



Year Group: 1

Term: Spring 2

Subject	Learning
History	<p>History of Transport</p> <p>The History of Transport- Comparison of transport in the past to the present day.</p> <ul style="list-style-type: none"> ● To understand why the Wright brothers, Neil Armstrong and Tim Peake are significant people in the history of transport. ● To identify differences between flight travel now and then. ● To understand why the moon landing was a significant event. <p>Investigate and Interpret the past</p> <ul style="list-style-type: none"> ● To be able to ask questions about what it was like for people in the past. ● To begin to understand the different ways that the past is represented. ● To understand that evidence can tell us a story about the past. <p>World History People</p> <ul style="list-style-type: none"> ● Can begin to describe how events had an effect on people. ● Can talk about some significant people in the past. ● Can begin to recognise that there are reasons why people made the choices that they did. <p>World History places</p> <ul style="list-style-type: none"> ● Can begin to describe how events had an effect on places. <p>Understand Chronology</p> <ul style="list-style-type: none"> ● To begin to place events on a timeline. ● To begin to use words like past, present, older and newer. <p><u>Key Vocabulary</u> Observe, artefact, past, present, future, decade, century, nation, before, earlier, along time ago, year, timeline, grandparents, modern, date, order, photograph, steam engine horse and cart, hot air balloon, locomotive, airship, land, air, water, efficient, The Wright Brothers, Neil Armstrong, Tim Peake</p>
Geography	Taught in Spring 1
Art	See Spring 1
RE	<p>Christianity</p> <ul style="list-style-type: none"> ● Why do Christians pray to God and worship him? <p><u>Key Vocabulary</u> Prayer, Lord's Prayer, worship</p>
Science	<p>Seasonal Changes:</p> <ul style="list-style-type: none"> ● To observe the changes across the four seasons. ● To observe and describe weather associated with the seasons and how day length varies. <p><u>Key Vocabulary</u> season, spring, summer, autumn, winter, month, year, day, night, sun, moon, light, dark</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 (TAPS 'DO' Seasonal Change) ● performing simple tests ● 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 observe, observing, equipment</p>
PE	<p>Yoga</p> <p>Perform balances making their body tense, stretched and curled.</p> <ul style="list-style-type: none"> ● Take body weight on hands for short periods of time. ● Demonstrate poses and movements that challenge their flexibility. ● Remember, repeat and link simple actions together. <p>Key vocabulary Action, jump, roll, level, direction, speed point, balance School game value: passion</p>
PE with Total Sports	<p>Invasion games</p> <ul style="list-style-type: none"> ● Drop and catch a ball after one bounce on the move. ● Move a ball using different parts of the foot. ● Throw and roll towards a target with some varying techniques. ● Kick towards a stationary target. ● Catch a beanbag and a medium-sized ball. ● Attempt to track balls and other equipment sent to them. ● Run, stop and change direction with some balance and control. ● Recognise space in relation to others. ● Begin to use simple tactics with guidance for attacking and defending. <p>Key vocabulary Defender, attacker, point, score, dribbling, partner</p> <p>School game value: passion</p>
Computing	<p>Switched On Computing 1.1 – We are treasure hunters - Programmable toys (Beebots)</p> <ul style="list-style-type: none"> ● understand that a programmable toy can be controlled by inputting a sequence of instructions ● develop and record sequences of instructions as an algorithm ● program the toy to follow their algorithm ● debug their programs ● predict how their programs will work. <p>Key Vocabulary program, instruction, algorithm, precise</p> <p>E-Safety pixl lesson 4 – personal information personal information, stranger, safety</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 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 (highlighted objectives are statutory)</p>	<p>Core Theme 1: Health & Wellbeing Keeping Safe</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 3: Living In The Wider World Communities</p> <ul style="list-style-type: none"> • L4. about the different groups they belong to <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
	<p>Economic Wellbeing: Money</p> <ul style="list-style-type: none"> • L10. what money is; forms that money comes in; that money comes from different sources • L11. that people make different choices about how to save and spend money • <p>Economic Wellbeing: Aspirations, work & career</p> <ul style="list-style-type: none"> • L14. that everyone has different strengths • L15. that jobs help people to earn money to pay for things
<p>DT</p>	<p>Leavers/sliders</p> <ul style="list-style-type: none"> • Explore and use sliders and levers. • Understand that different mechanisms produce different types of movement. • Know and use technical vocabulary relevant to the project.

	<p>Key Vocabulary slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards</p>
British Values	<p>Individual Liberty</p> <ul style="list-style-type: none"> ● What is individual liberty? ● What are our human rights? ● Consider the choices we make about ourselves at Werrington Primary School <p>Respect and Tolerance</p> <ul style="list-style-type: none"> ● What do these words mean and how can we show this to one another? ● How to show respect in and around school.
SMSC	<ul style="list-style-type: none"> ● How can you tell what a person is feeling? When do you feel sad, happy, lonely, excited, etc. ● Talking about feelings and emotions. How do you feel when..., how can you help someone is feeling...?