



# 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> Children write their own version of the poem 'What Is Pink?'</p> <ul style="list-style-type: none"> <li>READING: Year 1 - listening to and discussing a wide range of poems. Year 2 - expressing views.</li> <li>WRITING: Year 1 - saying out loud what they are going to write about. Year 2 - planning or saying what they are going to write about.</li> </ul> <p><b><u>Hansel and Gretel</u></b> Children learn the traditional story of Hansel and Gretel before looking at Bethan Woolvin's twist on the traditional.</p> <ul style="list-style-type: none"> <li>READING: Year 1 - becoming familiar with fairy tales and considering their characteristics. Year 2 - retelling a wider range of traditional tales.</li> <li>WRITING: 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; use fairy tale language</li> </ul> <p><b><u>The Three Little Pigs</u></b> Children write a scene description of each of the Three Little Pigs' houses and they write letters from Mummy Pig about the houses.</p> <ul style="list-style-type: none"> <li>READING: Year 1 - becoming familiar with fairy tales and considering their characteristics. Year 2 - retelling a wider range of traditional tales.</li> <li>WRITING: 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</li> </ul> <p><b><u>The Tin Forest</u></b> Children write a scene description of a rainforest, a tin forest and then the two combined.</p> <ul style="list-style-type: none"> <li>READING: Year 1 - link what they read or hear to their own experiences. Year 2 - discussing and clarifying meaning of words</li> <li>WRITING: 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</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>Recognise, make and add equal groups</li> <li>Total repeated equal groups</li> <li>Make arrays to represent 'groups of'</li> <li>Make doubles</li> <li>Make equal groups - grouping</li> <li>Make equal groups - sharing</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Recognise half of an object and shape</li> <li>Find half of an object and shape</li> <li>Recognise half of a quantity</li> <li>Recognise a quarter of an object or a shape</li> <li>Find a quarter of an object or a shape</li> <li>Recognise a quarter of a quantity</li> <li>Find a quarter of a quantity</li> </ul>	<p><b>Number: Multiplication and Division</b> <i>Continued from Autumn Two</i></p> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Make tally charts</li> <li>Read and make tables</li> <li>Read and make block diagrams</li> <li>Draw pictograms</li> <li>Interpret pictograms</li> <li>Draw pictograms</li> <li>Interpret pictograms</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Make Equal Parts</li> <li>Recognise a Half</li> <li>Find a Half</li> <li>Recognise a quarter</li> <li>Find a quarter</li> <li>Recognise a third</li> <li>Find a Third</li> <li>Unit Fractions</li> <li>Non-unit fractions</li> <li>Equivalence of <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math></li> <li>Find three quarters</li> <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>Count in fractions</li> </ul>

	Computing	History	Geography
<b>Description</b>	The children will learn the basics of how to use Google Docs and begin to learn typing skills		Would you prefer to live in a hot or cold place?
<b>NC Objectives</b>	<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, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>The location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>
<b>Substantive Knowledge</b>	<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>		<ul style="list-style-type: none"> <li>Name and locate the places in which they live (road, village/town, county and country)</li> <li>Know that our school is called Hordle Primary School. On Hordle Lane.</li> <li>Find England, Scotland, Wales and Northern Ireland on a map of the UK, world map, atlas and globe.</li> <li>Know that England, Scotland, Wales and Northern Ireland make up the UK.</li> <li>Know that England, Scotland, Wales and Northern Ireland make up the UK.</li> <li>Know what human/physical features of the polar regions are.</li> <li>Locate the North and South poles on a globe.</li> </ul>
<b>Disciplinary Skills</b>	<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>Use simple compass directions ( N, S, E, W)</li> <li>Use locational language: next, near to, in front of, behind.</li> <li>Follow simple routes using compass directions/</li> <li>Draw a simple plan of the playground, including a basic key.</li> </ul>
<b>Vocabulary</b>	Google Doc, cursor, keyboard, return key, space bar, copy and paste		hot, cold, weather, climate, equator, globe, map, United Kingdom, Africa, Europe, continent, country, desert, snow, sun, rain, seasons, north, south.
<b>Assessment</b>	Can the child create a Google Doc which is named and contains copied information		End of Unit Quiz- 6 Questions based on the learning in this unit. End of Unit Questions- Would you prefer to live in a hot or cold place?

	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 and trees. 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>	<p>Wild and Garden Plants</p> <ul style="list-style-type: none"> <li>• Wild plants can grow without care - dandelion, daisy, buttercup, clover, nettle, bramble, ivy, bluebells</li> <li>• Garden plants need to be cared for - rose, tulip, sunflower, carnation, lavender</li> <li>• Trees can be either evergreen or deciduous.</li> <li>• Evergreen trees keep their green leaves all year round.</li> <li>• Deciduous trees lose their leaves every autumn.</li> </ul> <p>Plant Growth</p> <ul style="list-style-type: none"> <li>• All flowering plants make seeds (reproduction) that can grow (germinate) into new plants</li> <li>• Know that plants produce seeds that grow into new plants that are the same.</li> <li>• Plants need water, light and a suitable temperature to grow and stay healthy</li> <li>• A seed contains a miniature plant that can develop into a fully grown plant.</li> <li>• A bulb has underground vertical shoots which already has leaves</li> <li>• Seeds and bulbs need water to grow but most do not need light (germination)</li> <li>• Know that seeds and bulbs need to be buried underground in soil (to grow at their best) and that they will grow into adult plants under the right conditions (water, warmth)</li> <li>• Seeds and bulbs have food stores inside them to help the plant start to grow.</li> <li>• Structure of plants and trees can include leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem</li> <li>• Some plants die after it has produced its seed and sometimes the plant lives for many years producing seeds each year</li> </ul> <p>Plant Survival</p> <ul style="list-style-type: none"> <li>• To survive, plants need to get water, light, and avoid being eaten</li> <li>• Know that plants that are deprived of light, food (water) or the right temperature will not grow well and will die.</li> <li>• A seed produces roots to allow water to get into the plant.</li> <li>• A seed produces shoots to produce leaves to collect the sunlight.</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, flower, stem, trunk, branches, fair test, variable
Assessment		Assess final product against the design criteria	Headstart assessment on plants

	PE	Music	PSHE
Description	Indoor- Creative (Dance) Outdoor- Invasion (Netball) PPA-New and Wall (Handball)	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 master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>Pupils should participate in team games, developing simple tactics for attacking and defending</li> <li>Pupils should perform dances using simple movement patterns</li> </ul> Pillars of Progression - FMS: Locomotor Skills, Stability Skills, Manipulation Skills	<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 sequence movements together by themselves and with a partner</li> <li>They will learn how to mirror dance movements</li> <li>Children will improve their basic movements by completing a variety of short exercises</li> <li>To use simple tactics, like moving to defend a goal, will make it difficult for opponents.</li> <li>I understand some rules of the game. Know that there are attackers and defenders in games, and I can identify them.</li> <li>Know when to recognise space in games and use it to gain an advantage.</li> <li>Know when and where to run, showing good awareness of others.</li> <li>Know when to move to get in line with the ball to receive it.</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 develop simple movement patterns in dance, understanding how to link movements together and the best order to sequence movements into to allow for smooth transitions</li> <li>To practise/rehearse dance movements individually and in small groups</li> <li>To perform their dance movements to an audience of peers</li> <li>To understand how to improve fundamental movement skills</li> <li>To control the ball using basic actions.</li> <li>To move fluently, changing direction and speed –with and without a ball. – avoiding collisions.</li> <li>Know how to shoot to a target or goal.</li> <li>Know how to defend between ball and target.</li> <li>Know how to run, jump, balance, hop, leap.</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	pattern, canon, mirroring, motif, travel, standing long jump, star jump, heel kicks, ladder run, speed bounce, hopping, high knees	tap, shake, scrape, vocalised, same, similar, different, verse and chorus, ABA, cumulative/list, rondo	strengths, persevere, group, goals, dreams
Assessment	Assessed against Hordle's PE internal assessment criteria..	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><b>CHANGE</b></p> <p>Children will describe some of the changes that happen in their own lives and the world around them</p> <p>They will recognise that some changes are sudden and some are gradual</p> <p>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		