

## Spring Term 2 Overview Let's Explore

Curriculum subject	WB 20.2.23	WB 27.2.23	WB 6.3.23	WB 13.3.23	WB 20.3.23	WB 27.3.23
What's happening when?	<b>Geography</b>	<b>Book Week</b> <b>World Book Day 2<sup>nd</sup></b>  <b>3.3 Hedgehogs assembly</b>	<b>6.3 - Inset</b>	<b>STEM week</b>	<b>20.3 &amp; 22.3 - Parents Evening</b> <b>23.3 dance festival</b> <b>Walk to school 24<sup>th</sup></b> <b>22.3 Yr 1 Planning</b>	<b>31<sup>st</sup> end of term</b>
	<p><b><u>Geography</u></b></p> <p>Using maps of the local area (large scale or pictorial) link their homes with other places in their local community. (SMSC no 3, BV - Individual liberty) Understand how these places are linked to other places e.g. via roads and trains.</p> <p>Revisit locational and directional language - near/far/left/right. <a href="https://www.rgs.org/schools/teaching-resources/map-skills/">https://www.rgs.org/schools/teaching-resources/map-skills/</a></p> <p>Priority - Explore their local environment through fieldwork</p> <p>TT: Use simple maps of the local area e.g. large scale, pictorial etc.</p>	<p><b><u>Art</u></b></p> <p>Know the names of tools, techniques and elements that he/she uses.</p> <p>Cut, glue and trim material to create images from a variety of media photocopies, fabric, crepe paper, magazines.</p>	<p><b><u>History</u></b></p> <p><b>Comparing Neil Armstrong and Amelia Earhart.</b></p> <p>To learn about people from the past To learn about events from the past Place known events and objects in chronological order Sequence events and recount changes within living memory. Use common words and phrases relating to the passing of time. NC: To learn about changes within living memory - where appropriate, these should be used to reveal aspects of change in national life.</p> <p><b>Skills:</b> NC: Compare aspects of life in different</p>	<p><b><u>DT &amp; Science</u></b> <b><u>element of PSHE- Healthy Me Unit</u></b></p> <p>Work within a range of contexts such as imaginary story-based, home, school, gardens and playgrounds. Begin to say what they are designing and making and what the product is for. Generate ideas by drawing on their own experiences.</p> <p><b>Skills</b> Ask simple questions about existing products and products that he/she has made. Use a range of simple tools with help to prepare food safely.</p> <p><b><u>PSHE</u></b> Healthy Me Unit</p>	<p><b><u>Music</u></b></p> <p>Composing: Understand the difference between a rhythm pattern and a pitch pattern. Invent, retain and recall rhythm and pitch patterns and perform these to others, taking turns.</p> <p>Musicianship: RHYTHM Perform, copycat and short repeating rhythm patterns while keeping in time with a steady beat. Perform word pattern chants.</p>	<p><b><u>RE</u></b></p> <p><b>Easter: What do eggs have to do with Easter?</b> (SMSC - Cultural - Respect and tolerance) 2</p> <p><b>Knowledge</b> To consider why the symbols of crosses and eggs are important at Easter time, and what they have to do with the Easter story. There is also opportunity for children to focus children on the contrasting emotions of Easter.</p> <p><b>Skills</b> <b>Reflecting</b> on feelings and experiences of new life <b>Empathising:</b> with the emotions of people within the Easter story and how</p>

			<p>periods (with reference to the lives of significant individuals in the past who have contributed to international achievements.)</p> <p>To find and record answers to some simple questions about the past from simple sources of information.</p>	<p><b>Computing</b></p> <p>To use technology to support learning i.e. photos to record learning, access to IWB during learning time.</p> <p>Know some common uses of technology at home and school.</p>		<p>Christians might feel about Easter</p> <p><b>Investigation:</b> asking relevant questions about Easter and exploring different resources to find out some answers</p> <p><b>Interpreting</b> the symbolism connected with Easter</p>
Retrieval	<p><b>Geography</b> Using locational and directional language (near/far/left/right),</p> <p><b>Science</b> List different materials- suggest what materials are strong/ soft/flexible/waterproof</p>	<p><b>Computing</b> Know how to use technology safely and how to keep their information private.</p> <p><b>Science</b> Herbivores/carnivores /omnivores</p>	<p><b>History</b> Neil Armstrong timeline Recap vocab-past, present, living memory</p> <p><b>Science</b> Sort natural and man-made materials</p>	<p><b>DT</b> What products have the children designed and made since being at Dovers? (Egg carrier, bridge, Sukkha house, Christmas pop up cards, rockets)</p> <p><b>Science</b> Identify ways to keep themselves healthy and safe.</p>	<p><b>Music</b> Difference between pulse, pitch, temp and dynamics</p> <p><b>Science</b> Name common garden plants</p>	<p><b>RE</b> List 5 facts about the life of Jesus- link Christmas and Easter</p> <p><b>Science</b> Name common wild plants</p>
Reading	<p><b>Guided Reading</b> Read words with plurals (s, es, ed, ing, er and est) Read words with contractions Predicting Take part in group discussion</p> <hr/> <p><b>Shared Reading</b> Develop pleasure in reading by listening to a wide range of texts and talking about them with others Explain the meaning of words and link the meaning of new words Predicting</p>					
Writing	The literacy tree - Stanley's Stick	Bookweek	The literacy tree - Stanley's Stick			

Spelling	To add prefixes and suffixes using the spelling rule for adding s es as the plural marker for nouns and the third person singular marker for verbs. To add prefixes and suffixes using -ing -ed -er and -est where no change is needed in the spelling of root words. To spell some common exception words.		
Grammar	To understand how the prefix un changes the meaning of verbs and adjectives, e.g. unkind, undoing		
Maths	Mental & Oral starter: Place Value 50 Subtraction (within 20)	Mental & Oral starter: Place Value 50 Length & Height	Mental & Oral starter: Place Value 50 Weight & Volume
Science/ PSHE	<b>Materials (continued from Spring 1)</b> Which materials are some objects made from? What words can I use to describe the physical properties of materials including natural and man-made. Group materials together on the basis of simple properties.	(DT statement) Know that everyone should eat at least 5 portions of fruit and vegetables every day. Know the difference between healthy and unhealthy. Know that all household products, including medicines, can be harmful if not used properly. Know how to keep safe when crossing the road. Identify ways to keep themselves healthy and safe. Recognise how being healthy helps people feel happy. Suggest how the body may be harmed when unhealthy choices are chosen.	
Oracy	Introduce The Builder Role: The Builder Role: I would like to build on Can I add Can I suggest <ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of poems, stories and non-fiction.</li> <li>• I can recite some poems and rhymes by heart.</li> <li>• I can say out loud what I am going to write about.</li> <li>• I can speak a sentence before writing it.</li> <li>• I can discuss and solve problems in familiar practical contexts.</li> </ul> Working scientifically- ask simple questions, recognise they can be answered in different ways, talk about		
PE	Real PE Year 1 - Unit 4 Real Gym Year 1 - Unit 2 (Lessons 1-3. Each lesson repeated twice)		
Forest School	Geography Directional language	Science <u>Plants (knowledge)</u> To be able to name some common garden plants To be able to name some common wild plants  <u>Working Scientifically skills:</u> Use simple equipment Perform simple tests Identify and classify	

		Use his / her observations and ideas to suggest answers to questions Gather and record data to help answer questions
--	--	---