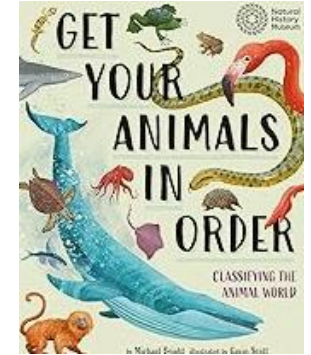
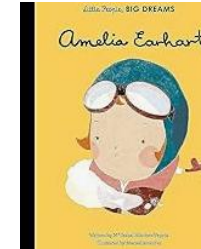
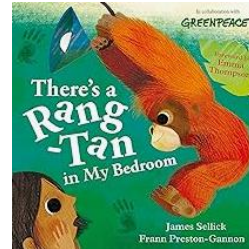
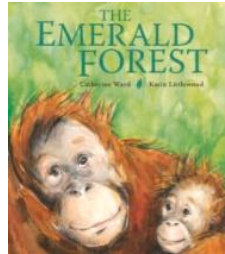


Spring 1:

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: fact file, newspaper article and story

Maths: Year 1 /2: Addition and subtraction to 100 and length and height **Reception:** 5, mass and capacity, 6,7,8 and length and height.

Subject:	Subject topic:	Topic specific vocabulary:	Sticky knowledge / skills:
Science Yr2	Habitats	<ul style="list-style-type: none"> - Habitat - Micro habitat - Plants - Climate - Weather - Diversity - Global 	<p>In this unit children will have been introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). They will have identified that most living things live in habitats to which they are suited and have described how different habitats provide for the basic needs of different kinds of animals and plants. Children will have explored their immediate local environments. They will have identified local and global habitats and recognised, in simple terms, those which are similar in scale or diversity. They will have recognised how differences between places close to each</p>

		<ul style="list-style-type: none"> - Living things - Environment - Investigation - Seasons 	<p>other result in a different range of plants and animals being found. They will have identified and named a variety of plants and animals in their habitats including micro-habitats and have described habitats in terms of their physical conditions.</p> <p>Children will work scientifically by observing plants and animals closely in their local environment using simple equipment and by gathering and recording data to help answer questions they may have raised. Children will have had the opportunity to investigate and compare local habitats in detail, and also to compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest. They will have the opportunity to conduct an investigation into worms and their habitat in their local environment.</p> <p>They will have recognised that living things are found in many places and have been able to make a prediction about why living things are found in some places and not others.</p> <p>This unit builds on the work children have completed in the Year 1 Identifying Plants, Types of Animals and Changing Seasons units.</p>
Science Yr1	Types of animals	<ul style="list-style-type: none"> - Zoo - Wild - Captive - Mammals - Birds - Reptiles - Amphibians - Fish - Observe - Data - record 	<p>In this unit children will observe and recognise some simple characteristics of animals. They will learn that animals are similar to each other in some ways and different in other ways.</p> <p>They will begin to start grouping animals by the key features of their appearance.</p> <p>They will work towards creating a plan of a zoo environment incorporating different types of animals in their design.</p> <p>Working scientifically, children will have the opportunity of observing and classifying animals in the local environment and beyond. They will classify animals that are mammals, birds, reptiles, amphibians or fish using simple observable features. They will record data, with help, in charts and tables and use these to answer questions.</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 is the good news Jesus brings? (Gospel)	-	<p>Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. Recognise that Jesus gives instructions to people about how to behave. Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.</p> <ul style="list-style-type: none"> - Christians believe Jesus brings good news for all people. - For Christians, this good news includes being loved by God, and being forgiven for bad things. - Christians believe Jesus is a friend to the poor and friendless. - Christians believe Jesus' teachings make people think hard about how to live and show them the right way
RE Reception	Which people, places, times and stories are special and why?	<ul style="list-style-type: none"> • Religions • Other religions • Stories • Places • Worship • Holy books • Celebrations • Special • Why • Community 	<p>The start of this unit encourages pupils to think about people who are special, including themselves, their peers and members of the wider community. They move onto finding out about people who are special in religious communities today. Many religious stories focus on specific people and pupils are given an opportunity to learn some of these, thinking about how particular characters can be described as 'special'. There is an emphasis on how some characters show the qualities of friendship. This investigation enables pupils to explore a range of special places and find out about some buildings that are special for religious believers. Pupils learn about at least one place of worship.. This investigation enables pupils to think about their own significant times and those times that are special in different religions. Festivals focused on in this unit plan are Christmas, Diwali and Sukkot/Sukkoth. This investigation enables pupils to become familiar with the idea that some books are holy books. Pupils learn stories from and about holy books, including stories about Jesus and Prophet Muhammad. Pupils are given opportunities to retell the stories in a variety of ways and look at how some religious stories are similar and how they differ.</p>

History Reception	Changes since being a baby	<ul style="list-style-type: none"> • Birth • Baby • Toddler • Child • Teenager • Adult • Elderly 	<p>Children will explore how we change from birth to elderly.</p> <p>Children will explore the difference in needs from birth to elderly.</p> <p>Children will explore the abilities from birth to elderly.</p>
History Yr 1 and 2	<p>People who changed the world</p> <p>Amelia Earheart</p> <p>Grace Darling</p> <p>Scott of the Antarctic</p>	<ul style="list-style-type: none"> • Amelia Earheart • Grace Darling • Scott of the Antarctic • Timeline • Chronological • Past 	<p>Children will explore the lives of significant individuals in the past who have contributed to national and international achievements. We will also use these significant individuals to compare aspects of life in different periods. We will be building on our previous unit which focused on the awareness of the past, using common words and phrases relating to the passing of time. We are also building upon our timeline skills building a chronological framework.</p>
Geography			
PE	Dance	<ul style="list-style-type: none"> • Rhythm • Timing • Foot work • Teamwork • Movement • Space • Focus • Form • Body awareness 	<ul style="list-style-type: none"> • move freely to music • move in the wider space • move in their personal space • move fast and slow • move high and low • move with light and heavy movements • pretend to move with an object • pretend to be an object • copy and repeat movements • change movements when prompted • make a shape • work on their own • use expressions to communicate feelings • describe movements • roll • say if they like some music or a movement.

Art	Playful making	<ul style="list-style-type: none"> • 3 dimensions • Sculpture • Exploration • Properties • Materials • Tools • reflect 	<ul style="list-style-type: none"> • That when we make art in 3 dimensions it is often called Sculpture. • That we can generate ideas through playful exploration. • That we can build understanding of the properties of materials through manipulation. • That making sculpture is a partnership between materials, ideas, hands and tools. • That we can reflect upon our intention when we see our ideas made physical.
DT		•	•
Computing Reception	General skills	<ul style="list-style-type: none"> • I-pad • Programme • App • On • Off • 	<ul style="list-style-type: none"> • Turn on I-pad • Turn off I-pad • Access a programme on an I-pad from start to finish. • Complete the game on I-pad • Close the app windows
Computing Year 1 and 2	Spreadsheets	<ul style="list-style-type: none"> • Spreadsheet • Navigate • 2calculate • Automatically • Project • Edit • Organise 	<ul style="list-style-type: none"> • To understand what a spreadsheet is and how to navigate one using 2Calculate. • To edit and improve a spreadsheet so that information is organised clearly and displayed correctly. • To explore how spreadsheets can complete calculations automatically. • To explore the range of tools available in 2Calculate and understand how they can change the way data is used. • To create and interpret block diagrams from data. • To use our learning about spreadsheets to help us complete a project.
Music	Musical moods and pictures	<ul style="list-style-type: none"> • Songs • Lyrics • Major • Minor • Tonality • Variety • Timbre 	<p>This term, the children will learn how songs and music can communicate different moods and emotions. They will investigate different ways to express the mood of a song by adding facial expressions and changing the timbre and dynamics of their voice. They will develop their understanding of musical mood through simple songs, where they will be introduced to major and minor tonality.</p> <p>Throughout the term, the children will listen and talk about a wide variety of music including <i>Can-Can</i> from <i>Orpheus in the Underworld</i> by Offenbach and <i>Fanfarra Cabua-Le-Le</i> by Sergio</p>

		<ul style="list-style-type: none"> • Dynamics • Facial expressions • Doodles • Performance 	<p>Mendes/Carlinhos Brown. They will learn to represent the sounds they hear using graphic symbols and musical doodles!</p> <p>Working as a class and in small groups, they will compose and improvise music on the theme of weather. They will learn to give musical instructions, taking the role of a conductor in a small group performance. They will create descriptive sounds inspired by a song and create a simple soundscape.</p>
PSHE	Money matters	<ul style="list-style-type: none"> • Money • Needs • Wants • Jobs • Earn • Choices • Save • Bank • Spending 	<p>Understanding what money is.</p> <p>Recognising that people make different choices about how to save/spend money.</p> <p>Recognising the difference between needs and wants.</p> <p>Understanding how money can be looked after.</p> <p>Identifying that everyone has different strengths.</p> <p>Understanding that jobs help people to earn money to pay for things.</p> <p>Identifying different jobs that people do.</p> <p>Identifying the strengths/interests someone might need to do different jobs.</p>