

English

See the tracking documents for both Year 1 & Year 2

Art & Design

Experiment in a variety of malleable media such as clay, papier-mâché, salt dough, Modroc./Shape and model materials for a purpose (e.g., a pot, tile) from observation and imagination/Manipulate malleable materials using a variety of techniques including rolling, pinching, cutting, and kneading/Impress and apply simple decoration techniques, including painting/Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.

Heart Smart/RSE/PSHE

Children learn that too much selfie isn't healthy!
Children learn to be more aware of their surroundings and the people around them
Children learn to look for opportunities to do something kind for others
Children learn about the people that work in their community
Children consider ways that they are all different and similar
Heart Smart on the playground, Heart Smart online
Children learn that the rules we follow online to keep safe are similar to the rules we follow in real life
Reflection
Children reflect on how they show love for others

Maths

Year 1 - Count in and across 100 from any number, Count, read and write numbers to 100 in numerals, Read and write mathematical symbols: +, - and =, Identify "one more" and "one less", Use number bonds and subtraction facts within 20, Add and subtract 1-digit and 2-digit numbers to 20, including zero, Tell the time to the half-hour, including drawing clocks
Year 2 - Use place value and number facts to solve problems; recall and use addition and subtraction facts to 20 fluently, and derive and use related facts to 100, Add and subtract numbers using concrete objects, pictorial representations, and mentally, Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems, Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers, Calculate mathematical statements for multiplication and division within the multiplication tables, Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times

History

Demonstrate knowledge and understanding of events beyond living memory through simple recording, using texts and drawings
Describe how people, places and events have changed over time
Start to use stories or accounts to distinguish between fact and fiction

Music

Join in with singing
Respond to musical indications about when to play or sing
Respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse
Perform with others
Sing/ clap a pulse increasing or decreasing in tempo
Recognise repeated patterns
Follow instructions about when to play or sing

Castles
Where do Fairy Tale Characters Appear?
Spring 1 2022

Learning Objectives

D & T

Make models, templates, and mock ups of ideas on card, paper or using ICT (when relevant)
Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make next time
Start to evaluate their product through discussion, comparisons, and simple written responses as to how well it works in relation to the purpose/design criteria
Build structures, exploring how they can be made stronger, stiffer, and more stable.
Talk about and start to understand the simple working characteristics of materials and components
Explore and create products using mechanisms, such as levers, sliders, and wheels

Geography

Express own views about a place, people, environment
Consider geographical questions –Where is this place? What is it like? How has it changed?
Consider geographical questions e.g., what is it like to live in this place?
Explain what facilities a town or village might need.
Use basic geological vocabulary to refer to physical and human features
Collect data during fieldwork such as the number of trees/houses
Use plan view or aerial photos to recognise landmarks and to describe geographically the human and physical features

Science Year 1

Observe changes across the four seasons, Observe and describe weather associated with the seasons and how day length varies, Say what I am looking for and what I am measuring, Use simple measurements and equipment with support, Begin to observe closely, using simple equipment, Use simple observations and ideas to suggest answers to questions, Perform simple tests with support, Begin to discuss my ideas about how to find things out, Begin to say what happened in my investigation., Begin to talk about what they have found out and how they found it out, Begin to say what happened in my investigation, Begin to say whether I was surprised at the results or not
Year 2 - Ask questions about the world around us, Recognise that they can be answered in different ways, Observe closely, using simple equipment, Use observations and ideas to suggest answers to questions, Observe changes over time and, with guidance, begin to notice patterns and relationships, Say what I am looking for and what I am measuring, Know how to use simple equipment safely, Use simple measurements and equipment with increasing independence (e.g. hand lenses and egg timers), Perform simple tests, Discuss my ideas about how to find things out, Say what happened in my investigation, Gather and record data to help in answering questions, Record simple data, Record and communicate their findings in a range of ways, Can show my results in a table that my teacher has provided, Identify and classify, Observe and identify, compare and describe, Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, Use simple secondary sources to find answers, Can find information to help me from books and computers with help, Talk about what they have found out and how they found it out, Say what happened in my investigation, Say whether I was surprised at the results or not, Say what I would change about my investigation, Use simple scientific language and some science words

RE

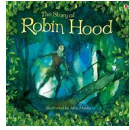
Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. (K2)
Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. (K2)
Recognise that Jesus gives instructions to people about how to behave. (K2)
Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. (S2)
Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). (S2)
Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas. (E2)

PE

See separate tracking document

Computing - Year 1 - Be aware of the main risk associated with the internet Recognise that they should not share certain types of personal information online Have a clear understanding of what to do if they have concerns about inappropriate behaviour online Identify devices that can be used to search the internet Understand rules around e-safety Make decisions about whether or not statements found on the internet are true or not Identify what things count as personal information Identify when inappropriate content is accessed and know how to act appropriately Consider other people's feelings on the internet
Year 2
Develop sensitivity to others online, treating them with respect and showing respect for their privacy Know how to report a worry and talk to teachers or parents about any concerns they have Identify devices that can be used to search the internet Identify obviously fake information in a variety of contexts Identify personal information that should be kept private Understand rules around e-safety Identify when inappropriate content is accessed Recognise that a variety of devices can be used to connect to a number of people Consider other people's feelings on the internet

English



Jack and the Beanstalk – Debate/opinions

Rapunzel - Retelling

Small Knight and George and the Royal Chocolate Cake – Letter to King Wildred, invitations

The story of Robin Hood – Robin Hood descriptions

The Adventures of Robin Hood – Newspaper article

The Knight who said No! – Homophones, newspaper article

Rumplestiltskin – character descriptions, retelling

Maths

Year 1 – Addition & Subtraction

Place Value up to 50

Year 2 – Addition & Subtraction

Multiplication & Division

Both – Telling the time to the hour & half hour

History

Find out about life and jobs in a medieval castle.

Interview each other for an imaginary job in a medieval castle.

Learn about the main methods of attacking and defending a motte and bailey castle.

Music

KS1 – Use BBC Teach to learn songs based on Jack and the Beanstalk

What shall we do?

Jack went to market

And the beanstalk grew

And he went higher!

Fe-Fi-Fo-Fum!

I am the golden hen

We're rich!



Art & Design

Plasticine/Fimo Models (Sculpture)

Learn different techniques to shape the plasticine – roll, press, pinch.

Practice using different tools with the plasticine.

Make a Robin Hood using the plasticine



Castles

Where do Fairy Tale Characters Appear?

Spring 1 2022

D & T

Castle with a drawstring bridge

Explore different components of a drawstring bridge

What mechanism could we make?

Practice making moving parts

Select materials and design your bridge

Make and evaluate your successes and failures.



Geography

Castle Architecture and Countryside

Find out about different types of castles using a castle timeline, photographs and videos; create castle models including key features

Devise a simple map and construct a basic symbol key to protect your motte and bailey castle from attack

Respond to a letter from the Duke of Normandy asking class to build a new castle. Use atlases to identify countries, capital cities and seas. Draw a simple map and indicate where the best location for the new castle might be.

Heartsmart/RSE

Too much selfie isn't healthy!

Spot the difference

Secret kindness agents

Everyday heroes

We all fit together

Heart Smart on the playground, Heart Smart online

Reflection

Science

Year 1

Mending a torn umbrella, consider and select the material and predict its outcome.

Use a selection of materials and test the water resistance of the materials

Ice observation – record the changes and understand what happens to the particles in ice when it melts

Frozen, devise an investigation to free the frozen figures.

Puddle observation – make our own puddles and observe what happens to them

Year 2

Investigate which type of paper is most absorbent

Decide how to test an idea and make it a fair test

Identify patterns in results and use them to draw conclusions

Explain results in terms of scientific knowledge & understanding

Investigate which type of paper is the strongest

Experiment Write-Up

Experiment name:

Equipment:

RE

Gospel – What is the Good News Jesus Brings?

Christians believe Jesus brings good news for all people.

For Christians, this good news includes being loved by God, and being forgiven for bad things.

Christians believe Jesus is a friend to the poor and friendless

Christians believe Jesus' teachings make people think hard about how to live and show them the right way.

PE

Dance with BG

Football with Josh

Computing

Year 1 – Online Safety (Digital Literacy) Safe logins/My work area/Purple Mash topics and tools **Lego Builders (Computer Science)** Following instructions/Following & creating simple instructions on the computer/Following a recipe

Year 2 – Online Safety (Digital Literacy) Searching & sharing/Email using 2Respond/Digital footprint **Questioning (Information Technology)** Using & creating pictograms/Asking yes/no questions/Binary trees/Using 2Question (A computer-based binary tree program)/Using 2Investigate (A non-binary database)