style="list-style-type: none"> - Living things - Breathing - Air - Food - Alive - Non-living 	<p>In this unit children will make comparisons between things that are alive, things that are not alive, and things that were once alive. They will sort and compare animals, plants and non-living things and will create a list of features of living things. Children will notice that living things have offspring which resemble their parents and that they themselves grow into adults which reproduce. Children will order the stages of growth of humans from birth to old age. They will complete their Quest by</p>

		<ul style="list-style-type: none"> - Never alive 	<p>imagining they are curators of a museum where they will curate an exhibition on living things, and design an information board for an exhibit comparing living, not living and never living things.</p> <p>Working Scientifically, children will use observable features to identify and classify living and non-living things. They will ask questions and use their observations and ideas to suggest answers to their questions.</p> <p>In order to teach this unit, children will need to have studied Types of Animals and Plants in Year 1. They will also need to have a basic understanding of the needs of plants and animals and understand that plants and animals grow.</p>
Science Yr1	Change seasons	<ul style="list-style-type: none"> - Seasons - Winter, spring, summer, Autumn - Calendar - Months of the year - Weather - Conditions - Changes - Growth - Decay 	<p>In this unit children will learn that there are four seasons, the names for these seasons and that there are differences between them. They will identify and design weather symbols for the different types of weather they are likely to experience across the seasons.</p> <p>Working scientifically, children will make observations and measurements over time throughout the seasons including day length, temperature, rain/snow fall, wind strength, cloud conditions and the accompanying changes to plants and animals in their local environment. They will describe and record their findings and compare them across the seasons.</p>
Understanding the World Reception	Forest school	<p>Exploring for the early signs of spring: buds, shoots, first flowers</p> <p>Learning the names of the spring flowers on site and taking care not to trample them.</p> <p>Focus on bees, and beginning to explore pollination, and the link between flower and seed.</p> <p>The time to plant new seeds to grow vegetables.</p> <p>Learning to identify nettles and brambles to keep us safe from stings and scratches.</p> <p>Life cycle of butterflies - caterpillar, chrysalis, butterfly, metamorphosis.</p> <p>Developing confidence with using tools and working with fire. Using fire strikers to start fires.</p>	
RE Yr1 and 2	What makes some places scared (Christians and Muslims)	<ul style="list-style-type: none"> - Christian - Muslim - Christianity - Islam - Mosque 	<p>Children will: Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. Talk about ways in which stories, objects, symbols and actions used in churches or mosques show what people believe. Ask good questions during a school visit about what happens in a church or mosque.</p>

		<ul style="list-style-type: none"> - Church - Symbols - Scared - Object - Stories 	
RE Reception	<p style="color: red;">Why do Christians put a cross in an Easter Garden?</p> <p style="color: red;">(Salvation)</p>	<ul style="list-style-type: none"> - Easter - Crucifixion - Tomb - Palm leaves - Christians - Cross 	<p>Tell stories of Holy Week and Easter from the Bible.</p> <p>Identify the Easter story as a Christian story.</p> <p>Recognise the Bible as the holy book for Christians.</p>
Geography Reception	Changes around us	<ul style="list-style-type: none"> - Seasons winter, spring, summer and autumn - Hot, cold, wet, dry - Weather - Change / difference 	<p>Children will be able to name each of the four seasons and give a simple explanation of each season such as, we wear hats in winter to keep us warmer.</p> <p>Children will be able to name and identify different types of weather and explain simple impacts of them eg. When it is hot I need to wear sun cream to stop my skin burning.</p> <p>Children will be able to explain the differences and similarities between weather and seasons.</p>
Geography Yr1 and 2	<p>Local area study</p> <p>School and home – maps and simple fieldwork</p>	<ul style="list-style-type: none"> - Local - Area - Maps - Fieldwork - Journey - Directions - Landmarks 	<p>Children will be able to: use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
History			
PE	Games	<ul style="list-style-type: none"> - Teamwork - Working together - Taking turns - Equipment 	<p>Children will be able to take turns, be a team player and cheer on others within each team. Children will be able to learn a set of simple (becoming more complex) rules of games played and practised within PE.</p> <p>Children will be able to use equipment sensibly such as how to hold a bat and what it is used for.</p>
DT	Homes	<ul style="list-style-type: none"> - Structures - Observation 	<p>This unit gives children opportunities to develop their understanding of structures. Observation of different types of building gives children experience and information to draw on when developing</p>

		<ul style="list-style-type: none"> - Buildings - Model - Static models - Reclaimed materials - Construction - Stronger - Stable 	<p>their own ideas. They develop and model their ideas by creating static models from sheet and reclaimed materials and using construction kits. They gain a basic understanding about structures and how these can be made stronger and more stable.</p>
Art		-	-
Computing Reception	General skills	<ul style="list-style-type: none"> - Laptop - Mouse pad - Keyboard - On / off button - Screen - Keys - Browser/google/chrome/edge - Username - Password 	<p>Children will be able to open and turn on a laptop and log in with support.</p>
Computing Year 1 and 2	Animated stories	<ul style="list-style-type: none"> - 2create - Digital book - E-book - Animation - File - Character - traditional 	<ul style="list-style-type: none"> - To understand some differences between traditional books and digital books. - To draw a character for a 2Create a Story digital book. - To understand the difference between backgrounds and other objects on the screen in 2Create a Story. - To add animation to objects in 2Create a Story. - To add text to a 2Create a Story file. - To add sounds to a 2Create a Story file.
Music		-	

PSHE	Drug education	<ul style="list-style-type: none"> - Drug - Medicine - Healthy - Hygiene - Routines - Germs - Spreading - Restrictions - Harmful - Safe - Reactions - Household products 	<p>Children will be: Identifying different ways to keep healthy. Demonstrating simple hygiene routines that can stop germs from spreading. Understanding how medicines can help people to stay healthy. Naming different feelings. Talking about rules and age restrictions that keep us safe. Understanding that household products (including medicines) can be harmful if not used correctly. Talking about the people whose job it is to help keep us safe. Understanding that things that people put into their body or on their skin can affect how people feel.</p>
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