

English

See separate tracking document

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", 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

Answer questions using an artefact/photograph provided, including an event beyond living memory, Start to use stories or accounts to distinguish between fact and fiction, Observe or handle a source/artefact – ask why, what, who, how, where to ask questions and find answers, Sequence a collection of artefacts, pictures, and events from a period in history studied, Describe how people, places and events have changed over time, Describe significant individuals from the past, Recount the life of someone famous from Britain who lived in the past using different resources to help them, Understand that there are reasons why people in the past acted as they did, Know and recount episodes from stories and significant events in history, Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now' to describe the passing of time in their historical learning

Music

Use instruments to perform a simple piece
Perform with others
Make different sounds with instruments
Identify changes in sounds
Change the sound
Repeat (short rhythmic and melodic) patterns
Make a sequence of sounds
Order sounds to create a beginning, middle and end
Choose sounds which create an effect
Use symbols to represent sounds
Make connections between notations and musical sounds

Art & Design

Respond positively to ideas and starting points
Explore ideas and collect information.
Describe differences and similarities and make links to their own work
Try different materials and methods to improve.
Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Explain how a piece of art makes them feel – link to emotions.

Activists

Spring 1 2023

Learning Objectives

Design & Technology

Design products that have a purpose and are aimed at an intended user, Explain how their products will look and work through talking and simple annotated drawings, Make models, templates, and mockups of ideas on card, paper or using ICT (when relevant), Understand how to identify a target group for what they intend to design and make based on a design criterion, Work in a range of relevant contexts, for example imaginary, story-based, home, school, and the wider environment, Select from a range of materials, textiles, components, and tools appropriate for completing their projects, Learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures, With help measure, mark out, cut and shape a range of materials, Begin to assemble, join, and combine materials and components together using a variety of temporary methods e.g., glues or masking tape, Begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decoration, Evaluate their work against their design criteria, Talk about their ideas with confidence

Geography

Express own views about a place, people, environment, 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? Express own views and preferences about a place, people, environment, location and give detailed reasons, Compare and describe an area of the UK to a place outside Europe using geographical words, Compare the UK with contrasting country in the world, Use basic geological vocabulary to refer to physical and human features, Name the four seasons and describe typical weather conditions for each, Identify hot and cold areas in the world and begin to understand climate in simple terms, 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, Answer simple questions regarding straight forward geographical patterns e.g., what are the busiest times at the park?

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)

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

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

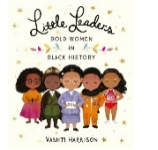
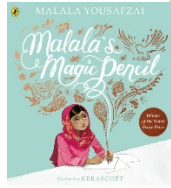
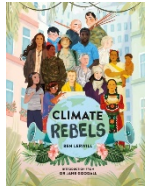
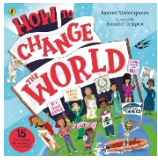
PE

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



Art & Design

Activist Art

Talk about what activist art is (it is not something that points to a thing, it is the thing)

Show child friendly examples of activist art

(planet earth with a happy & sad side)

Thank about the current issues going on in the world at this time

Create a piece of activist art related to the current issue.



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



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

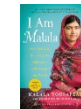
Rosa Parks and Malala Yousafzai

Listen to the story of Rosa Parks and sympathise with her situation – was she just tired or tired of unfairness?

Create a poster about her history and detailing her courageous act

Learn about Malala Yousafzai – produce freeze frames capturing her courageous act.

Invite individuals to be directors and evaluate the dramas produced



Activists

Spring 1 2023

Music

Orchestral instruments (Western Stories)

The Three Bears – introduce instruments in an orchestra, try to identify instruments within a piece of orchestral music based on the story of Goldilocks and the Three Bears

The Snow Queen – focus on the story and analyse how music can convey different moods or aspects of the narrative
Red Riding Hood – use understanding of timbre, tempo and dynamics to tell the story

Jack and the Beanstalk – Work in groups to plan how to tell the story through music, using understanding of dynamics, timbre and tempo

Super storytellers – perform musical versions of Jack and the Beanstalk

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.

Design & Technology

Life cycle of a can

Look at the life cycle of a can, it is a cycle as the can, can be recycled and/or reused

Draw up a design to give the can a new purpose (pencil pot, bug hotel, plant pot, lantern etc)

Write up a plan and equipment list
Make your product and use it for its intended purpose



Geography

Conservation and the Jungle

Locate jungles around the world and begin to describe them

Identify features and weather of Indian tropical seasonal forests

Identify locations of mangroves and describe their features and weather

Identify locations of cloud forests

Compare British woodland to a tropical forest



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

Equipment name:	
Equipment:	

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)