



Year 1/2 Term Spring 2			
Subject	Prior Skills/Knowledge/language	New skills	Planning
English Bloom Diary and Postcard	<p>EYFS <u>Listening and attention</u> Listen attentively in a range of situations. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p><u>Understanding</u> Follow instructions involving several ideas. Answer 'how' and 'why' questions about their experiences. Respond to stories or events.</p>	<p>KS1 <u>Speaking & Listening:</u> Listen and respond appropriately to others. Build their vocabulary. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Speculate, imagine and explore ideas. Participate in discussions, presentations, performances, role play and debates.</p> <p><u>Reading:</u> Apply phonic knowledge and skills as the route to decode words. Read common exception words.</p>	<p>Goodness in the world narrative</p> <ol style="list-style-type: none"> 1. Immersion into text and enjoy text. Predicting what the story could be about. 2. Determine purpose, audience and form. Look at phrases and sentences and establish why the author has used them and discuss how the audience would feel. 3. Analyse text and become familiar with text structures and language features. Look for tricky words in the text and find out what they mean. Use tricky words in sentences to help understand their meaning. <p>Diary inspired by text</p>

Speaking

Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

Develop their own narratives and explanations by connecting ideas or events.

Writing

Use phonic knowledge to write words in ways which match their spoken sounds.

Write some irregular common words.

Write simple sentences which can be read by themselves and others.

Reading

Read and **understand** simple sentences.

Demonstrate understanding when talking with others about what they have read.

Listen to and **discuss** a wide range of stories.

Become familiar with key stories, retelling them.

Recognising and **joining** in with predictable phrases.

Writing

Year 1

Say out loud what you are going to write.

Use finger spaces between words.

Punctuate sentences with capital letters and full stops.

Form capital letters and lower case letters correctly.

Use the conjunction 'and' to join phrases.

Use the prefix un- and understand its meaning in texts.

Add suffixes -ing, -ed, and -er correctly to words and use formed words correctly.

Use question marks and exclamation marks correctly.

Write in the present tense.

Year 2

Use phonics learnt to spell words correctly

Say out loud what you are going to write.

1. Look at examples of diaries. What is different about them? What is the same? Can you see features that are in both?
2. Look at tricky vocabulary in diaries. Use in sentences to show understanding of words.
3. Write down examples of different features.
4. Learn the purpose of diaries. Why do we have them? What do we learn from them?
5. Comprehension questions about diaries.
6. Plan a diary
7. Independent write using features of a diary.
8. Edit diaries.

Incidental write - Postcards

		<p>Punctuate sentences with capital letters, full stops and finger spaces correctly.</p> <p>Use exclamation or question marks.</p> <p>Write lower-case and capital letters correctly ensuring they are the appropriate size on the line.</p> <p>Use expanded noun phrases to describe.</p> <p>Use conjunctions and, but, so, because, to join phrases.</p> <p>Use suffixes to form nouns (-er and -ness)</p> <p>Use suffixes to form adjectives (-ful and -ness)</p> <p>Use -ly to form adverbs.</p> <p>Use contractions (can't, won't) Use the progressive form of verbs in the present and past tense to mark actions in progress.</p>	
<p>Maths</p> <p><u>Year 1</u></p> <p>Place Value (Within 50)</p> <p>Length and Height</p> <p>Mass and Capacity</p>	<p>EYFS - Numbers</p> <ul style="list-style-type: none"> Children count reliably with numbers from one to 20, place them in order and say which number is more or less than a given number. 	<p>Y1</p> <p>Place Value (within 50)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in 	<p>Y1</p> <p>Place Value (within 50)</p> <p>Count from 20 to 50 20, 30, 40 and 50. Count by making groups of tens. Groups of tens and ones. Partition into tens and ones. The number line to 50</p>

Year 2

Length and Height

Mass, capacity and temperature

- Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.
- They solve problems, including doubling, halving and sharing.

multiples of twos, fives and tens

- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words.

Length and Height

Mass and Capacity

Pupils should be taught to:

- compare, describe and solve practical problems for:

lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]

mass/weight [for example, heavy/light, heavier than, lighter than]

capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]

- measure and begin to record the following:

Estimate on a number to 50
1 more, 1 less

Length and height

Compare lengths and heights
Measure length using objects
Measure length in centimetres

Mass and capacity

Heavier and lighter
Measure mass
Compare mass
Full and empty
Compare volume
Measure capacity
Compare capacity

Y2

Length and Height

Measure in centimetres
Measure in metres
Compare lengths and heights
Order length and heights
Four operations with lengths and heights

Mass, capacity and temperature

Compare mass
Measure in grams
Measure in kilograms
Four operations with mass

		<p>lengths and heights</p> <p>capacity and volume</p> <p>Y2</p> <p>Length and Height</p> <p>Mass, capacity and temperature</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) • mass (kg/g); temperature (°C) • capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • compare and order lengths, mass, volume/capacity and record the results using >, < and = 	<p>Compare volume and capacity</p> <p>Measure in millilitres</p> <p>Measure in litres</p> <p>Four operations with volume and capacity</p> <p>Temperature</p>
<p>Science</p> <p><u>Animals Inc. Humans</u></p>	<p>EYFS - Understanding the World</p> <p>They make observations of animals and plants and explain why some things</p>	<p>KS1</p> <ul style="list-style-type: none"> • Explore/compare the differences between things that are living, dead, and 	<ol style="list-style-type: none"> 1. To find out about the offspring of a variety of different Animals. 2. To find out about the different ways in which animals Reproduce.

	<p>occur, and talk about changes.</p> <p>Y1- Animals including Humans</p> <ul style="list-style-type: none"> • Pupils should be taught to: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • Identify and name a variety of common animals that are carnivores, herbivores and omnivores • structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets 	<p>things that have never been alive</p> <ul style="list-style-type: none"> • 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 • Ask simple questions and recognise that they can be answered in different ways • Identify and classify • Use observations and ideas to suggest answers to questions • Gather and record data to help in answer questions 	<ol style="list-style-type: none"> 3. To explore how humans grow as they get older. 4. To find out what animals, including humans, need to Survive. 5. To explore the environment as a factor of survival for animals, including humans. 6. To find out how to eat a healthy, balanced diet. 7. To find out why exercise is important to keep our bodies healthy.
<p>History</p> <p><u>Florence Nightingale</u></p>	<p>EYFS -</p> <ul style="list-style-type: none"> • Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. <p>Y1 - Great Fire of London</p>	<p>KS1</p> <ul style="list-style-type: none"> • To find out who Florence Nightingale was and when she lived. • To find out why Florence Nightingale went to Scutari and what hospital conditions were like when she got there. • To find out how Florence Nightingale improved the 	<ul style="list-style-type: none"> • Children will find out who Florence Nightingale was and when she lived. They will explore traditional expectations for women at this period and how Florence rejected these in favour of becoming a nurse. They will learn facts about her life and think about their own ambitions for when they grow up. • Children will learn why Florence went to the hospital in Scutari and

- To understand where and when the Great Fire of London started.
- To understand the events of the Great Fire of London.
- To find out why the fire spread so quickly and stayed alight for so long.
- To find out about Samuel Pepys and his diary.
- To recap what we have found out about the Great Fire of London.

conditions at the Scutari hospital.

- To find out about Florence Nightingale's later life.
- To identify similarities and differences between
- medical care now and in Victorian times.
- To be able to order and summarise events in the life of Florence Nightingale.
-

what she found when she got there. They will think about what the journey was like for Florence and the 38 other nurses who went with her, as well as using pictures to explore what the conditions of the Scutari hospital were like.

- Children will explore the improvements Florence Nightingale made at the hospital in Scutari and how these changes impacted the wounded soldiers. Your class will also find out how she came to become known as 'the lady with the lamp'. They will compare what the hospital was like before and after Florence's intervention.
- Children will explore Florence's later years when she became one of Britain's most well-known and well-loved women. It looks at the work she did when she returned to England to improve nursing and the various ways in which she was recognised for this. It also compares Florence to some of your class' favourite celebrities.
- Children will identify similarities and differences between medical care now and in Victorian times. They will look at the differences

			<p>between nurses' outfits then and now as well as hospital wards, using pictures as prompts. They will also think about how treatments were different and have the opportunity to find out some first aid rules</p> <ul style="list-style-type: none"> • Children will consolidate what they have learnt about Florence Nightingale and her work. They will order the main events of her life chronologically to re-tell her story.
<p>RE</p> <p><u>Holy Week</u></p>	<p>EYFS - Understanding the World</p> <ul style="list-style-type: none"> • They know about similarities and differences between themselves and others, and among families, communities and traditions. <p>Y1 -</p> <ul style="list-style-type: none"> • be able to identify and name some of the symbols of Easter. 	<p>KS1</p> <p>I know that ...</p> <ul style="list-style-type: none"> • Holy Week is the name given to the week leading up to Easter weekend. • The events of Holy Week and Easter were all part of God's salvation plan. • Jesus and his followers experienced a wide range of emotions during Holy Week and Easter. <p>I will be able to...</p> <ul style="list-style-type: none"> • Recall the events of Holy Week and Easter. 	<p>KS1</p> <ul style="list-style-type: none"> • When is Holy Week? • Why is Holy Week important? • What happens during Holy Week? • What happens today because of what happened then? • Which part of the story do you like best? Why? • Which part of the story is the most important? Why?

	<ul style="list-style-type: none"> • be able to explain simply what the symbols of Easter mean. • be able to describe briefly how the Church celebrates Easter. • be able to describe briefly why Christian people celebrate Easter. • be able to talk about their own experiences of Easter celebrations • have considered what they think to be the most important thing about Easter. 	<ul style="list-style-type: none"> • Retell the stories of the events of Holy Week and Easter. • Ask good questions about Holy Week and Easter. • Empathise with the characters in the stories and relate the experiences of those characters to their own. 	
<p>PSHEE - Healty Me Drug and Alcohol Education</p>	<p>EYFS</p> <p>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p>	<ul style="list-style-type: none"> • I know what I need to keep my body healthy • I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed 	<ol style="list-style-type: none"> 1. Pre Assessment 2. Keeping safe: things that go into and onto bodies 3. Keeping healthy: medicines

	<ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. 	<ul style="list-style-type: none"> • I understand how medicines work in my body and how important it is to use them safely • I know about rules when using medicines and household products. • I can decide which foods to eat to give my body energy • I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy • I can make some healthy snacks and explain why they are good for my body 	<ol style="list-style-type: none"> 4. Keeping safe: medicines and household products 5. Poster about keeping safe 6. Post Assessment
PE - Dance	I can copy & explore basic actions with some control & co-ordination.	KS1 perform dances using simple movement patterns	1.Learning and practising different types of dance moves on my own.

	<p>I have begun to choose & link basic actions, and I can recognise & use space appropriately</p> <p>I can watch & discuss my own work & that of my peers</p> <p>I can safely perform teacher led warm-up & I am aware of others</p>	<p>Copy, remember, explore & repeat simple actions varying speed & levels</p> <p>Select simple actions to construct basic sequences</p> <p>Identify the difference between my performance & that of others</p> <p>Understand the need for warm up & cool down, and also what is happening to my body during exercise</p>	<p>2. Learning and practising different types of dance moves with a partner and moving at the same time.</p> <p>3. Learning and practising different types of dance moves in cannon.</p> <p>4. Performing a routine in front of others.</p>
Computing	<p>EYFS Remember rules without an adult to remind them</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and functions</p>	<p>KS1 Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Discuss why their password needs to be kept safe and private.</p> <p>Discuss the steps to take if worried about something online.</p>
Design Technology Vehicles	<p>EYFS To learn to construct with a purpose in mind.</p>	<p>Design</p>	<p>1. To learn about and evaluate different types of vehicles and how they move.</p>

	<p>Selects tools and techniques needed to shape, assemble and join materials</p> <p>To learn how to use a range of tools, e.g. scissors, hole punch, stapler, woodworking tools, rolling pins, pastry cutters.</p> <p>Learn how everyday objects work by dismantling things.</p>	<p>- design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Make</p> <p>-select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>-select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate</p> <p>- explore and evaluate a range of existing products</p> <p>-evaluate their ideas and products against design criteria</p> <p>Technical knowledge</p> <p>-build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>-explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<ol style="list-style-type: none"> 2. To design a vehicle for a specific client. 3. To construct a vehicle using a range of cutting, tearing and shaping techniques. 4. To construct a vehicle using wheels and axles. 5. Test vehicles and evaluate them considering the client. 6. Make adjustments to vehicles and improve their performance or make them stronger.
--	--	---	---

		<p>Year 1 Materials: Cut materials safely using tools provided. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). Mechanisms: Create products using wheels and axles.</p> <p>Year 2 Materials: Measure and mark out to nearest cm. Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). Mechanisms: Create products using wheels and axles.</p>	
Music Explore Sounds	EYFS - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with	KS1 How to move in time with a steady beat/pulse. To copy back simple long and short rhythms with clapping. To copy back singing simple high and low patterns.	<ol style="list-style-type: none"> 1. Listen to and respond to Days of the Week 2. Listen to and respond to Name Song 3. Sing Cuckoo. Create a basic score. 4. Listen to and respond to Upside Down. Play improvisation games. Sing and perform and create a score.

others, and - when appropriate - try to move in time with music.

To understand and demonstrate the difference between pulse, rhythm and pitch.