



Spring 1 YEAR B
Key Stage: KS1
Topic: Land and Water

Spring 1 Year B		
English	Maths	
	Year 1	Year 2
<p><u>The Sound Collector</u></p> <p>Children learn the poem before writing their own about sounds they can hear at school</p> <p>Year 1 and 2 - Structure of poems; choices of vocabulary</p> <p><u>Wanted! Ralfy Rabbit. Book Burglar</u></p> <p>Children retell the story before writing their own version, changing the character and the item that has been stolen</p> <p>Year 1 - Join words and clauses with conjunctions; spelling common exception words correctly; use capital letters for names</p> <p>Year 2 - Use coordinating and subordinating conjunctions; spelling common exception words correctly; to use suffixes</p> <p><u>The Day the Crayons Quit</u></p> <p>Children write letters based on the crayons in the book before writing letters from stationery in their own pencil cases</p> <p>Year 1 - to use capital letters for 'I' and names; to use suffixes 'ing'/'ed'/'er'/'est'</p> <p>Year 2 - to use coordinating and subordinating conjunctions; to use apostrophes for contractions and possession</p>	<p>Place value (within 20)</p> <ul style="list-style-type: none"> Find one more and one less than a number Compare and order numbers using $>$, $<$ and $=$ <p>Addition/Subtraction</p> <ul style="list-style-type: none"> Add by counting on Add by using known number bonds Add by making 10 first Subtract by counting back Use related facts (fact families) Compare number sentences using $>$, $<$, $=$ <p>Multiplication/Division</p> <ul style="list-style-type: none"> Count in 2s Count in 5s Count in 10s Use 2s, 5s and 10s to count money Make equal groups Total repeated equal groups Make arrays to represent 'groups of' Make doubles 	<p>Multiplication/Division</p> <ul style="list-style-type: none"> Understand 'x' and '÷' symbols Solve multiplication questions using equal groups Use arrays to show 'groups of' 2x table and doubles 5x table 10x table Solve division questions using sharing and grouping Divide by 2 Divide by 5 Divide by 10 Doubling and halving

	Computing	History	Geography
Description	The children will learn the basics of how to use Google Docs and begin to learn typing skills		Children will learn to locate and name the world's seven continents and five oceans
NC Objectives	<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Recognise common uses of information technology beyond school 		<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Use world maps, atlases and globes to identify the countries, continents and oceans taught at this key stage Use simple compass directions and locational and directional language to describe the location of features
Substantive Knowledge	<ul style="list-style-type: none"> Children will learn what Google Docs is Children will learn how to use the cursor to navigate Children will learn how to open Google Docs, create and name a new document Children will learn how to type information into a Google Doc They will learn how to copy and paste information and images 		<p>Locational Knowledge</p> <ul style="list-style-type: none"> Children will be able to name and locate the seven continents on a map They will be able to name and locate the five oceans on a map <p>Geography Skills and Fieldwork</p> <ul style="list-style-type: none"> Children will use world maps and Google maps to locate the seven continents and five oceans They will use simple compass directions to explain where the country is in relation to the UK
Disciplinary Skills	<ul style="list-style-type: none"> Understand how to navigate the Google Suite and select Google Docs Understand how to use the return key to start a new line Understand how to use the space bar key to add a space between words Understand how to use arrow keys to move the text cursor Understand that the 'flashing line' means I am ready to type 		<ul style="list-style-type: none"> Understand that maps are used to locate places around the world and that they are a 2D representation of Earth Compare and contrast the continents that they have learnt about using maps, photographs and videos to make comparisons
Vocabulary	Google Doc, cursor, keyboard, return key, space bar, copy and paste		world, Earth, continent, ocean, Asia, Africa, North American, South America, Antarctica, Europe, Australia, Pacific, Atlantic, Southern, Arctic, Indian
Assessment	Can the child create a Google Doc which is named and contains copied information		<p>End of Unit Workout</p> <ul style="list-style-type: none"> Label the continents on a map Label the oceans on a map

	Art	DT	Science
Description		Children learn about health and varied diets and where their food comes from. They design and make a fruit smoothie for themselves	Children will learn how animals obtain their food from plants and other animals
NC Objectives		<ul style="list-style-type: none"> • Use the basic principles of healthy and varied diet to prepare dishes • Understand where food comes from • Design appealing products for others based on a design criteria • Use a range of tools (knives, cutters, graters) to cut ingredients • Evaluate their product against design criteria 	<ul style="list-style-type: none"> • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
Substantive Knowledge		<ul style="list-style-type: none"> • Designing - smoothies based on the design criteria set and by their own preferences • Make - select from a range of tools to cut their ingredients • Evaluate - Adapt and problem solve along the journey. Find solutions to make their smoothie more appealing • Technical Knowledge - learn how to cut safely using the claw and bridge hold 	<ul style="list-style-type: none"> • Children will learn that animals eat different things - carnivores, herbivores and omnivores • They will be able to identify predators and prey in food chain as well as consumers and producers
Disciplinary Skills		<ul style="list-style-type: none"> • To apply the substantive knowledge of the existing products to create their own smoothie, making thoughtful improvements 	<ul style="list-style-type: none"> • Children will be able to sort and group animals based on what they eat, using scientific vocabulary of carnivore, herbivore and omnivore
Vocabulary		Eatwell plate, fruit, vegetables, protein, appealing, hygiene, bridge grip, claw grip	food chain, carnivores, herbivores, omnivores, consumer, producer, predator, prey
Assessment		Assess final product against the design criteria	Headstart assessment on food chains

	PE	Music	PSHE
Description	<p>Indoor PE - This Real PE unit focuses on standing static and dynamic balances</p> <p>Outdoor PE - Children will learn basic movement such as throwing and catching, whilst giving opportunities to extend their agility, balance and coordination</p>	<p>Children will create and perform ice themed music</p>	<p>Dreams and Goals - children will understand what dreams and goals are and how to set them</p>
NC Objectives	<ul style="list-style-type: none"> • Pupils should be taught to develop balance, agility and coordination • Pupils should be taught to master basic movement including throwing and catching 	<ul style="list-style-type: none"> • Children should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>PSHE Association</p> <ul style="list-style-type: none"> • Understand that everyone has different strengths
Substantive Knowledge	<ul style="list-style-type: none"> • Children will learn to perform individual, static balances on one leg • They will learn to keep their heads up, tummies tight and back straight • Children will learn to keep their feet a shoulder width apart • Children will learn that they need to swing their arms and bend their knees in order to take off and land • Children will learn to throw and catch, with accuracy, using beanbags and balls • How to position their body to throw and receive 	<ul style="list-style-type: none"> • Explore, respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed • Explore, respond to and recognise simple structures including, beginning-middle-end, responses and the use of introduction and repetition 	<ul style="list-style-type: none"> • Children will be able to set simple goals and work out how to achieve them • They will understand how to work well with a partner • They will be able to tackle new challenges and understand that this might stretch them • Children will be able to identify obstacles which may make it more difficult to achieve goals and work out how to overcome them • They will be able to explain how it feels to succeed
Disciplinary Skills	<ul style="list-style-type: none"> • To understand how to make themselves less wobbly whilst balancing • To apply their balancing skills to more complex balancing on one leg such as standing still for longer, moving up and down on their standing leg • To apply their knowledge of static balance to dynamic balances e.g. jumping from two feet to two feet • Children will practise their throwing and catching skills individually and with a partner and learn how to improve accuracy 	<ul style="list-style-type: none"> • Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the use of the dominant hand • Sing and play in time and follow a range of simple directions including ideas about how to improve • Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical, dimensions • Listen and respond to Winter - Vivaldi • Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes / contrasts and how music makes you feel 	<ul style="list-style-type: none"> • Explain things that they do well • Explain how they learn best • Be able to celebrate achievements with a partner • Identify how they feel when facing a new challenge • Know how they feel when they face obstacles and know how they feel when they overcome them • Know how to internally store feelings of success
Vocabulary	<p>balance, wobbly, strong core, left, right, roll, track, receive, throw, stance</p>	<p>duration, long, short, steady beat, structure, beginning, middle, end, introduction, repetition</p>	<p>success, obstacles, goals, dreams, challenges</p>
Assessment	<p>Indoor - Can children perform a static balance?</p> <p>Outdoor - Can children throw and catch a beanbag or ball accurately?</p>	<p>Explore and respond to patterns of long and short sounds and steady beats</p>	<p>Children will be able to state what their goals are and how they might achieve them.</p>

Religious Education			
Description	<p>SPECIAL BOOKS</p> <p>Children will communicate their favourite books and consider ways that people show that books are special to them.</p> <p>The children will learn that the Bible is a special book for Christians and that the Torah is a special text for Jewish people</p>		
Living Difference Concept Cycle	<p>Communicate</p> <ul style="list-style-type: none"> To communicate their most favourite/special book and explain what makes it special to them <p>Apply</p> <ul style="list-style-type: none"> To recognise that not everyone has the same favourite book. <p>Inquire</p> <ul style="list-style-type: none"> To recognise and describe ways that people show that books are special to them <p>Contextualise</p> <ul style="list-style-type: none"> To know that the Bible is a special book to Christians To describe how Mary Jones got her first Bible To know that the Torah is a special text for Jewish people and how they show this <p>Evaluate</p> <ul style="list-style-type: none"> To explain in simple terms why the Bible and Torah are special to people in those religious traditions. 		
Religious Traditions	JUDAISM CHRISTIANITY		
Vocabulary	Special, text, scroll, Torah, Bible, protection, care,, precious		
Assessment	Apply Spider diagram showing different ways people might show that books are special to them		