



| Subject | Spring 1 | Spring 2 |
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| RE | Jesus at Prayer | From Lent to Easter |
| Maths | <ul style="list-style-type: none"> Measure –The Language of Comparing Length, Height, Mass and Speed Sequencing Events – Days of the Week and Months of the Year Numbers to Twenty- Adding using Think 10 Numbers to Twenty – Subtraction using Think 10 Numbers to Twenty – Equality and Balance Numbers to Twenty – Part or Whole Unknown | <ul style="list-style-type: none"> Numbers to Twenty- Language and Problem Numbers to Twenty—Comparison (difference) Measure –Coins and Combinations to 20p Counting in 2s, 5s, and 10s. Measures- Non-standard Measures and Intro |
| English | <ul style="list-style-type: none"> Phase 5 Letters and Sound Contemporary Fiction Report Instructions | <ul style="list-style-type: none"> Phase 5 Letters and Sound Whole School writing focus Poetry |
| Science | <p><u>Using Materials</u></p> <ul style="list-style-type: none"> Identify some naturally occurring materials: wood, rock, water and man-made materials: glass, metal, plastic Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Identify some properties of materials (e.g. see through, waterproof, absorbent) | <p><u>Seasonal Change</u></p> <ul style="list-style-type: none"> Observe changes across the four seasons and record changes Collect evidence of changes (e.g. leaves, seeds, flowers) Observe and describe weather associated with the seasons and how day length varies Identify what to measure about the weather |
| Geography | <p><u>Weather Experts</u></p> <ul style="list-style-type: none"> Identify different weathers. Identify different countries Identify dangerous weather patterns. <p><u>Around our School and Local Area</u></p> <ul style="list-style-type: none"> To ask geographical questions. To identify and describe what places are like. To identify and describe where places. | <p><u>Kings and Queens</u></p> <ul style="list-style-type: none"> To understand what a monarch is and the qualities needed to be a good monarch. To find out how the title of king or queen is inherited. To find out about how family history, such as Queen Victoria's and my own family, can be represented. |
| Music | <p><u>Sing Up – Football</u></p> <ul style="list-style-type: none"> Echo singing, composing word patterns, improvising with mi-re-do, and playing a percussion ostinato. | <p><u>Sing Up – Sea Interludes</u></p> <ul style="list-style-type: none"> Listen actively to music inspired by the sea. <p><u>Sing Up – Musical Conversations</u></p> |
| Art/D&T | <p><u>Painting</u></p> <ul style="list-style-type: none"> Mix primary colours. | <p><u>Vehicles</u></p> <ul style="list-style-type: none"> Design, make and evaluate a vehicle. |

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| | <ul style="list-style-type: none"> • Begin to use black and white to create tints and tones. • Create a range of marks with a paintbrush and a variety of tools – fingers, card, twigs, etc. • Create texture using colour and different thicknesses of paint. | |
| PE | <p style="text-align: center;"><u>Dance</u></p> <p>We will develop our skills of:</p> <ul style="list-style-type: none"> • Composition- explore, structure, develop and link • Performance- physical skills, audience and movement memory • Appreciation-Give feedback and respond to feedback. | <p style="text-align: center;"><u>Invasion Game Skills</u></p> <p>We will develop our skills of:</p> <ul style="list-style-type: none"> • Catching medium sized balls • Kicking from the floor for accuracy • Kicking from the floor for power • Foot dribble • Chest push for accuracy |
| Computing | <p style="text-align: center;"><u>Starting Research</u></p> <ul style="list-style-type: none"> • To develop understanding of researching using non-digital and digital sources, including the World Wide Web. • To check their research results. To present their research. To use charts, graphs and mind maps. • To begin to respect copyright and ownership and know who to talk to if they are worried. | |
| P.S.H.E. | <p style="text-align: center;"><u>Ten:Ten</u></p> <p style="text-align: center;"><u>KS1 Module One: Created and Loved by God</u></p> <p>Created and Loved by God explores the individual. Rooted in the teaching that we are created by God out of love and for love., it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships: Unit 2- Me, My Body, My Health</p> | <p style="text-align: center;"><u>E-Safety</u></p> <ul style="list-style-type: none"> • Explain what personal information is. • Keep my password private. • Use technology safely and respectfully. |