

Heroes

SPRING 1&2

CLASS 2

Years 1/2

<p>M A T H E M A T I C S</p>	<p>Year 1 Mathematics (White Rose Maths) SHAPE PLACE VALUE WITHIN 20 ADDITION AND SUBTRACTION WITHIN 20 PLACE VALUE WITHIN 50 LENGTH AND HEIGHT</p> <p>Year 2 Mathematics (White Rose Maths) SHAPE MONEY MULTIPLICATION AND DIVISION LENGTH AND HEIGHT</p> <p>Year 1 Mastering Number Year 1 weeks 7-17</p> <p>Year 2 Mastering Number Year 2 weeks 7-17</p>
<p>L I T E R A C Y</p>	<p>READY, STEADY, WRITE Key Texts SPRING ONE UNIT 1C 'HERMELIN' BY MINI GREY (a detective story) Fiction Purpose: To narrate Non-fiction purpose: To recount (letters)</p> <p>SPRING TWO UNIT 1D 'WHERE THE WILD THINGS ARE' BY MAURICE SENDAK (a portal story) Fiction Purpose: To narrate Non-Fiction purpose: To inform (information about wild things)</p> <p>Poetry VALENTINES, EASTER, SEASONS, WEATHER AND SCHOOL RELATED POEMS READ ONCE A WEEK DURING STORY TIME.</p>
<p>Spellings</p>	<p>Y1 SPELLINGS LINK TO LITTLE WANDLES PHONICS SCHEME Y2 SPELLING SHED</p>
<p>Phonics</p>	<p>LITTLE WANDLE PHONICS SCHEME</p>
<p>Reading practice</p>	<p>Year 1 Reading Practice linked to Phonics Year 2 Guided reading</p>
<p>S C I E N C E</p>	<p><u>Spring One - Investigate Materials Year 2 (CUSP)- Uses of everyday materials</u></p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

	<p><u>Spring Two - REVISIT Seasonal changes - Physics (CUSP) Year 1 - Seasonal changes and weather</u></p> <p>*Observe the apparent movement of the Sun during the day.</p> <ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.
RE	<p><u>Cumbria Agreed Syllabus for RE</u></p> <p><u>Spring One</u></p> <p>What do stories of the bible teach us about Jesus?</p> <p><u>Spring Two</u></p> <p>What does the Easter story tell us about love and forgiveness?</p>
PSHE	<p><u>CONRAM Life Education SCARF Scheme (Year 2)</u></p> <p><u>Spring One-Keeping Safe</u> <u>Spring Two-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>ilearn E-safety unit (Year 1 and 2)</p> <p>◆ Key knowledge</p> <ol style="list-style-type: none"> 1. Understand what personal information is and why we keep personal information private. 2. Understand why websites want personal information. 3. Identify when and where to go for help when concerned. 4. Understand the dangers of sharing photos online? 5. Understand that people online are not always who they say they are. 6. Understand how to trust information online. 7. Learn to use the Internet responsibly. 8. Understand why we should be respectful.
C O M P U T I N G	<p><u>Ilearn2 Computing (Year One units)</u></p> <p><u>Spring One -Comic Creation</u></p> <p>National Curriculum Content -</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.</p>

Spring Two - Text and Images

National Curriculum Content -

Use technology purposely to create, organize, create and store, manipulate and retrieve digital content.

History

SPRING ONE - Lives of significant people - events beyond living memory - Crimean war and lives of significant people (Florence Nightingale and Mary Seacole)

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 to find out about the past.
- Identify some of the different ways the past has been represented.

Build an overview of world history

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

Understand chronology

- Place events and artefacts in order on a time line.
- Recount changes that have occurred in their own lives.
- Use dates where appropriate.

Communicate historically

- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years and centuries to describe the passing of time.
- Show an understanding of the concept of nation and a nation's history.
- Show an understanding of concepts such as civilisation and war and peace.

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SPRING TWO - Continents and oceans/seas of UK

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 continents and oceans studied.
- Name and locate the world's continents and oceans

COMMUNICATE GEOGRAPHICALLY -key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather

Art and Design

SPRING ONE Printmaking Karen Lederer Y1

Develop ideas

- Respond to ideas and starting points
- Explore ideas and collect visual information.
- Explore different methods and materials as ideas develop.

Master techniques

- Use repeating or overlapping shapes.
- Use objects to create prints (e.g. vegetables, stencil or sponges).
- Mimic print form the environment (eg wallpapers).
- Stipple, stroke, overprint, and relief printing to create pieces.

Take inspiration from the greats

- Describe the work of notable artist
- Use some ideas of artist studies to create piece

SPRING TWO Textiles and Collage Katie Vernon Y2

Develop ideas

- Respond to ideas and starting points
- Explore ideas and collect visual information.
- Explore different methods and materials as ideas develop.

Master techniques

- Use skills such as:-
weaving or plaiting to create a pattern.
- Join materials using glue and/or a stitch.
- Use a combination of materials that are cut, torn and glued.
- Sort and arrange materials.
- Mix materials to create texture.

Take inspiration from the greats

- Describe the work of notable artist
- Use some ideas of artist studies to create piece.

DT	<p>SPRING ONE <i>Materials - How can you make a waterproof hat?</i></p> <p><i>Materials Y2</i></p> <p><i>Arthur Wellesley - First Duke of Wellington (1769 - 1852)</i></p> <p>Master practical skills</p> <ul style="list-style-type: none"> • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques. • Demonstrate a range of joining techniques. <p>Design, make, evaluate and improve</p> <ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. <p>Take inspiration from design throughout history</p> <ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes of the designs. • Explore how products have been created. <p>SPRING TWO <i>Mechanics - How can you make a picture move?</i></p> <p><i>Mechanisms Unit Y1</i></p> <p><i>Thomas Malton, the elder</i></p> <p>Master practical skills</p> <ul style="list-style-type: none"> • Create products using moving parts. • Cut materials safely using tools provided. • Measure and mark to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques. • Demonstrate a range of joining techniques. <p>Design, make, evaluate and improve</p> <ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Evaluate products referring to purpose. <p>EASTER CARD LINKED TO DT</p>
	MUSIC
P.E.	<p><u>Spring One</u></p> <p>Football and multi-skills (CUFC coach led) and Dance (teacher led)</p> <p><u>Spring Two</u></p> <p>Cricket (coach led) and Games throwing and catching (teacher led)</p>