



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

YEAR A - SPRING 2		
English	Maths	
	Year 1	Year 2
<p><u>The Comet</u> Children write three different scene descriptions from the view out of a window.</p> <ul style="list-style-type: none"> READING: Year 1 - drawing on what they already know or on background information. Year 2 - discussing their favourite words and phrases. 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 <p><u>Crazy Creature Fact Files</u> Children will have Crazy Creatures to visit. They will then write fact files about the animals that they saw.</p> <ul style="list-style-type: none"> READING: Year 1 - discussing the significance of title and events. Year 2 - being introduced to non-fiction books that are structured in different ways. WRITING: Year 1 - To use a range of coordinating conjunction. Year 2 - to use a range of correctly punctuated sentence types; to use a range of coordinating and subordinating conjunctions <p><u>The Tiger Who Came to Tea</u> Children retell the story of The Tiger Who Came to Tea before making a change to the animal for their own story.</p> <ul style="list-style-type: none"> READING: Year 1 - checking that the text makes sense to them as they read. Year 2 - discussing the sequence of events in books and how items of information are related. WRITING: 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><u>Titanic Letters</u> 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> <ul style="list-style-type: none"> READING: Year 1 - discussing the significance of events. Year 2 - drawing on background information and vocabulary. WRITING: 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>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 Docs and begin to learn typing skills	Children learn about the significance of the Titanic, the factors that led to its sinking and what changed as a result of this disaster.	
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 significant historical events in their own locality Pupils should be taught about events beyond living memory that are significant nationally or globally 	
Substantive Knowledge	<ul style="list-style-type: none"> Children will learn what Google Docs is Children will learn how to use the cursor to navigate Children will learn how to open Google Docs, create and name a new document Children will learn how to type information into a Google Doc They will learn how to copy and paste information and images 	<ul style="list-style-type: none"> Children will learn when Titanic set sail and the sequence of events that led to its sinking They will learn about the different passengers on board, exploring the variety in their clothes, luggage and accommodation They will learn about the historical significance of Titanic sinking, including how it was a consequential turning point for nautical safety worldwide 	
Disciplinary Skills	<ul style="list-style-type: none"> Understand how to navigate the Google Suite and select Google Docs Understand how to use the return key to start a new line Understand how to use the space bar key to add a space between words Understand how to use the arrow keys to move the text cursor Understand that the 'flashing line' means I am ready to type 	<ul style="list-style-type: none"> Chronology - create a simple timeline, placing key events of the sinking of the Titanic in order from earliest to latest; use vocabulary associated with the past and intervals of time. Characteristic features - through photographs and first-hand accounts, understand what life aboard the Titanic would look like (e.g., levels of cabins, furniture, clothing, people's jobs) and how that differs from ships and society today. Continuity and Change - explore change and/or continuity in nautical safety following the sinking of the Titanic. Cause and Consequence - describe why people on the Titanic acted as they did and begin to understand what happened as a result; describe what changes were made to ensure safety as a direct result of the Titanic sinking; describes more than one reason for the disaster and loss of life and justify how important they believe it is. Historical Significance - understand that the building, and subsequent sinking, of the Titanic was historically significant for many people around the world; know that the sinking of the Titanic, and actions of people aboard including the captain, is considered significant because it led to immediate and long-lasting changes in nautical safety and passenger liners. Historical Interpretation - identify and explain that eyewitness accounts and photographs show us the view of passengers at the time and that recreated paintings, books and documentaries are an interpretation by a historian to tell us a story. Historical Enquiry - able to investigate both written and picture sources and use the information they gather to explain their reasoning; examine photographs and consider the questions: who might this item belong to, why do you think that, what was this item used for, what is this item? Explore the different experiences of people on board the Titanic by considering their different accounts and photographs from the ship. 	
Vocabulary	Google Doc, cursor, keyboard, return key, space bar, copy and paste	Tier 1: present, past, luggage, passengers, crew, iceberg Tier 2: historian, primary/secondary source, passenger/ocean liner, bow, stern, hull, compartments, funnel, triumph, tragedy Tier 3: steerage (3rd class), rivets	
Assessment	Can the child create a Google Doc which is named and contains copied information	Key Enquiry Question: Was the Titanic a triumph or a tragedy? <ul style="list-style-type: none"> Children will recall the event of Titanic's journey Why was the loss of life so great on Titanic? What has changed as a result of this? 	

	Art	DT	Science
Description	Children learn about Andy Goldsworth and his natural art. They will create a nature inspired clay pinch pot.		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 characteristics and what they eat.
NC Objectives	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination, To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores or omnivores Describe and compare the structure of a variety of animals Notice that animals, including humans, have offspring which grow into adults Find out about the basic needs of animals for survival
Substantive Knowledge	<p>Theoretical</p> <ul style="list-style-type: none"> To find out who Andy Goldsworthy is and the types of art he creates To find out about the elements of art used in his artwork To explore his artwork. What is the same/different? How is his art the same/ different to other artists you have learnt about? <p>Practical</p> <ul style="list-style-type: none"> To experiment with natural materials and create land art To create observational drawing of nature Manipulate clay in a variety of ways including rolling and kneading and for a purpose, e.g. nature inspired pinch pot. Understand the safety and basic care of materials and tools Change the surface of a malleable material Experiment with imprinting in clay with natural materials. Experiment with creating texture in clay. 		<ul style="list-style-type: none"> Animals are groups of living things; 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. Know that different animals eat different sorts of food Some animals eat other animals (carnivores), others only eat vegetables (herbivores) some like to eat both plants and meat (omnivores) Be able to name two examples of carnivores, two examples of herbivores and two examples of omnivores, including: <ul style="list-style-type: none"> Common animals that are carnivores; lions, cats, sharks and snakes Common animals that are herbivores; cows, horses, sheep, rabbits, elephants and deer Common animals that are omnivores include humans, bears, monkeys and seagulls Know that animals including humans need food, water and air to survive Know that all things that are living, move, feed, grow, reproduce (have young/babies) and use their senses (MRS GREN) 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	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"> Children will sort and group animals into fish, amphibians, reptiles, birds and mammals and by carnivore, herbivore or omnivore They will use observation to compare animals based on their structure
Vocabulary	land art, sculpture, environmentalist, photographer, natural materials, shape, tone, colour, line, clay, imprint, texture, impress, mould.		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 nature inspired pinch pot using imprints and texture?		Headstart assessment on animals, including humans

	PE	Music	PSHE
Description	Indoor—Target Games (Dodgeball) Outdoor- Net and Wall Games (Tennis) PPA-Invasion Game (Football)	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.	Healthy Me - children will learn about healthy choices
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 Listen with concentration and understanding to a range of high-quality live and recorded music 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 helps 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, recognise and identify a range of repetition and contrast structures, in particular verse and chorus Identify and choose the way sounds are made and can be used 	<ul style="list-style-type: none"> Children will understand what they need to keep their bodies healthy Children will be able to identify how it feels to be relaxed and how they can become relaxed They will understand how medicine works in their bodies and the importance of using them safely They will sort foods into the correct food groups and know which keep them healthy They will be able to decide which food to eat to give them energy
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 of actions 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 ways. 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 vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and / or mood. Sing and 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 Storm Interlude - Benjamin Britten Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel 	<ul style="list-style-type: none"> Children will be motivated to make healthy lifestyle choices They will feel positive about caring for their body and keeping it healthy They will be able to explain which foods they enjoy the most as well as knowing which are the most nutritious
Vocabulary	balance, wobbly, strong core, left, right, receive, throw, stance, attack, defend, dodge, mark, score, opponent	verse and chorus, structure, timbre	healthy, nutritious, choices, lifestyle
Assessment	Assessed against Hordle's PE internal assessment criteria..	Perform 'The Storm is a-Brewing' with sound effects. Perform a storm themed composition from graphic notation and a composition using narrative and verse.	Children will be able to explain how they can make healthy choices to keep themselves healthy

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