

## 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", 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

Begin to describe similarities and differences in artefacts and pictures from the past and present of artefacts, pictures, and events from a period in history studied and begin to recall dates of important festivals or celebration, 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 Describe memories of key events in lives and order chronologically on a mini timeline, Sequence pictures from different period, 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

## Music

Use their voice to speak/sing/chant  
Join in with singing  
To sing and follow the melody (tune)  
Sing accurately at a given pitch  
Perform with others  
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

## Art & Design

Describe differences and similarities and make links to their own work  
Try different materials and methods to improve  
Experiment with drawing with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk

London

Spring 1 2024

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 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

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 geological 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

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

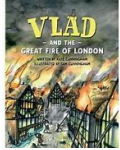
## PE

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



## 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

### The Great Fire

Find out about the way in which London has changed from 1666 to present day  
Learn about what it was like to live in the 17<sup>th</sup> century and how it is different and similar to present day

Learn about how the Great fire started and spread across London, create a timeline of events

Understand how we know about the Great Fire from artifacts and discuss how London's changed and was rebuilt after the fire  
Create a new report showing what you have learnt about the Great Fire of London

## Music

On this Island British songs & sounds  
British seaside sounds – learn to sing a traditional British folk song and create a seaside soundscape using voices, bodies and instruments  
Countryside sounds – sing Lavender's Blue and consider what they might see and hear in the British countryside.  
Perform a countryside soundscape  
Sounds of the city – sing London Bridge is falling down and try to recreate the sounds we might hear in the city using a city image as inspiration  
Structured soundscape – work in groups, choose a setting (countryside, seaside, city) and compose a piece of music  
Journey through Britain – combine learning to compose a piece of music that takes them on a journey through Britain, from the seaside to the countryside to the city

## Art & Design

### London's burning silhouette (pastel)

Practice blending gradients using soft pastels from light to dark  
Observe an open flame, what colours are where? Explain the closer to the source of the fire the hotter and brighter the colour  
Use soft pastels to create an observation piece of a flame  
Use a stencil to draw around and cut out to make a London skyline  
Put your London skyline on black card, then use soft pastels to create flames then remove the stencil.

London

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## Design & Technology

### Paper toys

Develop cutting skills using a variety of scissors, to make straight, zig-zag and wavy lines as well as shapes  
Look at a selection of different paper toys and discuss how they work and how they can be made. Create challenge card for the child to make a paper toy  
Design and make a paper toy illusion.



## Geography

### London

Locate and describe where London is located on a map and name the capital city of England  
Compare similarities and differences of London to Southwell thinking about human and physical features  
Explain what London is like using key words  
Name, identify and describe some of London's key landmarks  
Use a compass points and directional language to navigate between London landmarks on a map  
Explore the seasonal weather patterns in London  
Plan a trip to London using all the have learnt

## 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

## 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

## 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)