

Spring term —Curriculum Driver

Year 1/2 Spring Term

Topic Question: What is London like?

Linked people of study: Samuel Pepys.

Topic Composite/Finale: We will create our own weather report and artwork inspired by weather changes.

Prior Learning Topic: our local area (EYFS).

Future Learning Topic: Invasion & interconnected world (3/4).

Linked texts: Paddington in London, meerkat mail, Toby and the great fire of London.

Trips/Visitors: local walk.

Geography

Intent: to name and locate the four countries and capital cities of the United Kingdom.

Hooks from old learning (YR):

Skills and Knowledge Components Focus

Year 1

Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.

Know the world has continents and oceans.

Use directional language (left or right, near or far).

Year 2

Know the 5 oceans and know the seven continents.

Identify seasonal and daily weather patterns in the UK.

Know hot and cold areas in relation to the equator and the North and South Poles.

Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.

Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.

Sticky Knowledge: know four countries of the United Kingdom and their capital cities.

Key Vocabulary: United Kingdom, capital cities, city, town, village, human and physical features, map, direction, location, continents, oceans, seas.

Subject Composite: Children will create a guide for someone visiting the United Kingdom.

Impact: Children have a good knowledge of what geography is and understand different features of the world.

Hooks for new learning (Y3/4): misty mountain, windy river, (Y5/6) sow, grow, farm.

R.E.

Intent:

Spring 1: Judaism—Who is Jewish and how do they live?

The children will learn about Jewish prayer, stories used in Jewish celebrations and reflect on how these stories remind Jewish people about what God is like.

Autumn 2: God—What do Christians believe God is like? The children will learn about the significance of parables from the Bible and make links with the idea of God as a forgiving father.

Skills and Knowledge Components Focus

Spring 1

Hooks from old learning (YR): which stories are special and why?

Year 1- Retell a religious (eg Christian, Hindu etc) story and talk about it.

Think about what is important to them and to other people. Recognise that religious symbols, words and actions express a community way of living.

Year 2- Ask and respond to questions about why religious communities do different things. Retell a religious story and suggest meanings to some religious and moral stories.

Spring 2

Hooks from old learning (YR):

Year 1- Retell a religious (eg Christian, Hindu etc) story and talk about it.

Year 2- Retell a religious story and suggest meanings to some religious and moral stories. Begin to express their ideas and opinions and to recognise there could be more than one answer.

Sticky Knowledge: **S1:** give examples of a Jewish story and how it is used in a celebration to remind Jewish people about what God is like. **S2:** give an example of what Christians believe God is like using a parable to support them.

Key Vocabulary: Judaism, Shema, Chanukah, Shabbat, mezuzah, reflect, parable, worship, forgiving.

Subject Composite: **S1**— mini art gallery displaying learning about a Jewish celebration (Chanukah). **S2**— Poem and accompanying piece of art to show what children have understood about what Christians believe God is like.

Impact: **S1**—children will have developed an understanding of Jewish beliefs and traditions when celebrating special times. **S2**—children will be able to retell the parable of the lost sons and reflect on what this teaches Christians about God.

Hooks for new learning: (Y3/4 A) - What is it like to follow God? Festivals and families. (Y5/6) The Torah.

Science

Intent: The children will identify and name the basic parts of the human body and will be able to identify which part of the body is associated with each sense. We will also learn about the four seasons and we will make observations of changes in the weather and learn about the work of meteorologists. They will work scientifically and collaboratively to investigate which body parts are associated with each sense and to record data about the weather.

Hooks from old learning (YR): understanding of the world—the natural world, sunshine and flowers (spring term).

Skills and Knowledge Components Focus

Year 1

Observe changes across the 4 seasons.

Observe and describe weather associated with the seasons and how day length varies.

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Identify and classify.

Use observations and ideas to suggest answers to questions.

With prompting, suggest how findings could be recorded

Year 2

Ask simple questions recognising that they can be answered in different ways.

Identify and classify.

Use observations and ideas to suggest answers to questions.

Gather and record data to help in answering questions.

Sticky Knowledge: name the five senses and the body part associated with each sense.

Name the four seasons and give examples of weather.

Identify weather symbols.

Key Vocabulary: body parts, senses, weather, season, changes, meteorologist.

Subject Composite: children will record their own weather report using knowledge and vocabulary that they have learnt this term.

Impact: Children will be able to describe the five senses and identify which body part is associated with each sense. They will be able to give examples of different weather associated with each of the four seasons.

Hooks for new learning: (Y3/4) Humans and the skeletal system, (Y5/6) Earth and space.

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Art and Design

Intent: children will learn about the different techniques they can use to explore line and shape to make a print.

Hooks from old learning: (YR)

Skills and Knowledge Components Focus

Year 1

Use a piece of artwork as a starting point for their own work.

Use a range of tools (sponges, fabric) to begin to experiment with texture.

Year 2

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Use a range of materials creatively to design and make products.

Key Vocabulary: line, shape, texture, calligraphy, pattern, repeating pattern, motif.

Subject Composite: Create a repeating pattern print inspired by seasonal changes.

Impact: Children can use different techniques to create a print that shows different line, shapes and textures.

Hooks for new learning: (Y5/6) Line, light and shadows, Inuit.

Design Technology

Intent: the children will learn about wheels, axles and chassis and how they work to make a vehicle move.

Hooks from old learning: (YR) machine art, toys from the past.

Skills and Knowledge Components Focus

Year 1

Design a product to do a specific job.

Design a functional product with a purpose for themselves and others.

Draw and label pictures of their design ideas.

Create models with wheels and axels.

Year 2

Use a set of criteria to aid the design process.

Say if a product is good or not.

Say whether their product does the job it is supposed to do.

Key Vocabulary: wheel, axle, chassis, moving, vehicle, design, make, criteria, materials.

Subject Composite: Make a model taxi that moves.

Impact: Children will understand the purpose and function of wheels, axles and chassis in a moving vehicle.

Hooks for new learning: (Y3/4) Tomb builders, (Y5/6) Moving mechanisms.

Computing

Intent:

Grouping and sorting: the children will learn how to sort items using a range of criteria in different activities.

Spreadsheets: the children will learn what a spreadsheet program looks like and what the purpose of a spreadsheet is. They will learn how to use technology purposefully to create, organise, store, manipulate and retrieve digital content

Hooks from old learning: (EYFS) workspace area on purple mash.

Skills and Knowledge Components Focus

Year 1

Select appropriate images to add to work.

Recognise how ICT is used beyond school.

To sort items based on a range of criteria.

According to schools E-safety policy and acceptable use policy.

Year 2

Know what personal information is and why they need to keep it private.

Use technology safely and respectfully.

Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Key Vocabulary: online, safety, login, password, menu, save, log out, spreadsheet, grouping, sorting, data.

Subject Composite: children will collect data and record it in their own spreadsheet.

Impact: Children will know what a spreadsheet is and how they are used to collect and interpret data about different subjects.

Hooks for new learning: (Y3/4 and Y5/6) online safety, (Y3/4) spreadsheets, branching databases, (Y5/6) spreadsheets.

Music

Intent: Children will learn about different styles of music. They will learn about six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week we will listen and learn a different style of In The Groove.

Hooks from old learning: Yr R-Listen and respond to different music. (YR, Y1, Y2) To build on previously learnt skills from the Charanga scheme.

Skills and Knowledge Components Focus

Year 1

Follow instructions on how and when to sing/play an instrument.

Hear the pulse in music.

Hear different moods in music.

Take part in singing.

Make a sequence of long and short sounds with help (duration).

Clap longer rhythms with help.

Provide opportunities to play tuned/ untuned instruments.

Year 2

Perform in an ensemble with instructions from the leader.

Key Vocabulary: Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove.

Subject Composite: the children will perform an end of unit performance as a whole class and share their reflections on the performance together.

Impact: Children are able to identify 5 different styles of music within In the groove. They are able to find the pulse of the music that they listen to.

Hooks for new learning: (Y3/4 and 5/6) History of music.