

## 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 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 Communicate about things from the past through drawing drama, role play, writing (e.g., reports, labelling, simple recount) and ICT Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now' to describe the passing of time in their historical learning Use historical vocabulary to retell simple stories about the past

## Music

Perform a steady rhythm to a pulse Repeat (short rhythmic and melodic) patterns Make connections between notations and musical sounds

## Art & Design

Investigate textures and produce an expanding range of patterns, such as through weaving Use dyeing techniques to alter a textile's colour and pattern Decorate textiles with glue or stitching to add colour and detail

Classic Fairy Tales

Spring 2 2024

Learning Objectives

## 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

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 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 Begin to evaluate their products as they are developed, identifying strengths and possible changes they might 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

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 e.g., consider what they might wear if they lived in a very hot or a very cold country. Consider geographical questions Use simple field sketches use a camera.

## PE

See separate tracking document

## Heartsmart/RSE

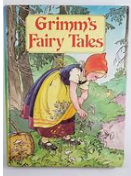
Children learn about the importance of forgiveness  
Children learn about saying sorry and offering forgiveness between friends  
Children consider how resentment and forgiveness makes them feel  
Children learn to reflect on the helpful ways to deal with hurt  
Children learn different ways to handle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



Snow White & The Seven Dwarfs  
Beauty & The Beast

## Maths

**Year 1** – Place Value within 50  
Length & Height

**Year 2** – Multiplication &  
Division  
Statistics

## History

### Origins of Fairy Tales

Where did fairy tales come from and why do we have fairy tales?

Create a timeline of fairy tales

Understand why they are called classics and explore how the stories have changed over time.

## Music

### Myths & Legends

Rhythm and structure – create rhythms and put them into an order or structure to tell the story of St George and the Dragon

Structured graphic score – listen to a piece of music about the legend of King Arthur, identify the structure of the piece  
Layered graphic score – identify different layers within a piece of music based on the myth of Orpheus and Euridice, show these layers on a graphic score

Compose with structure – work in groups to compose a piece of music with a given structure, create a written score for the piece

Rehearse and perform – rehearse and perform compositions, perform as a group to follow graphic scores accurately

## Art & Design

### Fabricate

Paper weaving to make a paper placemat or backdrop for a CFT story

Add decorations in the form of characters and settings

Design a batik coaster based on your favourite CFT

Create your Batik coaster and when dry dye your material.

## Classic Fairy Tales

Spring 2 2024

## Design & Technology

### Moving Picture

Explore moving picture books, what makes a good one?

Are there any strengths or weaknesses in moving picture books

Practice making a slider by cutting a slit in the paper and using a lolly stick to make your character move

Have a go at making a lever to make your character move in your picture book (this is slightly harder than the slider)

Practice making a wheel mechanism for your picture to change the image on your moving picture book

Design your picture book and label what mechanisms you are going to use

Construct and evaluate your final product

## Geography

### Four Seasons

Find out about the 4 seasons of the year,

understand that each season last 3 months

Explore spring – what effect the weather has on the birth of baby animals due to warmer longer days and the growth of new flowers

Recap what summer is like and consider what activities are associated with summer and what we wear

What happens in autumn, the changes in weather and plants begin to die

What happens in winter, consider how shorter days and colder weather affects human activities and some animals hibernate.

## 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