



Spring 2 YEAR B
Key Stage: KS1
Topic: Land and Water

Spring 2 Year B		
English	Maths	
	Year 1	Year 2
<p><u>Meerkat Mail</u></p> <p>Children retell the story of Sunny and where he goes to each day</p> <ul style="list-style-type: none"> READING: Year 1 - discussing word meanings, linking new meanings to those already known. Year 2 - discussing the sequence of events in books and how items of information are related. WRITING: Year 1 - to use 'un' as a prefix; to use a range of coordinating conjunctions Year 2 - to use expanded noun phrases with carefully chosen vocabulary; to use a range of coordinating and subordinating conjunctions <p><u>Animal Fact Files</u></p> <p>Children will have learnt about African animals and will write fact files about them</p> <ul style="list-style-type: none"> READING: participate in discussion about what is read to them. Year 2 - explain and discuss their understanding of books. WRITING: 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 commas in a list <p><u>Marwell Recount</u></p> <p>Children write a recount of their school trip to Marwell Zoo.</p> <ul style="list-style-type: none"> READING: Year 1 - being encouraged to link what they read or hear read to their own experiences. Year 2 - drawing on what they already know or on background information WRITING: Year 1 - to spell most common exception words correctly; to write a coherent narrative. Year 2 - to spell most common exception words correctly; to write a coherent narrative; to use commas in a list 	<p>Measure: Length and Height</p> <ul style="list-style-type: none"> Measure length using objects Measure length in centimetres Measure height Compare lengths and heights <p>Measure: Weight and Mass</p> <ul style="list-style-type: none"> Measure and compare weights (mass) Understand heavier and lighter Solve weight and mass problems <p>Measure: Capacity and Volume</p> <ul style="list-style-type: none"> Measure capacity and volume Understand full and empty Solve capacity and volume problems 	<p>Measure: Length and Height</p> <ul style="list-style-type: none"> Measure in centimetres Measure in metres Compare lengths and heights Order lengths and heights Four operations with lengths and heights <p>Measure: Mass, Capacity and Temperature</p> <ul style="list-style-type: none"> Compare mass Measure mass in grams Measure mass in kilograms Four operations with mass Compare volume and capacity Measure in millilitres Measure in litres Four operations with volume and capacity interpret scales on thermometers to measure temperature

	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 Mary Anning and her significance in our local area.	
NC Objectives	<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content 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. Recognise common uses of information technology beyond school 	<ul style="list-style-type: none"> Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements Pupils should be taught about significant historical events people and places in their own locality 	
Substantive Knowledge	<ul style="list-style-type: none"> Children will learn what Google Slides is Children will learn how to use the cursor to navigate Children will learn how to open Google Slides, create and name a new slide Children will learn how to type information into a Google Slides presentation They will learn how to copy and paste information and images 	<ul style="list-style-type: none"> Children learn about Mary Anning's life from childhood They learn about key points in her life where she made significant discoveries of fossils They learn about her being recognised for her work after her death 	
Disciplinary Skills	<ul style="list-style-type: none"> Understand how to navigate the Google Suite and select Google Slides Understand how to open multiple tabs in one window to manage information Understand how to use the right-click function to copy and paste information from the internet 	<ul style="list-style-type: none"> Chronology - uses historical vocabulary to describe something a very long time ago; sequences the story of her life verbally or by acting out key episodes or events, identifying some key dates. Characteristic features - recognise that women's roles at the time were different to those today and Mary was not a 'typical' fossil hunter. Continuity and Change - describes the fact women weren't allowed to do as many things as they can today (e.g., Mary couldn't go to the Geographical Society); recognises Mary is now celebrated more than in the past and may offer reasons why. Cause and Consequence - talks about Mary having to earn money by finding and selling fossils to support herself and her family, especially after the death of her father. Historical Significance - recognise and discuss the important role Mary Anning played in the discovery of the world before humans and that she paved the way for many others; develop an understanding of the impact of Mary Anning in our locality. Historical Interpretation - explore a historical artefact box containing fossils, archaeology tools and clothing and consider what they are and their purpose; understand that accounts from the time compared with those that were discovered later helped shape the narrative around Mary Anning's discoveries of curiosities. Historical Enquiry - explore artefacts and consider the following questions: what is it, where is it from, what is it used for, who would use it, who would wear it, where is that, what links these together? 	
Vocabulary	Google Slides, right click, tabs, information	Tier 1: discovery, skeleton, marine, crocodile, dragon, dinosaur Tier 2: Mary Anning, curiosities, Lyme Regis, Geographical Society, fossil, archaeologist, geologist Tier 3: palaeontologist, geology, Pterodactyl, Ichthyosaur	
Assessment	Can the child create a Google Slide which is named and contains copied information	Key Enquiry Question: What is the legacy of Mary Anning? Why is she famous and why were her achievements not celebrated more in her lifetime? <ul style="list-style-type: none"> Children will explain the events of Mary Anning's life, how she became a famous fossil hunter and why this has been significant Children will identify factors that prevented Mary from being celebrated during her lifetime 	

	Art	DT	Science
Description	Children will learn about Yinka Shonibare and Esther Mahlangu. They will explore African patterns and create their own artwork.		Children will name and compare different animals, thinking about their offspring
NC Objectives	<ul style="list-style-type: none"> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, patterns, texture, line, shape, form and space Learn 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 		<ul style="list-style-type: none"> Children will name and compare different animals, thinking about their offspring
Substantive Knowledge	<p>Theoretical</p> <ul style="list-style-type: none"> To find out about Yinka Shonibare and Esther Mahlangu's life and their artwork. To find out about African patterns. To explore their artwork. What is the same/different? How are their artwork the same/ different to other artists you have learnt about? <p>Practical</p> <ul style="list-style-type: none"> Experiment with and control marks made with different media: pencils and oil pastels. Control the types of marks made. Draw lines and shapes using different surfaces. Invent lines and shapes in drawing. Observe and draw patterns using lines, shape and colour. To draw from imagination and experience Use a variety of tools and techniques i.e. brush sizes and types. Explore paint and wax resist. 		<ul style="list-style-type: none"> Animals are groups of living things that need to consume food to survive. There are many different groups of animals including fish, amphibians, reptiles, birds and mammals. They have different structures (beaks, wings, gills, fins), and they eat different types of foods. The structure of a variety of common animals varies. Mammals have hair/fur, give birth to live young and feed them fish can breathe underwater using gills, lay eggs (most of them) birds have feathers, beaks and wings, females lay eggs, most birds can fly. Reptiles are air breathing and have scaly skin and lay eggs. Amphibians have smooth slimy skin and live on land and in water. Animals grow until they reach adulthood (fully grown) and then don't grow any larger Know that humans have babies that grow into children, teenagers then adults Children learn lots of new skills to become independent and these skills progress as they get older. E.g babies cannot feed themselves but toddlers can, babies don't walk, they begin to crawl and then toddlers learn to walk Know that animals, including humans, have offspring (babies) that grow into adults All animals (living things) eventually die Different animals live to different ages Different animals reproduce at different ages
Disciplinary Skills	<p>Disciplinary Knowledge</p> <p>What is the purpose of Yinka Shonibare and Esther Mahlangu's artwork?</p>		<ul style="list-style-type: none"> Identify common animals and classify them by grouping Classify into mammals, fish, amphibians, reptiles, birds
Vocabulary	Pattern, line, shape (geometric and organic), form, colours, repeated, primary colours, secondary colours, wax resist, batik fabric		fish, amphibian, reptile, bird, mammal, structure, legs, wings, beak, tail, ear, horns, scales, offspring, grow, young, baby, toddler, child, teenager, adult, spawn, tadpole, frog, egg, chick, hen, rooster
Assessment	<p>Can the children recall facts about Yinka Shonibare and Esther Mahlangu's life and artwork? Can they explain pattern and describe African pattern using line, shape and colour? Can you explain what a pattern is?</p> <p>Can you compare African patterns to Paul Klee's artwork?. Can they make and name secondary colours?</p> <p>Can they create their own pattern using the wax resist technique, lines, shapes and bold colours inspired by Africa.</p>		Headstart assessment on animals, groups and offspring

	PE	Music	PSHE
Description	Indoor—Target Games (Dodgeball) Outdoor- Net and Wall Games (Tennis) PPA-Invasion Game (Football)	Children will create and perform African songs and music on African instruments	Healthy Me - children will learn about healthy choices and keeping safe
NC Objectives	<ul style="list-style-type: none"> 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 Pupils should participate in team games, developing simple tactics for attacking and defending Pupils should perform dances using simple movement patterns Pillars of Progression - FMS: Locomotor Skills, Stability Skills, Manipulation Skills	<ul style="list-style-type: none"> Children should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<ul style="list-style-type: none"> Children will understand what healthy means and different ways to keep healthy They will learn about foods that support good health They will understand how physical activity help us to stay healthy They will understand why sleep is important Children will learn that medicines can help people to stay healthy but that they must be used safely
Substantive Knowledge	<ul style="list-style-type: none"> Children will learn to throw and catch, with accuracy, using beanbags and balls How to position their body to throw and receive Know when and where to run, showing good awareness of others. Know some simple plans that can create success, e.g., where to stand to make it difficult for an opponent. Know when to use simple tactics in game situations, such as deciding when to pass and when to run Know what a rally is. Know that there are rules of the game to follow. Know when to use different skills and simple tactics to win games, such as aiming into space to score points/make it difficult for my opponent. Know when to move to get in line with the ball to receive it. Know that control and accuracy is needed when aiming for a target. I can choose skills needed when competing in games. Know when to throw the ball to a partner or opponent. 	<ul style="list-style-type: none"> Respond to and begin to recognise and use different layers including accompaniments Respond to, recognise and identify a range of repetition and contrast structures including Q and A, verse and chorus, ABA Identify and choose the way sounds are made and can be used 	<ul style="list-style-type: none"> Children will understand the difference between healthy and unhealthy They will know how to make healthy life choices They will understand how to keep themselves clean and how germs can cause illness They will understand that household products, including medicines, can be harmful if not used properly They will know how to keep safe when crossing the road They will explain who can help them to stay safe
Disciplinary Skills	<ul style="list-style-type: none"> Know how to control the ball using basic actions. Know how to move fluently, changing direction and speed –with and without a ball. – avoiding collisions. Know how to shoot to a target or goal. Know how to defend between ball and target. I can show good awareness of others during games and activities. Know how to rally. Know how the ball can move in different ways. Know how to perform a range action including catching/ gathering skills and sending/passing with control and throw/ hit a ball in different ways e.g., high, low, fast, slow. Know how to hold a racket correctly. Know how to move and use the ball in different way. Know how to show basic ball control with simple actions Know how to catch a large ball. Know how to move a ball in different ways. Know how to pass, send, and roll a ball in different ways. Know how to run, jump, balance, hop, leap, and skip. 	<ul style="list-style-type: none"> Explore and use hand percussion, playing two different sounds on the drums Demonstrate accuracy and control of correct technique on a range of untuned percussion instruments. Begin to play with musical intent. Play in time and follow a wider range of simple directions, develop awareness of why and how to improve Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions Listen and respond to Kye Kye Kule Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's idea Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions 	<ul style="list-style-type: none"> Children will feel good about themselves when they make healthy choices They will know that they are special so need to be kept safe They will know some ways that could help them to feel better when they are feeling poorly They will recognise that being healthy helps them to feel happy
Vocabulary	balance, wobbly, strong core, left, right, receive, throw, stance, attack, defend, dodge, mark, score, opponent	rhythm, steady beat, dun, tek, djembe, dun dun, shekere, caixixi, bell, echo, call and response, layers	healthy, nutritious, choices, lifestyle, germs, illness, safe
Assessment	Assessed against Hordle's PE internal assessment criteria..	Play hand percussion in a controlled way, keeping a steady beat and rhythm pattern	Children will be able to explain how they can make healthy choices to keep themselves healthy

	Religious Education		
Description	<p>SADNESS TO HAPPINESS</p> <p>Children will think about times that they feel happy or sad and consider a time when their feelings changed They will share the story of 'Badger's Parting Gifts' and think about how the animals feelings changed They will explore the events of the Easter story and identify which parts are happy and which are sad</p>		
Living Difference Concept Cycle	<p>Communicate</p> <ul style="list-style-type: none"> To talk about their own experiences of feeling sad and happy <p>Apply</p> <ul style="list-style-type: none"> To identify feelings of sad and happy in different situations and to recognise that different people do not always feel the same way about situations and events <p>Inquire</p> <ul style="list-style-type: none"> To recognise and describe the concepts of sadness and happiness and think about what makes me feel this way <p>Contextualise</p> <ul style="list-style-type: none"> To order the events of the Easter story and recognise which parts are sad and happy To recognise and describe the ways that Christians remember the sad and happy parts of the Easter story <p>Evaluate</p> <ul style="list-style-type: none"> To recognise that both the sad and happy parts of the Easter story are important for Christians To recognise that Christians believe that Jesus was special because of the first Easter day 		
Religious Traditions	CHRISTIANITY		
Vocabulary	Changing Feelings, Sadness, Happiness, Forgiveness, remembering, Love, Hope, Loss, New Life, Good Friday, Easter		
Assessment	<p>A poem explaining concepts of sad/happy</p> <p>A simple poem describing events of first Easter</p>		