



Subject	Learning
History	See Spring 2
Geography	<p>Geography: The United Kingdom</p> <ul style="list-style-type: none"> To name and locate the four countries of the United Kingdom. To name and locate the four capital cities of the United Kingdom. To name and locate the United Kingdom's surrounding seas. To describe and understand the physical features of four countries of the UK. <p>Key Vocabulary country, England, Northern Ireland, Scotland, Wales capital city, London, Belfast, Edinburgh, Cardiff, sea, English Channel, North Sea, Irish Sea, mountain</p>
Art	<p>Knowledge</p> <ul style="list-style-type: none"> To describe what they can see and like in the work of another artist. To ask sensible questions about a piece of art. <p>Skills</p> <ul style="list-style-type: none"> To add texture using tools. To make different kinds of shapes. To cut roll and coil materials such as clay dough or plasticine. <p>Key vocabulary colourful, inspire, materials, sculptor, sculpture, self-taught, three-dimensional</p>
RE	<p>Judaism</p> <ul style="list-style-type: none"> <i>Why is learning to do good deeds so important to Jewish people?</i> <p>Key Vocabulary Jewish, Mitzvah, Tikkun Olan, Tzedakah box</p>
Science	<p>Everyday materials:</p> <ul style="list-style-type: none"> To distinguish between an object and the material it is made from. To identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. To describe the simple physical properties of a variety of everyday materials. To compare and group together a variety of everyday materials on the basis of their simple everyday materials. <p>Key Vocabulary wood, plastic, glass, paper, metal, rock, hard, soft, rough, smooth, shiny, dull, bendy, stiff</p>
Working Scientifically	<ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment performing simple tests (TAPS 'DO' – Floating and sinking) Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions <p>Key Vocabulary equipment, identify, sort, group, measurements, describe</p>
PE	Dance

	<ul style="list-style-type: none"> • Copy, remember and repeat actions. • Choose actions for an idea. • Use changes of direction, speed and levels with guidance. • Show some sense of dynamic and expressive qualities. • Begin to use counts. <p>Key vocabulary Balance, copy, level, pose, beat, fast, pathway, timing</p> <p>School games value: respect</p>
PE with Total Sports	<p>Fitness</p> <ul style="list-style-type: none"> • Attempt to run at different speeds showing an awareness of technique. • Begin to link running and jumping movements with some control. • Jump, leap and hop and choose which allows them to jump the furthest. • Throw towards a target. • Show some control and balance when travelling at different speeds. • Begin to show balance and coordination when changing direction. • Use coordination with and without equipment. <p>Key vocabulary Dodge, jog, skip, swing, ready position</p> <p>School games value: respect</p>
Computing	<p>Teach Computing Networking and Computer Systems focus:</p> <ul style="list-style-type: none"> • Year 1 Technology around us - Lesson 1 – Technology in our classroom • I can explain technology as something that helps us • I can locate examples of technology in the classroom • I can explain how these technology examples help us • develop basic keyboard skills, through typing and formatting text • develop basic mouse or trackpad skills • I can logon to a chromebook independently. <p>Key Vocabulary technology, IT, keyboard, mouse, trackpad</p> <p>E-Safety Pixl lesson 3 – facts and opinions True, false, factual information</p>
Music	<p>Title of unit: In the Groove.</p> <p>Style of main song: Blues, Baroque, Latin, Bhangra, Folk, Funk</p> <p>Unit theme: How to be in the groove with different styles of music.</p> <p>Performance focus: Playing their own compositions on instruments.</p> <p>Listening: Find the pulse as they are listening to the main unit song and understand that it is the heartbeat of the music. Identify five different musical styles; Blues, Baroque, Latin, Folk, Funk and name some of them. Dance to each style and move to the pulse. Begin to describe and respond to music (dynamics-louder/quieter, tempo-faster/slower, pitch-higher/lower). Begin to articulate how changes in speed, pitch and dynamics affect the mood.</p>

	<p>Find the pulse: March to the pulse. Copy the actions on screen. Moving imaginatively, by moving like an animal, in time to the pulse.</p> <p>Rhythms: Copy and clap back rhythms. Clap the rhythm of your name. Clap the rhythm of your favourite food. Make up your own rhythm.</p> <p>Sing: Together and time to all different styles.</p> <p>Play instruments: A range of untuned percussion and play a glockenspiel accurately and in time, as a performance, using one or two notes (C or C + D).</p> <p>Improvise: using the notes C + D.</p> <p>Compose: In groups or independently create a simple melody using simple rhythms, choosing from notes C + D or C, D + E. Use graphics/symbols to portray the sounds they have made. Sequence these symbols to make a simple structure (score). Invent, retain and recall rhythm and pitch patterns. Compose their own sequence of sounds or patterns.</p> <p>Key Vocabulary</p> <p>Blues, baroque, latin, Irish folk, funk, pulse, rhythm, pitch, compose, improvise, perform, groove, musical styles, tempo, dynamics, shaking, scraping, rattling, tapping.</p>
<p>PSHE and RSE</p> <p>(highlighted objectives are statutory)</p>	<p>Core Theme 1: Health & Wellbeing</p> <ul style="list-style-type: none"> • H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them <p>Core Theme 2: Relationships</p> <p>Friendships</p> <ul style="list-style-type: none"> • R6. about how people make friends and what makes a good friendship • R7. about how to recognise when they or someone else feels lonely and what to do. <p>Respecting self and others</p> <ul style="list-style-type: none"> • R21. about what is kind and unkind behaviour, and how this can affect others • R22. about how to treat themselves and others with respect; how to be polite and courteous • R23. to recognise the ways in which they are the same and different to others <p>Core Theme 3: Living In The Wider World</p> <p>Media literacy & digital resilience</p> <ul style="list-style-type: none"> • L7. about how the internet and digital devices can be used safely to find things out and to communicate with others • Measuring wind strength using a windmill. • Making weather videos.
<p>DT</p>	<p>Taught in Spring 2</p>
<p>British Values</p>	<p>Democracy</p> <ul style="list-style-type: none"> • What this means and how it is demonstrated in school. • The Farmer’s Cart fable: Why is democracy important?
<p>SMSC</p>	<ul style="list-style-type: none"> • Why do we help each other?

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| | <ul style="list-style-type: none">• Why do we share?• Thinking about those who have suffered from the effects of extreme weather. (Home and abroad). |
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