

Year One and Two curriculum Overview: Spring Term

	Spring 1					Spring 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
English	Writing to inform – Instructions <i>Y1 – On Sudden Hill</i> <i>Y2 - Traction Man</i>			Writing to inform – Diaries <i>Y1 - All about plants</i> <i>Y2 - Seed to plants</i>		Writing to inform – NCR <i>Y1 - Big book of the Rainforest</i> <i>Y2 - Chocolate from bean to bar</i>			Writing to inform – Letters <i>Y1 – The Easter Story</i> <i>Y2 – Miracle Man</i>		
Maths	Measures including length, height, mass, temperature and volume				Multiplication and Division				Assessment Week	Fractions	
Blocked Focus											
	<p>History: A comparative study of childhood through time - Toys</p> <p style="text-align: center;">What were toys like in the past?</p> <ul style="list-style-type: none"> *Know how toys have changed over the years. *Know which toys are modern and which are old. *Know that design, materials, and technology can indicate whether a toy is old or new. *Know the characteristics of a selection of modern toys. *Know the characteristics of a selection of toys from the past. *Know who can tell them about toys from the past. *Know about toys that belonged to their parents and grandparents. *Place events/ artefacts linked to toys on a timeline. 	<p>DT: Mechanisms linked to History – Moving Puppet</p> <p style="text-align: center;">Design</p> <ul style="list-style-type: none"> *Know what a purposeful product is and why it is functional. *Identify what makes product appealing and say why. *Use knowledge of existing products to help come up with ideas. *Describe the purpose of their product, who their target audience is and the process of how they will make it. *Describe how their products will work and how they're suitable for target audience <p style="text-align: center;">Make</p> <ul style="list-style-type: none"> * Know the characteristics of materials, e.g. plaiting yarn to make it stronger. *Know how mechanisms can be used in different ways, e.g. winding mechanisms, wheels and axels. <p style="text-align: center;">Evaluate</p> <p>Explore and identify what materials products are made from.</p>	<p>Science: Plants</p> <p>Seasonal changes: Winter into Spring</p> <p>How do plants grow and stay healthy?</p> <ul style="list-style-type: none"> *The life-cycle of a plant including those from a seed or bulb *Understand four aspects of life processes, linked with plants (movement, growth, nutrition and reproduction) *Know what a plant needs to germinate/grow/survive. *Know that water/ air/light/ temperature are needed to grow a healthy plant. *Know that some plants can grow without soil. *Know that seeds and bulbs need water, but most do not need light to grow. <ul style="list-style-type: none"> *Understand what blossom is and how it links to an aspect of the life processes. *The function of each feature of a root and stem in a flowering plant 	<p>Art: Drawing & Painting linked to Science – Van Gogh Sunflowers</p> <p style="text-align: center;">Drawing</p> <ul style="list-style-type: none"> *Experiment with tools and surfaces *Draw experiences and feelings *Sketch to make records. *Begin to control marks made with different media. *Investigate tone by drawing light/ dark lines using pencil. *Investigate textures and produce an expanding range of patterns. <p style="text-align: center;">Painting</p> <ul style="list-style-type: none"> *Begin to describe a range of colours. *Mix a range of secondary and tertiary colours. *Be able to discuss the colour wheel. *Talk about why they have selected colours for their artwork. *Begin to use a range of paint and discuss why some are more suited to particular painting styles. 	<p>Geography: Geographical & environmental study of food demands on the natural world (The journey of coco beans)</p> <p style="text-align: center;">How did my chocolate bar get to the shop?</p> <ul style="list-style-type: none"> *Begin to recognise and understand links between human and physical geography and environmental impact. *Express a range of opinions on environmental impact and suggest improvements. *Make links between climate differences and geographical features in relation to the Equator. *Use world maps, globes and atlases to locate countries, continents and oceans. *Devise simple maps. *Use and construct basic symbols in a key. *Use simple grid references (e.g. A1, D7) to locate squares on a map. *Engage in teacher-led/guided enquiries *Use first-hand observation to comment on features/patterns/similarities and begin to measure using standard units *Use a compass (four compass points) to follow and describe routes. *Use simple locational and directional language and compass directions to describe features and routes (e.g. left/right from own perspective, NSEW). 	<p>RE: Jewish and Christian Stories</p> <p style="text-align: center;">How and why some stories are important in religion?</p> <ul style="list-style-type: none"> *Suggest what one of Jesus' parables might mean. *Retell some stories about Jesus and his friends and followers. *Respond sensitively in discussions about friendships, saying sorry and forgiveness using some Jewish or Christian stories. *Ask and find out where these stories come from. * Respond with sensitivity in role-plays and discussions about behaviour towards others. *Talk about behaving towards others with kindness, using ideas about good and bad, right and wrong. *Talk about issues of forgiveness, good & bad during the story of Joseph. 					
Covered Weekly											
PSHE	Dreams & Goals					Healthy Me					
Computing	Introduction to programming				E-safety	Continue introduction to programming			Programming with Scratch		
PE	Focus 1: Skip to the Beat Focus 2: Groovy Gymnastics					Focus 1: Brilliant Ball Skills Focus 2: Gym Fit circuits					
Music	Charanga: I Wanna Play In A Band					Charanga: Zoo Time					