

Near and Far

SPRING 1&2

CLASS 2

Years 1/2

<p style="text-align: center;">M A T H E M A T I C S</p>	<p><u>Year 1 Mathematics (White Rose Maths)</u> PLACE VALUE (WITHIN 20) ADDITION AND SUBTRACTION (WITHIN 20) PLACE VALUE (WITHIN 50) LENGTH AND HEIGHT MASS AND VOLUME</p> <p><u>Year 2 Mathematics (White Rose Maths)</u> MONEY MULTIPLICATION AND DIVISION LENGTH AND HEIGHT MASS, CAPACITY AND TEMPERATURE</p> <p><u>Year 1 Mastering Number</u> Year 1 weeks 13-25</p> <p><u>Year 2 Mastering Number</u> Year 2 weeks 13-25</p>
<p style="text-align: center;">L I T E R A C Y</p>	<p><u>Fiction Key Texts</u> BEATRIX POTTER STORIES LOST AND FOUND</p> <p><u>Non-Fiction</u> INSTRUCTIONS – A CLOUDY LESSON (LITERACY SHED+ FILM UNIT) AND/OR ELEPHANT NEWSPAPER REPORTS-PETER RABBIT (BEATRIX POTTER)</p> <p><u>Poetry</u> <i>Using the senses -Literacy Shed + Winter's Child</i></p>
<p>Spellings</p>	<p>SPELLINGS LINK TO LITTLE WANDLES PHONICS SCHEME</p>
<p>Phonics</p>	<p>LITTLE WANDLE PHONICS SCHEME</p>
<p>Reading practice</p>	<p><i>Rotation activities Monday to Thursday, two Reading practice groups, word Work including common exception, high frequency, tricky words, dictionary work and free reading Friday Buddy reading.</i></p>
<p style="text-align: center;">S C I E N C E</p>	<p><u>Spring 1 - Seasonal changes and weather.</u></p> <ul style="list-style-type: none"> • <i>observe changes across the 4 seasons</i> • <i>observe and describe weather associated with the seasons and how day length varies</i>

	<p><u>Spring 1 UNDERSTAND MOVEMENT, FORCES AND MAGNETS</u></p> <ul style="list-style-type: none"> • Notice and describe how things move, using simple comparisons such as faster and slower. • Compare how different things move. <p><u>SPRING 2 – INVESTIGATE LIVING THINGS</u></p> <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, that are dead and that have never been alive. • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro-habitats. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
RE	<p><u>Cumbria Agreed Syllabus for RE</u></p> <p><u>Spring 1 – What do stories of the bible teach us about Jesus?</u></p> <p><u>Spring 2 -How do Christians celebrate Easter?</u></p>
PSHE	<p><u>CONRAM Life Education SCARF Scheme (Year 1)</u></p> <p><u>SPRING 1 – Keeping Safe</u> <u>SPRING 2 -Rights and Respect</u></p> <p><i>*Both units lesson titles can be viewed within the 'PSHE policy' appendix on the website.</i></p>
Online Safety	<p><u>Project Evolve (interlinked with our P.S.H.E)</u></p> <p><u>SPRING 1 – Privacy and Security</u></p> <p><u>SPRING 2 – Copyright and Ownership & Online Reputation</u></p>
C O M P U T I N G	<p><u>Ilearn2 Computing (Year 2 Units)</u></p> <p><u>Introduce Data Handling</u></p> <p>National Curriculum Content - Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>

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Develop Programming

National Curriculum Content - Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Programming with Scratch Junior

National Curriculum Content - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.

Create and debug simple programs.

Use logical reasoning to predict the behaviour of simple programs.

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Near and Far

Hot and cold locations

Continents and oceans

Non-European Country compared to a small part of the UK -
The Lake District/Nairobi

INVESTIGATE PLACES

• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).

• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area

• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.

• Use aerial images and plan perspectives to recognise landmarks and basic physical features

• Name, locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.

• Name and locate the world's continents and oceans

INVESTIGATE PATTERNS

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country
- Identify seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

COMMUNICATE GEOGRAPHICALLY

- **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather
- **key human features**, including: city, town, village, factory, farm, house, office and shop.
- Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map

lives of significant local people and places – Beatrix Potter

History

BUILD AN OVERVIEW OF THE WORLD

- Describe significant people from the past
- Recognise that there are reasons why people in the past acted as they did.

INVESTIGATE AND INTERPRET THE PAST

- Observe or handle evidence to ask questions and find answers to questions about the past.
- Ask questions such as: What was it like for people? What happened? How long ago?
- Use artefacts, pictures, stories, online sources and databases to find out about the past.

	<p>UNDERSTAND CHRONOLOGY</p> <p><i>*Place events and artefacts in order on a time line.</i></p> <ul style="list-style-type: none"> <i>• Label time lines with words or phrases such as: past, present, older and newer.</i> <i>• Use dates where appropriate.</i> <p>COMMUNICATE HISTORICALLY</p> <ul style="list-style-type: none"> <i>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time</i>
<p>M U S I C</p>	<p><u>Cheranga Music Scheme</u> (Year 1)</p> <p>SPRING 1 – IN THE GROOVE SPRING 2 – ROUND AND ROUND</p>
<p>Art and Design</p>	<p>MASTER TECHNIQUES - Digital media</p> <p><i>Use a wide range of tools to create different textures, lines, tones, colours and shapes.</i></p>
<p>Design and Technology</p>	<p>MASTER PRACTICAL SKILLS -Electricals and Electronics</p> <p><i>Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).</i></p> <p>MASTER PRACTICAL SKILLS - Mechanics</p> <p><i>Create products using levers, wheels, and winding mechanisms.</i></p> <p>CUSP Mechanisms Unit Y2</p>
<p>P4C</p>	<p><i>Fortnightly on the class timetable and monthly book talk as part of 'Buddy Reading'</i></p> <p><i>Issues as they arise in class, selected texts including 'Beatrix Potter'.</i></p>
<p>P.E.</p>	<p>Spring 1</p> <p>DANCE -CAMBRIDGESHIRE SCHEME YEAR 1 WEATHER DANCE UNIT (Teacher led) and GAMES -STICK AND BALL -TRI-GOLF (GLL coach led)</p> <p>Spring 2</p> <p>Games -Tag Rugby (coach) and Tennis (Teacher led)</p>
<p>Visits</p>	<p>BEATRIX POTTER MUSEUM SPRING 2</p>

