

English

See separate tracking documents

Maths – Year 1 - Count to 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", Measure and begin to record length, mass, volume and time

Year 2 - 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, Interpret and construct simple pictograms, tally charts, block diagrams and simple tables

History- Begin to identify different ways to represent the past (e.g., photos, stories, adults talking about the past), Demonstrate knowledge and understanding of events beyond living memory through simple recording, using texts and drawings, Answer questions using an artefact/photograph provided, including an event beyond living memory, Explain that there are different types of evidence and sources that can be used to help represent the past, Start to compare two versions of a past event, Start to use stories or accounts to distinguish between fact and fiction, Offer a plausible explanation about what an object was used for in the past, Observe or handle a source/artefact – ask why, what, who, how, where to ask questions and find answers, Discuss, ask, and answer questions about old and new objects, Describe memories of key events in lives and order chronologically on a mini timeline, Sequence pictures from different periods, Describe how people, places and events have changed over time, Describe significant individuals from the past

Music

Respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse, To sing and follow the melody (tune), Sing accurately at a given pitch, Make different sounds with their voice, Make different sounds with instruments, Identify changes in sounds, Change the sound, Repeat (short rhythmic and melodic) patterns, Make a sequence of sounds, Show sounds by using pictures, Order sounds to create a beginning, middle and end, Create music in response to different starting points, Choose sounds which create an effect, Use symbols to represent sounds, Make connections between notations and musical sounds, Choose sounds to represent different things, Recognise repeated patterns. Follow instructions about when to play or sing

Victorians

What was it like to live in Victorian times?

Spring 2 2022

Learning Objectives

Art & Design

Explore printing simple pictures with a range of hard and soft materials e.g., corks, fruit, sponges.

Use equipment and media correctly and be able to produce a clean printed image.

Demonstrate a range of techniques, e.g., rolling, pressing, stamping, and rubbing

Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.

RE

Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible. (K2)

Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). (K2)

Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship. (S2)

Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas. (E2-3)

Design & Technology

Design products that have a purpose and are aimed at an intended user

Work in a range of relevant contexts

Select from a range of materials, textiles, components, and tools appropriate for completing their projects

Begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations

Use basic sewing techniques

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
When looking at existing products explain what they like and dislike about the products and why.

Geography

Consider geographical questions –Where is this place? What is it like? How has it changed?, Identify similarities and differences between the local environment and one other place, Consider geographical questions e.g., what is it like to live in this place?, Recognise how places have become the way they are e.g., shops, Use basic geological vocabulary to refer to physical and human features, Describe in simple terms how wind or water has affected the Geography of an area, Use maps, pictures, and stories to find out about different places, Collect data during fieldwork such as the number of trees/houses, Recognise simple human and physical features on an aerial photograph or simple map, showing an awareness that objects look different from above, Use plan view or aerial photos to recognise landmarks and to describe geographically the human and physical features.

PE

See separate tracking document

Heartsmart/RSE

Children learn about the importance of forgiveness

Children learn about saying sorry and offering forgiveness between friends

Children consider how resentment and forgiveness makes them feel

Children learn to reflect on the helpful ways to deal with hurt

Children learn different ways to handle hurt or disappointment

Children learn the consequences of teasing and bullying

Children reflect on the ways they can erase negative emotion

Science- Year 1 - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, Identify and describe the basic structure of a variety of common flowering plants, including trees, Identify and classify with some support, Begin to observe and identify, compare and describe, Begin to use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, 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 - Observe and describe how seeds and bulbs grow into mature plants, Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy, 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

Computing

Operate a range of hardware including: cameras, video cameras, sound recording devices, tablets, keyboard, mouse etc, Perform basic operations on a digital device (this includes PC's, tablets, cameras, robots etc.) e.g. switch on/off, log on/off, open/close programmes and apps, enter text etc, Perform basic operations in a range of programmes/apps Create digital content, using a range of devices, including: word-processing, presentation software, paint packages, digital images and videos, computer programmes, online content (blog posts, social network updates, forum contributions and wiki entries) etc.

Edit content in a range of programmes/apps e.g. format text, insert images, add transitions in presentation software, edit photographs, use different tools in paint packages, send and open emails etc.

Combine digital content from multiple sources



English



Write an information fact file about life in Victorian times.
 Create a poster about being at a school in Victorian times.
 Write a diary entry about a day in the life of a Victorian child.



Maths

Year 1 – Place Value within 50
 Length & Height

Year 2 – Multiplication & Division
 Statistics

History

Workhouse, toys, Florence

Nightingale

Victorian toys compared to our toys

What was the workhouse?
 (local history)

What is a wash house?

Who was Florence Nightingale and what did she do?

Music

Pitch and Tempo – Superheroes

High fliers- Introduce the concept of pitch. Recognise low and high sounds in a superhero theme tune

Pitch patterns – Use understanding of pitch to create a simple superhero theme tune using a low note and a high note
 Faster than a speeding bullet – Develop superhero theme tunes by adding tempo changes to make them sound more exciting

Superhero theme tune – consider the features of superhero theme tunes then create own superhero compositions in groups

Final performance – perform theme tune compositions, feedback to peers commenting on pitch and tempo in the pieces

Also listen to music from the Victorian period

Victorians

What was it like to live in Victorian times?

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Art & Design

Monoprints (Printing)

Look at Victorian profile silhouettes or ornate frames.

Search online for an ornate picture frame

Take photos of children's side profile.

Print frame and side profile onto paper using carbon paper.

Use charcoal to shade and tone the frame and silhouette



Design & Technology

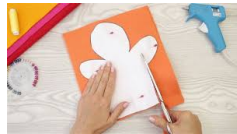
Puppets

Joining fabrics

Design your puppet

Making and joining your puppet

Decorate your puppet



Geography

What was Southwell like in Victorian times?

Look at some old photos of Southwell's high street and compare it with how the high street looks today

Find the key feature of Southwell on an aerial map from Victorian times. Are any landmarks the same, what has changed
 Take a walk around Southwell and think about what has changed and why it might have changed. Think about the buildings, roads, parks etc.

RE

Salvation – Why does Easter matter to Christians?

Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross

Christians believe Jesus builds a bridge between God and humans

Christians believe Jesus rose again, giving people hope of a new life.



Heartsmart/RSE

Don't hold on to what's wrong!

That's what friends are for

Balloon spoons

Don't let the ouch out!

Traffic lights

Crumpled hearts

Reflection



Science – Plants

Year 1 -_Planting beans, identify and describe the basic structure of flowering plants_ Identify and name a variety of wild plants, Identify and name a variety of common garden plants, Identify and name a variety of common and wild trees, including deciduous and evergreen trees, Classify leaves as deciduous or evergreen, Make and label the structures of common flowering plants and trees, Observe the growth of our bean plants and use observations and ideas to answer questions about what plants need to grow

Year 2 -_Understand how plants with seeds grow and reproduce_ understand the conditions that seeds require in order to germinate, be aware of the different methods by which plants disperse their seeds, understand the life cycle of a plant, Investigate: Does **sunlight** affect how well seeds develop into plants, Decide how to test an idea, explaining how to make a simple test fair, Identify patterns in results and use these to draw conclusions, Explain results in terms of their scientific knowledge and understanding, Investigation: Does **water** affect how well seeds develop into plants? Investigation: Does **temperature** affect how well seeds develop into plants? Observe similar plants at various stages of growth, Carry out fieldwork

Computing

Year 1 – Animated Stories (Information Technology)

Drawing & creating

Animation

Sounds & more!

Making a story

Copy & paste

Year 2 – Creating Pictures (Information Technology)

Introduction & impressionism

Pointillist art

Piet Mondrian

William Morris & pattern

Surrealism and eCollage