

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", 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
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 memories of key events in lives and order chronologically on a mini timeline
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

Music
Use their voice to speak/sing chant
Join in with singing
Make a range of sounds with their voice
Repeat short rhythmic and melodic patterns
Say if they like or dislike a piece of music
Identify and distinguish environmental sounds

Art & Design
Experiment with paint media using a range of tools, e.g., different brush sizes, hands, feet, rollers, and pads
Begin to control the types of marks made in a range of painting techniques e.g., layering, mixing media, and adding texture
Talk about the work of artists and the techniques they had used, expressing their likes and dislikes
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

Farm

Spring 2 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
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
When looking at existing products explain what they like and dislike about the products and why
Talk about and start to understand the simple working characteristics of materials and components

Geography
Consider geographical questions –Where is this place? What is it like? How has it changed?
Suggest ways of improving the local environment
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?
Explain what facilities a town or village might need
Recognise how places have become the way they are e.g., shops
Use basic geographical vocabulary to refer to physical and human features
Answer simple questions regarding straight forward geographical patterns e.g., what are the busiest times at the park?
Describe in simple terms how wind or water has affected the geography of an area
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

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)

PE
See separate tracking document

Heartsmart/RSE

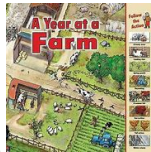
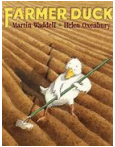
Children learn about the importance of forgiveness
Children learn about saying sorry and offering forgiveness between friends
Children consider how resentment and forgiveness makes them feel
Children learn to reflect on the helpful ways to deal with hurt
Children learn different ways to handle hurt or 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



Maths

Year 1 – Place Value within 50
Length & Height

Year 2 – Multiplication &
Division
Statistics

Fruit	Children who liked this fruit (Dolly)	Children who liked this fruit (Benjamin)
Apples		4
Bananas		5
Strawberries		9
Grapes		4
Oranges		3

History

The life of Dolly

Learn about the life of Dolly and how she was made
Understand why Dolly was so important
Understand why Dolly is now in a museum and why museums are important for preserving history



Music Musical Me

Once a man fell in a well – learn to sing the song and use untuned percussion instruments to play the pulse and imitate specific words from the song before performing as a class
Dynamics and timbre – understand that all instruments have their own unique timbre and that composers use this and dynamics to show different emotions in their music.
Experiment by singing the song in different ways
Melody – learn that letter notation is used to record the names of the notes and the order in which they are to be played; use this understanding to play a song using tuned percussion instruments and practice performing in time as a class
My own melody – create a melody, first making up music and then writing it down using letter-name notation
Group composition – work in groups to compose a piece of music that uses dynamics and timbre to reflect an emotion.
Choose and play instruments, make decisions about the structure and sound of the piece before rehearsing and performing

Art & Design

The Swan in Monet's Garden

Use Claude Monet's art as a starting point for practical work

Learn about and use visual elements including colour and shape

Identify colours and some techniques used by Claude Monet

Use imagination and real-life observations to develop art work

Explore and express their ideas and feelings about the music 'The Swan' by Saint-Saëns.



Farm

Spring 2 2023

Design & Technology

Design a farmyard

Visit a farmyard

Write up the positives about the farm and any improvements you think the park could use

Design a farmyard including your improvements, thinking about the materials you would use.



Geography

Town and Country

Name features of a town and the country

Describe some differences between a town and the countryside

Learn key words about countryside features and what they mean

Explain some pros and cons of living in a town or the countryside



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.



PE

Dance with BG

Tennis with Josh

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