



**YEAR A - SPRING 2**  
**Key Stage: KS1**  
**Topic: Mayday, Mayday!**

YEAR A - SPRING 2		
English	Maths	
	Year 1	Year 2
<p><b><u>The Comet</u></b></p> <p>Children write three different scene descriptions from the view out of a window.</p> <p>Year 1 - to write correctly punctuated sentences; to use expanded noun phrases            Year 2 - to use expanded noun phrases with carefully chosen vocabulary; to use a range of prepositions</p> <p><b><u>Crazy Creature Fact Files</u></b></p> <p>Children will have Crazy Creatures to visit. They will then write fact files about the animals that they saw.</p> <p>Year 1 - To write facts about animals; to use a range of coordinating conjunction            Year 2 - To write facts about animals; to use a range of correctly punctuated sentence types; to use a range of coordinating and subordinating conjunctions</p> <p><b><u>The Tiger Who Came to Tea</u></b></p> <p>Children retell the story of The Tiger Who Came to Tea before making a change to the animal for their own story.</p> <p>Year 1 - To write a coherent narrative; to use suffixes 'ed'/'ing'/'er'/'est'; to use expanded noun phrases            Year 2 - To sequence a coherent narrative; to use a range of conjunctions; to use expanded noun phrases; to use suffixes</p> <p><b><u>Titanic Letters</u></b></p> <p>Children learn about Titanic in history. In this writing unit, they are passengers on board Titanic, writing home to their families to explain what it is like on board.</p> <p>Year 1 - To use capital letters for names and 'I'; to use a range of conjunctions; to spell common exception words correctly, to use a range of punctuation            Year 2 - To use commas in a list; to use apostrophes for contraction; to use a range of conjunctions; to use expanded noun phrases</p>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>● Recognise and find a half as two equal parts of an object, shape or quantity</li> <li>● Recognise and find a quarter as one of four equal parts of an object, shape or quantity</li> </ul> <p><b>Place value (within 50)</b></p> <ul style="list-style-type: none"> <li>● Numbers to 50</li> <li>● Counting forwards and backward to 50</li> <li>● Tens and ones</li> <li>● Find one more and one less than a number</li> <li>● Compare and order numbers using &gt;, &lt; and =</li> </ul> <p><b>Length and Height</b></p> <ul style="list-style-type: none"> <li>● Measure length</li> <li>● Measure height</li> <li>● Compare lengths and heights</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>● Name 2D shapes</li> <li>● Sort 2D shapes</li> <li>● Name 3D shapes</li> <li>● Sort 3D shapes</li> </ul>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>● Recognise, find, name and write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math>, <math>\frac{1}{3}</math> of a length, shapes, objects and quantity</li> <li>● Write simple fractions</li> <li>● Recognise equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> </ul> <p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>● Partition two digit numbers in different ways - tens and ones</li> <li>● Comparing and ordering numbers using &gt;, &lt; and =</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>● Add and subtract 2 two-digit numbers</li> <li>● Solve missing number problems</li> </ul> <p><b>Length and Height</b></p> <ul style="list-style-type: none"> <li>● Measure lengths and heights</li> <li>● Solve lengths and heights problems</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>● Name and describe properties of 2D and 3D shapes</li> <li>● Find lines of symmetry</li> <li>● Use vocabulary to describe position, direction and movement</li> </ul>

	Computing	History	Geography
Description	The children will learn the basics of how to use Google Slides and begin to learn typing skills	Children learn about the sinking of Titanic and what safety measures have been put in place since.	
NC Objectives	<ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>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.</li> <li>Recognise common uses of information technology beyond school</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be taught about significant historical events in their own locality</li> <li>Pupils should be taught about events beyond living memory that are significant nationally or globally</li> </ul>	
Substantive Knowledge	<ul style="list-style-type: none"> <li>Children will learn what Google Slides is</li> <li>Children will learn how to use the cursor to navigate</li> <li>Children will learn how to open Google Slides, create and name a new slide</li> <li>Children will learn how to type information into a Google Slides</li> <li>They will learn how to copy and paste information and images</li> </ul>	<ul style="list-style-type: none"> <li>Children will learn when Titanic set sail and the sequence of events that led to its sinking</li> <li>They will learn about the passengers on board</li> <li>They will look at the differences between the clothes and luggage that passengers took on board Titanic to that which would be taken today</li> <li>They will learn about the historical significance of Titanic sinking</li> </ul>	
Disciplinary Skills	<ul style="list-style-type: none"> <li>Understand how to navigate the Google Suite and select Google Slides</li> <li>Understand how to open multiple tabs in one window to manage information</li> <li>Understand how to use the right click function to copy and paste information from the internet</li> </ul>	<ul style="list-style-type: none"> <li>Chronology - can sequence timelines on the events of Titanic using dates and vocabulary associated with the past and intervals of time</li> <li>Characteristic features - recognise that clothing, transport and technology could be different in the past</li> <li>Continuity and Change - matching old objects to people from the past</li> <li>Cause and Consequence - give simple explanations why people on Titanic acted as they did; describe the causes and consequences of Titanic's sinking</li> <li>Historical Significance - recognise and talk about the significance of Titanic</li> <li>Historical interpretation - identifying and talking about different accounts of Titanic's sinking; talking about differences in accounts relating to Titanic from the time (primary) and from the present (secondary); describe significant historical events in their locality</li> <li>Historical Enquiry - talk about similarities and differences between historical sources about Titanic; explain events and actions; gather information from simple sources to answer questions about Titanic; explain how they have found out about the past</li> </ul>	
Vocabulary	Google Slides, right click, tabs, information	chronology, past, present, primary and secondary source	
Assessment	Can the child create a Google Slide which is named and contains copied information	End of Unit Workout <ul style="list-style-type: none"> <li>Children will recall the event of Titanic's journey</li> <li>Why was the loss of life so great on Titanic?</li> <li>What has changed as a result of this?</li> </ul>	

	Art	DT	Science
Description	Children learn about Andy Goldsworth and his natural art. They will create land art, observational drawing and natural prints.		Children will understand the key differences between types of animals. They will understand the differences between carnivores, herbivores and omnivores and understand that animals have offspring. They will identify and classify different types of animals based on their characteristics and what they eat.
NC Objectives	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination,</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>		<ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>Identify and name a variety of common animals that are carnivores, herbivores or omnivores</li> <li>Describe and compare the structure of a variety of animals</li> <li>Notice that animals, including humans, have offspring which grow into adults</li> <li>Find out about the basic needs of animals for survival</li> </ul>
Substantive Knowledge	<p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>To find out who Andy Goldsworthy is and the types of art he creates</li> <li>To find out about the elements of art used in his artwork</li> <li>To explore his artwork. What is the same/different?</li> <li>How is his art the same/ different to other artists you have learnt about?</li> </ul> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>To experiment with natural materials and create land art</li> <li>To experiment with different pencil skills to create observational drawing of nature</li> <li>To experiment with making plates to create prints of natural items</li> <li>To experiment with monoprinting and to create their own wrapping paper using printmaking of natural materials.</li> </ul>		<ul style="list-style-type: none"> <li>Children will identify and name animals from the key groups above</li> <li>They will know the difference in structure of animals</li> <li>They will understand that all animals need food but that they eat different things</li> <li>They will understand that living things have offspring and that humans have babies</li> <li>They will learn that animal offspring differ from human babies</li> <li>They will learn that all living things need the same things to survive but that these look different based on the animal or plant</li> </ul>
Disciplinary Skills	Andy Goldsworthy's land art is eventually weathered away. What do you think about that? Andy photographs it. Do you think you get the same experience?		<ul style="list-style-type: none"> <li>Children will sort and group animals into fish, amphibians, reptiles, birds and mammals and by carnivore, herbivore or omnivore</li> <li>They will use observation to compare animals based on their structure</li> </ul>
Vocabulary	land art, sculpture, environmentalist, photographer, natural materials, shape, tone, colour, line, printmaking, plates, monoprints		fish, amphibian, reptile, bird, mammal, carnivore, herbivore, omnivore, offspring, young, survival, needs
Assessment	Can children describe Andy Goldsworthy's art? Can they identify similarities/differences in his artwork and between other artwork? Can they create land art using natural materials? Can they create their own prints?		Headstart assessment on animals, including humans

	PE	Music	PSHE
Description	<p>Indoor PE - This Real PE unit focuses on seated static and dynamic balances</p> <p>Outdoor PE - Children will apply their basic movements of throwing and catching to simple games</p>	<p>Children will learn and perform 'The Storm is a-Brewing' with sound effects. They will perform a storm themed composition from graphic notation and perform a storm themed composition using narrative and verse.</p>	<p>Healthy Me - children will learn about healthy choices</p>
NC Objectives	<ul style="list-style-type: none"> <li>• Pupils should be taught to develop balance, agility and coordination</li> <li>• Pupils should be taught to participate in team games, developing simple tactics for attacking and defending</li> <li>• Pupils should be taught to master basic movement including throwing and catching</li> </ul>	<ul style="list-style-type: none"> <li>• Children should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Play tuned and united instruments musically</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>• Children will understand what healthy means and different ways to keep healthy</li> <li>• They will learn about foods that support good health</li> <li>• They will understand how physical activity help us to stay healthy</li> <li>• They will understand why sleep is important</li> <li>• Children will learn that medicines can help people to stay healthy but that they must be used safely</li> </ul>
Substantive Knowledge	<ul style="list-style-type: none"> <li>• Children will learn to perform individual, seated static balances</li> <li>• They will learn to keep their heads up, tummies tight and back straight</li> <li>• Children will learn to swing the opposite arm to leg as they walk through dynamic balances</li> <li>• Children will learn that they need to swing their arms and bend their knees in order to take off and land</li> <li>• Children will learn to throw and catch, with accuracy, using beanbags and balls</li> <li>• How to position their body to throw and receive</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to, recognise and identify a range of repetition and contrast structures, in particular verse and chorus</li> <li>• Identify and choose the way sounds are made and can be used</li> </ul>	<ul style="list-style-type: none"> <li>• Children will understand what they need to keep their bodies healthy</li> <li>• Children will be able to identify how it feels to be relaxed and how they can become relaxed</li> <li>• They will understand how medicine works in their bodies and the importance of using them safely</li> <li>• They will sort foods into the correct food groups and know which keep them healthy</li> <li>• They will be able to decide which food to eat to give them energy</li> </ul>
Disciplinary Skills	<ul style="list-style-type: none"> <li>• To understand how to make themselves less wobbly whilst balancing</li> <li>• To apply their balancing skills to more complex seated static balances such as removing their hands and feet as supports or picking a cone up from either side of their seated balance</li> <li>• To apply their knowledge of static balance to dynamic balances e.g. balancing along a line</li> <li>• Children will practise their throwing and catching skills individually and with a partner and learn how to improve accuracy</li> <li>• To apply their throwing and catching skills to play simple throwing and catching games</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and / or mood.</li> <li>• Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve</li> <li>• Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions</li> <li>• Listen and respond to Storm Interlude - Benjamin Britten</li> <li>• Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas</li> <li>• Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel</li> </ul>	<ul style="list-style-type: none"> <li>• Children will be motivated to make healthy lifestyle choice</li> <li>• They will feel positive about caring for their body and keeping it healthy</li> <li>• They will be able to explain which foods they enjoy the most as well as knowing which are the most nutritious</li> </ul>
Vocabulary	<p>balance, wobbly, strong core, left, right, receive, throw, stance, attack, defend, dodge, mark, score, opponent</p>	<p>verse and chorus, structure, timbre</p>	<p>healthy, nutritious, choices, lifestyle</p>
Assessment	<p>Indoor - Can children perform a seated static balance and stay balanced during dynamic balances?</p> <p>Outdoor - Can children apply their throwing and catching skills to games?</p>	<p>Perform 'The Storm is a-Brewing' with sound effects.</p> <p>Perform a storm themed composition from graphic notation and a composition using narrative and verse.</p>	<p>Children will be able to explain how they can make healthy choices to keep themselves healthy</p>

	Religious Education		
<b>Description</b>	<p style="text-align: center;"><b>WELCOMING</b></p> <p>The children will think about ways that they can make others feel welcome and decide how they would welcome a new member to their class</p> <p>To learn about the events of Palm Sunday when Jesus was welcomed into Jerusalem and to learn how many Christians celebrate Palm Sunday</p>		
<b>Living Difference Concept Cycle</b>	<p><b>Inquire</b></p> <ul style="list-style-type: none"> <li>To understand what it means to be welcoming to someone.</li> <li>To describe different ways to show someone that they are welcome</li> </ul> <p><b>Contextualise</b></p> <ul style="list-style-type: none"> <li>To describe the events of the first Palm Sunday when Jesus was welcomed into Jerusalem</li> <li>To describe how many Christians celebrate Palm Sunday today</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>To begin to think about why the people were pleased to welcome Jesus and why the Religious Leaders were unhappy about his popularity.</li> </ul> <p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>To creatively communicate their understanding of the events of Palm Sunday in a simple poem.</li> <li>To describe a time when I was welcomed and consider what that felt like</li> </ul> <p><b>Apply</b></p> <ul style="list-style-type: none"> <li>To consider what it feels like to not be made welcome</li> <li>To consider if there are any reasons why someone would not be welcomed</li> </ul>		
<b>Religious Traditions</b>	CHRISTIANITY		
<b>Vocabulary</b>	Welcoming, community, included, celebration, Palm Sunday,		
<b>Assessment</b>	A simple poem to describe the events of the first Palm Sunday		

