



**YEAR A - SPRING 1**  
**Key Stage: KS1**  
**Topic: How Does Your Garden Grow?**

YEAR A - SPRING 1		
English	Maths	
	Year 1	Year 2
<p><b><u>Colour Poetry - What Is Pink?</u></b></p> <p>Children write their own version of the poem 'What Is Pink?'</p> <p>Year 1 and 2 - Structure of poems; choices of vocabulary</p> <p><b><u>Hansel and Gretel</u></b></p> <p>Children learn the traditional story of Hansel and Gretel before looking at Bethan Woolvin's twist on the traditional.</p> <p>Year 1 - Join words and clauses with conjunctions; spelling common exception words correctly; use fairy tale language            Year 2 - Use coordinating and subordinating conjunctions; use expanded noun phrases; spelling common exception words correctly; use fairy tale language</p> <p><b><u>The Three Little Pigs</u></b></p> <p>Children write a scene description of each of the Three Little Pigs' houses and they write letters from Mummy Pig about the houses.</p> <p>Year 1 - to write plural nouns with 's'/'es'; write correctly punctuated questions            Year 2 - to use suffixes 'ed'/'ful'/'ly'/'ing; use apostrophes for contractions; write correctly punctuated exclamations</p> <p><b><u>The Tin Forest</u></b></p> <p>Children write a scene description of a rainforest, a tin forest and then the two combined.</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>Place value (within 20)</b></p> <ul style="list-style-type: none"> <li>● Find one more and one less than a number</li> <li>● Compare and order numbers using &gt;, &lt; and =</li> </ul> <p><b>Addition/Subtraction</b></p> <ul style="list-style-type: none"> <li>● Add by counting on</li> <li>● Add by using known number bonds</li> <li>● Add by making 10 first</li> <li>● Subtract by counting back</li> <li>● Use related facts (fact families)</li> <li>● Compare number sentences using &gt;, &lt;, =</li> </ul> <p><b>Multiplication/Division</b></p> <ul style="list-style-type: none"> <li>● Count in 2s</li> <li>● Count in 5s</li> <li>● Count in 10s</li> <li>● Use 2s, 5s and 10s to count money</li> <li>● Make equal groups</li> <li>● Total repeated equal groups</li> <li>● Make arrays to represent 'groups of'</li> <li>● Make doubles</li> </ul>	<p><b>Multiplication/Division</b></p> <ul style="list-style-type: none"> <li>● Understand 'x' and '÷' symbols</li> <li>● Solve multiplication questions using equal groups</li> <li>● Use arrays to show 'groups of'</li> <li>● 2x table and doubles</li> <li>● 5x table</li> <li>● 10x table</li> <li>● Solve division questions using sharing and grouping</li> <li>● Divide by 2</li> <li>● Divide by 5</li> <li>● Divide by 10</li> <li>● Doubling and halving</li> </ul>

	Computing	History	Geography
Description	The children will learn the basics of how to use Google Docs and begin to learn typing skills		Children learn about human and physical features and climates of different countries from around the world; Morocco, Indonesia and Australia.
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>Name and locate the world's seven continents</li> <li>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country</li> <li>Use world maps, atlases and globes to identify the countries and continents taught at this key stage</li> </ul>
Substantive Knowledge	<ul style="list-style-type: none"> <li>Children will learn what Google Docs is</li> <li>Children will learn how to use the cursor to navigate</li> <li>Children will learn how to open Google Docs, create and name a new document</li> <li>Children will learn how to type information into a Google Doc</li> <li>They will learn how to copy and paste information and images</li> </ul>		<p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>Children will be able to name and locate the seven continents on a map</li> <li>They will be able to say which continent the country they are studying is on</li> </ul> <p>Place Knowledge</p> <ul style="list-style-type: none"> <li>Children will be able to identify the human and physical features of Morocco, Indonesia, Australia</li> <li>They will be able to identify similarities and differences between the countries</li> </ul> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> <li>Children will be able to identify the location of hot areas on a map, using the Equator to help them</li> </ul> <p>Geography Skills and Fieldwork</p> <ul style="list-style-type: none"> <li>Children will use world maps and Google maps to locate the countries above.</li> <li>They will use simple compass directions to explain where the country is in relation to the UK</li> </ul>
Disciplinary Skills	<ul style="list-style-type: none"> <li>Understand how to navigate the Google Suite and select Google Docs</li> <li>Understand how to use the return key to start a new line</li> <li>Understand how to use the space bar key to add a space between words</li> <li>Understand how to use arrow keys to move the text cursor</li> <li>Understand that the 'flashing line' means I am ready to type</li> </ul>		<ul style="list-style-type: none"> <li>Understand that maps are used to locate places around the world and that they are a 2D representation of Earth</li> <li>Compare and contrast the countries that have learnt about usings maps, photographs and videos to make comparisons</li> <li>Understand how weather patterns and climate impacts on the food that can be grown in different countries</li> <li>Understand hot and cold locations in the world</li> </ul>
Vocabulary	Google Doc, cursor, keyboard, return key, space bar, copy and paste		world, Earth, continent, map, country, location, climate, river, mountain, sea, equator, polar, tropical
Assessment	Can the child create a Google Doc which is named and contains copied information		<p>End of Unit Workout</p> <ul style="list-style-type: none"> <li>Label the continents on the maps</li> <li>Identify continents that have a polar climate</li> <li>Identify countries that have a tropical climate</li> </ul>

	Art	DT	Science
Description		Children learn about health and varied diets and where their food comes from. They design and make a healthy sandwich for a child in Foundation Stage.	Children will be able to name and understand the difference between common wild and garden plants. They will know the basic structure of flowering plants. They will learn about what a seed needs to grow,
NC Objectives		<ul style="list-style-type: none"> <li>• Use the basic principles of healthy and varied diet to prepare dishes</li> <li>• Understand where food comes from</li> <li>• Design appealing products for others based on a design criteria</li> <li>• Use a range of tools (knives, cutters, graters) to cut ingredients</li> <li>• Evaluate their product against design criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>• Identify and describe the basic structure of a variety of common flowering plants, including trees</li> <li>• Observe and describe how seeds and bulbs grow into mature plants</li> <li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>
Substantive Knowledge		<ul style="list-style-type: none"> <li>• Designing - sandwiches based on the design criteria set by a younger child</li> <li>• Make - select from a range of tools to cut and shape their ingredients and sandwich</li> <li>• Evaluate - Adapt and problem solve along the journey. Find solutions to make their sandwich more appealing</li> <li>• Technical Knowledge - learn how to cut safely using the claw and bridge hold</li> </ul>	<ul style="list-style-type: none"> <li>• Children will know the difference between wild and garden plants</li> <li>• They will be able to identify and name common wild and garden plants and trees</li> <li>• They will understand the difference between deciduous and evergreen trees</li> <li>• They will be able to identify the parts of a flowering plant and tree</li> </ul>
Disciplinary Skills		<ul style="list-style-type: none"> <li>• To apply the substantive knowledge of the existing products to create their own sandwich, making thoughtful improvements for their Foundation Stage buddy.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will sort and group plants and trees</li> <li>• They will ask simple questions such as 'will the plant grow in ...'</li> <li>• They will observe the changes in their seeds as they germinate</li> <li>• They will use their observations to answer questions about where seeds will grow best</li> <li>• They will record their data in tables</li> </ul>
Vocabulary		Eatwell plate, fruit, vegetables, protein, appealing, hygiene, bridge grip, claw grip	wild, garden, flower, deciduous, evergreen, leaf, root, leaf, flower, stem, trunk, branches, fair test, variable
Assessment		Assess final product against the design criteria	Headstart assessment on plants

	PE	Music	PSHE
Description	Indoor PE - This Real PE unit focuses on standing static and dynamic balances Outdoor PE - Children will learn basic movement such as throwing and catching, whilst giving opportunities to extend their agility, balance and coordination	Children will learn and perform a vocal Forest Walk. They will learn and perform an instrumental Forest Walk and 'The Tree in the Wood'.	Dreams and Goals - children will understand what dreams and goals are and how they have to persevere to achieve them
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 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 untuned 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>Understand that everyone has different strengths</li> </ul>
Substantive Knowledge	<ul style="list-style-type: none"> <li>Children will learn to perform individual, static balances on one leg</li> <li>They will learn to keep their heads up, tummies tight and back straight</li> <li>Children will learn to keep their feet a shoulder width apart</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, use, recognise and identify getting louder and quieter</li> <li>Identify and choose the way sounds are made and can be used</li> <li>Respond to, recognise and identify a range of repetition and contrast structures including Q and A, verse and chorus, ABA</li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to identify realistic goals and think about how they can achieve them</li> <li>Know that they can keep trying (persevering) even when things are difficult</li> <li>Recognise who they work well with and who is more difficult to work with</li> <li>Understand what is needed to work well in a group</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 balancing on one leg such as standing still for longer, moving up and down on their standing leg</li> <li>To apply their knowledge of static balance to dynamic balances e.g. jumping from two feet to two feet</li> <li>Children will practise their throwing and catching skills individually and with a partner and learn how to improve accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate accuracy and control of correct technique on a range of untuned and tuned percussion instruments. Begin to play with musical intent</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 including representations of dynamics</li> <li>Listen and respond to Alpha - Vangelis</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, exploring the ideas behind the music and how they make you feel</li> </ul>	<ul style="list-style-type: none"> <li>Explain things that they have achieved and how that made them feel</li> <li>Explain their individual strengths as a learner</li> <li>Explain how working with others helps them to learn</li> <li>Work in groups to solve problems</li> <li>Understand that working as part of a successful group can feel good</li> </ul>
Vocabulary	balance, wobbly, strong core, left, right, roll, track, receive, throw, stance	tap, shake, scrape, vocalised, same, similar, different, verse and chorus, ABA, cumulative/list, rondo	strengths, persevere, group, goals, dreams
Assessment	Indoor - Can children perform a static balance? Outdoor - Can children throw and catch a beanbag or ball accurately?	Perform a vocal Forest Walk. They will learn and perform an instrumental Forest Walk and 'The Tree in the Wood'.	Children will be able to state what their goals are and how they might achieve them.

	Religious Education		
<b>Description</b>	<p style="text-align: center;"><b>CHANGE</b></p> <p>Children will describe some of the changes that happen in their own lives and the world around them  They will recognise that some changes are sudden and some are gradual  They will hear different Bible stories that show how Jesus changed the lives of people that he met</p>		
<b>Living Difference Concept Cycle</b>	<p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>To recognise ways that they have changed as they have grown and to consider how these changes make them feel</li> </ul> <p><b>Apply</b></p> <ul style="list-style-type: none"> <li>To recognise that not everyone feels the same way about change and that some changes could be considered bad</li> <li>To consider changes that they would like to see at home, school, the world</li> </ul> <p><b>Inquire</b></p> <ul style="list-style-type: none"> <li>To describe changes that happen in the world around them</li> <li>To understand that some changes take place over a long period of time and others happen more quickly</li> <li>To recognise that change is often triggered by an event</li> </ul> <p><b>Contextualise</b></p> <ul style="list-style-type: none"> <li>To describe how different characters in the Bible changed after meeting with or encountering Jesus</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>To begin to think about why the idea that Jesus changed people is important to Christians and to think</li> </ul>		
<b>Religious Traditions</b>	CHRISTIANITY		
<b>Vocabulary</b>	change, transformation, unexpected, miracle		
<b>Assessment</b>	Identifying changes that they would like to see implemented at home, at school, in the world		