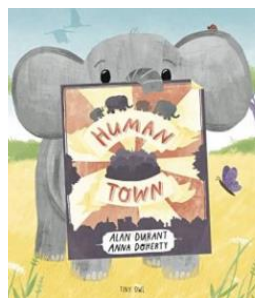
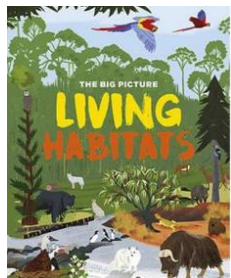


Spring 1:

Texts:



Home learning:

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

Literacy:

Maths: Reception:

Subject:	Subject topic:	Topic specific vocabulary:	Sticky knowledge / skills:
Science Yr2	Habitats	<ul style="list-style-type: none"> - Habitat - Diverse - Local - Scale - Environments - Physical conditions - Identified - Micro habitat - Basic needs 	<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 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>

			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. 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. This unit builds on the work children have completed in the Year 1 Identifying Plants, Types of Animals and Changing Seasons units.
Science Yr1	Changing 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>Introduce fire.</p> <p>Developing the skills to learn about how to be safe when there is a fire.</p> <p>Sensory explorations playing with mud, water and ice.</p> <p>Learning how to take care of ourselves with how we dress to stay warm in winter.</p> <p>A focus on making shelters and dens to help us stay dry when it rains.</p> <p>Introducing tools such as potato peelers to whittle, mallets, loppers and secateurs as we begin crafting.</p> <p>Crafting sessions using natural materials and wool to create gifts for Christmas.</p> <p>Looking at evergreen plants in winter: holly, ivy, fir trees.</p>	
RE Yr1 and 2	What do Christians believe God is like	<ul style="list-style-type: none"> - Christians - Parable - God has 3 parts - holy Trinity - Reflection 	Identify what a parable is. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians. Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. Give an example of how Christians put their beliefs into practice in worship; by saying sorry to

			God, for example. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.
RE Reception	Which people, places and stories are special and why	<ul style="list-style-type: none"> • Religious stories • Sacred texts • Special • Spirituality • Meaning • Significance • Importance • Why • Place of worship • Church • Other religions 	<ul style="list-style-type: none"> • talk about some religious stories • recognise some religious words, e.g. about God • identify some of their own feelings in the stories they hear • identify a sacred text e.g. Bible, Qur'an • talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do <p>talk about people who are special to them</p> <ul style="list-style-type: none"> • say what makes their family and friends special to them • identify some of the qualities of a good friend • recall and talk about stories of Jesus as a friend to others • recall a story about a special person in Sikhism and talk about what can be learnt from it. <p>talk about somewhere that is special to themselves, saying why</p> <ul style="list-style-type: none"> • be aware that some religious people have places which have special meaning for them • talk about the things that are special and valued in a place of worship • identify some significant features of sacred places • recognise a place of worship • get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.
History Reception	Different clothing	<ul style="list-style-type: none"> • Seasons • Weather • Periods of time • Past • Present • Trends 	<ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling.
History Yr 1 and 2	Local history	<ul style="list-style-type: none"> • Past • Present • Future • Timeline • Events • Change over time 	<ul style="list-style-type: none"> • Can they use words and phrases like: before I was born, when I was younger? • Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? • Can they use the words 'past' and 'present' correctly? • Can they use a range of appropriate words and phrases to describe the past?

			<ul style="list-style-type: none"> • Can they sequence a set of events in chronological order and give reasons for their order? • Can they find out something about the past by talking to an older person? • Can they answer questions by using a specific source, such as an information book? • Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?
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	Making birds	<ul style="list-style-type: none"> • 2d • 3d • Sketching • Media • Photo • image • film • video • observational 	<p>That there is a relationship between drawing & making – we can transform 2d to 3d.</p> <ul style="list-style-type: none"> • That we can use observational drawing and experimental mark-making together to make art. • That we can work from similar stimulus or starting point but end up with very different individual results. • That the individual results can then be brought together to make a whole artwork.

		<ul style="list-style-type: none"> • experimental • manipulating • sculpture 	
DT		•	•
Computing Reception	General computer skills	<ul style="list-style-type: none"> • Computer • I-pad • Laptop • Mouse • On/off button • Username • Password • Keyboard • Left, right, forwards ,backwards 	<p>To turn on and off a device.</p> <p>To access a simple program on the device such as, paint</p> <p>To complete a simple program to create a picture on paint or program EARL / BEEBOT to complete a simple maze.</p> <p>To type their first name using the key board.</p>
Computing Year 1 and 2	Creating pictures, grouping and sorting	<ul style="list-style-type: none"> • Programme • Piet Mondrain • William Morris • Patterns • Lines • Template • Artists • Seurat • Impressionism 	<p>To explore 2Paint A Picture.</p> <ul style="list-style-type: none"> • To look at the work of Impressionist artists and recreate them using the Impressionism template. <p>To look at the work of pointillist artists such as Seurat.</p> <ul style="list-style-type: none"> • To recreate pointillist art using the Pointillism template <p>To look at the work of Piet Mondrian and recreate it using the Lines template.</p> <p>To look at the work of William Morris and recreate it using the Patterns template</p> <p>To look at some surrealist art and create your own using the eCollage function in 2Paint A Picture.</p> <ul style="list-style-type: none"> • To begin to think logically about the steps of a process. • To sort items using a range of criteria. <p>To sort items on the computer using the ‘Grouping’ activities in Purple Mash.</p> <ul style="list-style-type: none"> • To bring together logical thinking and the use of technology. • To introduce the term ‘algorithm’ to describe logically following a process.

Music	Exploring sound	<ul style="list-style-type: none"> • Composers • Dynamics • tempo • timbre • lyrics • sequence • perform 	<p>Exploring how sounds can be produced in different ways using voices and instruments. They will listen to a variety of music including <i>Flight Of The Bumblebee</i> and <i>William Tell Overture</i>, and will begin to recognize how composers use dynamics, tempo and timbre to bring a character or theme to life! They will learn to sing simple songs as a class, adding facial expressions and actions to enhance a performance. The children will explore song lyrics and use these as a basis for their own compositions. Working as a class and in small groups, they will compose short sound sequences to tell a story or reflect a character and perform these to each other. They will learn to follow musical instructions and invent their own musical notation to represent a sequence of sounds.</p>
PSHE	Difference and Diversity	<ul style="list-style-type: none"> • Difference • Diversity • Strengths • Interests • Jobs titles • Family make ups • Celebrating • Unique 	<p>Recognising ways they are the same as, and different to, other people. Identifying that everyone has different strengths. Discussing the strengths/interests someone might need to do different jobs. Identifying the people who love and care for us. Recognising that there are different types of families. Identifying common features of family life. Recognising how to treat themselves and others with respect. Recognising the ways in which they are the same/different to others. Recognising what makes them special. Celebrating the ways in which we are all unique.</p>