



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

Spring 2 Year B		
English	Maths	
	Year 1	Year 2
<p><b><u>Meerkat Mail</u></b></p> <p>Children retell the story of Sunny and where he goes to each day</p> <p>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> <p><b><u>Animal Fact Files</u></b></p> <p>Children will have learnt about African animals and will write fact files about them</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 commas in a list</p> <p><b><u>The Swoose</u></b></p> <p>Children retell the story of The Swoose before writing their own version with an animal that they have created</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>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
<b>Description</b>	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	
<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>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements</li> <li>Pupils should be taught about significant historical events people and places in their own locality</li> </ul>	
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>Children will learn what Google Slides is</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 learn about Mary Anning's life from childhood</li> <li>They learn about key points in her life where she made significant discoveries of fossils</li> <li>They learn about her being recognised for her work after her death</li> </ul>	
<b>Disciplinary Skills</b>	<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 Mary Anning's life using dates; use vocabulary associated with the past and intervals of time</li> <li>Characteristic features - recognise that clothing, transport and technology was different in the past</li> <li>Continuity and Change - describing how some aspects of life differ today from the past using simple historical language</li> <li>Cause and Consequence - give simple explanations about Mary Anning's actions</li> <li>Historical Significance - recognise and talk about why Mary Anning was important</li> <li>Historical interpretation - identifying and talking about different accounts of Mary anning's life and discoveries; talking about differences in accounts relating to Mary Anning from the time (primary) and from the present (secondary); describe significant historical events in their locality</li> <li>Historical Enquiry - talk about past events by identifying key features of sources; gather information from sources to ask and answer questions about the past; explain how they have found out about the past</li> </ul>	
<b>Vocabulary</b>	Google Slides, right click, tabs, information	chronology, past, present, primary/secondary source, fossil hunter, palaeontologist, curiosities	
<b>Assessment</b>	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 explain the events of Mary Anning's life , how she became a famous fossil hunter and why this has been significant</li> </ul>	

	Art	DT	Science
<b>Description</b>	Children will learn about Yinka Shonibare and Esther Mahlangu. They will explore African patterns and create their own artwork.		Children will learn how animals obtain their food from plants and other animals
<b>NC Objectives</b>	<ul style="list-style-type: none"> <li>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>Develop a wide range of art and design techniques in using colour, patterns, texture, line, shape, form and space</li> <li>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</li> </ul>		<ul style="list-style-type: none"> <li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> </ul>
<b>Substantive Knowledge</b>	<p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>To find out about Yinka Shonibare and Esther Mahlangu's life and their artwork.</li> <li>To find out about African patterns.</li> <li>To explore their artwork. What is the same/different?</li> <li>How are their artwork the same/ different to other artists you have learnt about?</li> </ul> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Experiment with and control marks made with different media: pencils and oil pastels.</li> <li>Control the types of marks made.</li> <li>Draw lines and shapes using different surfaces.</li> <li>Invent lines and shapes in drawing.</li> <li>Observe and draw patterns using lines, shape and colour.</li> <li>To draw from imagination and experience</li> <li>Use a variety of tools and techniques i.e. brush sizes and types.</li> <li>Explore paint and wax resist.</li> </ul>		<ul style="list-style-type: none"> <li>Children will learn that animals eat different things - carnivores, herbivores and omnivores</li> <li>They will be able to identify predators and prey in food chain as well as consumers and producers</li> </ul>
<b>Disciplinary Skills</b>	<p><b>Disciplinary Knowledge</b></p> <p>What is the purpose of Yinka Shonibare and Esther Mahlangu's artwork?</p>		<ul style="list-style-type: none"> <li>Children will be able to sort and group animals based on what they eat, using scientific vocabulary of carnivore, herbivore and omnivore</li> </ul>
<b>Vocabulary</b>	Pattern, line, shape (geometric and organic), form, colours, repeated, primary colours, secondary colours, wax resist, batik fabric		food chain, carnivores, herbivores, omnivores, consumer, producer, predator, prey
<b>Assessment</b>	Can the children recall facts about Yinka Shonibare and Esther Malaghu's life and artwork? Can they explain pattern and describe African pattern using line, shape and colour? Can you explain what a pattern is? Can you compare African patterns to Paul Klee's artwork?. Can they make and name secondary colours? Can they create their own pattern using the wax resist technique, lines, shapes and bold colours inspired by Africa.		Headstart assessment on food chains

	PE	Music	PSHE
<b>Description</b>	Indoor PE - This Real PE unit focuses on seated static and dynamic balances Outdoor PE - Children will apply their basic movements of throwing and catching to simple games	Children will create and perform African music	Healthy Me - children will learn about healthy choices and keeping safe
<b>NC Objectives</b>	<ul style="list-style-type: none"> <li>Pupis 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>Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	PSHE Association <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>
<b>Substantive Knowledge</b>	<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 and begin to recognise and use different layers including accompaniments</li> <li>Respond to, recognise and identify a range of repetition and contrast structures including Q and A, verse and chorus, ABA</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 the difference between health and unhealthy</li> <li>They will know how to make healthy life choices</li> <li>They will understand how to keep themselves clean and how germs can cause illness</li> <li>They will understand that household products, including medicines, can be harmful if not used properly</li> <li>They will know how to keep safe when crossing the road</li> <li>They will explain who can help them to stay safe</li> </ul>
<b>Disciplinary Skills</b>	<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 hand percussion, playing two different sounds on the drums</li> <li>Demonstrate accuracy and control of correct technique on a range of untuned percussion instruments. Begin to play with musical intent.</li> <li>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 Kye Kye Kule</li> <li>Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's idea</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Children will feel good about themselves when they make healthy choices</li> <li>They will know that they are special so need to be kept safe</li> <li>They will know some ways that could help them to feel better when they are feeling poorly</li> <li>They will recognise that being healthy helps them to feel happy</li> </ul>
<b>Vocabulary</b>	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
<b>Assessment</b>	Indoor - Can children perform a seated static balance and stay balance during dynamic balances? Outdoor - Can children apply their throwing and catching skills to games?	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><b>SADNESS TO HAPPINESS</b></p> <p>Children will think about times that they feel happy or sad and consider a time when their feelings changed</p> <p>They will share the story of 'Badger's Parting Gifts' and think about how the animals feelings changed</p> <p>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><b>Communicate</b></p> <ul style="list-style-type: none"> <li>To talk about their own experiences of feeling sad and happy</li> </ul> <p><b>Apply</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Inquire</b></p> <ul style="list-style-type: none"> <li>To recognise and describe the concepts of sadness and happiness and think about what makes me feel this way</li> </ul> <p><b>Contextualise</b></p> <ul style="list-style-type: none"> <li>To order the events of the Easter story and recognise which parts are sad and happy</li> <li>To recognise and describe the ways that Christians remember the sad and happy parts of the Easter story</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>To recognise that both the sad and happy parts of the Easter story are important for Christians</li> <li>To recognise that Christians believe that Jesus was special because of the first Easter day</li> </ul>		
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>		