

Curriculum Plans. Class 2 Years 1 and 2 Spring 2017

<p>Science Cycle 1 Spring</p>	<p>1<sup>st</sup> half of Spring Term -Topic Toys Y1/Y2:  <ul style="list-style-type: none"> <li>•asking simple questions and recognising that they can be answered in different ways</li> <li>•observing closely, using simple equipment</li> <li>•performing simple tests</li> <li>•identifying and classifying</li> <li>•using their observations and ideas to suggest answers to questions</li> <li>•gathering and recording data to help in answering questions</li> </ul> Y1:  Pupils should be taught to: <ul style="list-style-type: none"> <li>• distinguish between an object and the material from which it is made</li> <li>• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• describe the simple physical properties of a variety of everyday materials</li> <li>• compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul> Y2:  Pupils should be taught to: <ul style="list-style-type: none"> <li>• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul> </p>
<p>Science Cycle 1 Spring</p>	<p>2<sup>nd</sup> half - Topic Food Glorious Food Y1:  <b>Seasonal changes</b>  Pupils should be taught to: <ul style="list-style-type: none"> <li>• observe changes across the 4 seasons</li> <li>• observe and describe weather associated with the seasons and how day length varies</li> </ul> Y2:  •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  <b>Plants</b>  Pupils should be taught to: <ul style="list-style-type: none"> <li>• observe and describe how seeds and bulbs grow into mature plants</li> <li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul> <b>Animals, including humans</b>  Pupils should be taught to: <ul style="list-style-type: none"> <li>•find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>•describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul> </p>
<p>History Cycle 1 Spring</p>	<p>1<sup>st</sup> half -Topic Toys from the past Y1/Y2:  <ul style="list-style-type: none"> <li>• understand historical concepts such as continuity and change, cause and</li> </ul> </p>

	<p>consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses</p> <ul style="list-style-type: none"> <li>• understand the methods of historical enquiry, <b>including how evidence is used rigorously to make historical claims</b>, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>• gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and <b>social history</b>; and between short- and long-term timescales</li> </ul> <p>Looking at different periods of British life and how toys changed and were influenced by improving technologies and social changes. Victorian, 1940S, 1960s, and present days</p> <ul style="list-style-type: none"> <li>• changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</li> <li>• events beyond living memory that are significant nationally or globally [for example, The space race, Doctor Who and children’s TV, Wealth/ poverty of Victorian Britain, After the war years ]</li> </ul>
History Cycle 1 Spring	<p>2<sup>nd</sup> half- Topic Food Glorious Food - looking at local food grown in the past. Discuss how the children had half terms because of harvesting different crops. Check school logs.</p> <p>Y1/Y2: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>
Geography Cycle 1 Spring	<p>1<sup>st</sup> half-Topic Changes in seasons in the British Isles.</p> <p>Y1/Y2: Look at Maps of UK. Talk about the four seasons and months. Compare with the world and the weather in different parts.</p> <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>name and locate the world’s seven continents and five oceans</p> <ul style="list-style-type: none"> <li>- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul>
Geography Cycle 1 Spring	<p>2<sup>nd</sup> half-Topic Food - finding out where our plants are grown?</p> <p>Relating to different parts of the world from last half term. Look at tropical fruits. Cold climate fruits. Also check out our school grounds and where our vegetable patch is and what is grown in it.</p> <p>Y1/Y2:</p>

	<ul style="list-style-type: none"> <li>- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul> <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>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</p> <ul style="list-style-type: none"> <li>- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>
<p>Art and Design Cycle 1 Spring</p>	<p>1<sup>st</sup> half - Topic - Sculpture and used of different materials Catherine Hepburn. Look at sculpture and how materials can be used to create form and shape. Y1/Y2:</p> <p>Taught 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.</p> <p>Taught to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>
<p>Art and Design Cycle 1 Spring</p>	<p>2<sup>nd</sup> half – Topic - Art of Giuseppe Arcimboldo/Vegetables portraits. Use vegetables to create pictures in the style of Giuseppe. Y1/Y2:</p> <ul style="list-style-type: none"> <li>- to use a range of materials creatively to design and make products</li> <li>- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>- 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>
<p>Computing Cycle 1 Spring</p>	<p>1<sup>st</sup> half - Y1/Y2 (taught through Espresso: Coding)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li> </ul>

	<ul style="list-style-type: none"> <li>• create and debug simple programs</li> <li>• use logical reasoning to predict the behaviour of simple programs</li> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• recognise common uses of information technology beyond school</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> </ul> <p>1<sup>st</sup> half Y1/Y2 - Labelling and Classifying. Looking at toys and labelling them and putting them in groups according to age or materials they were made from.</p>
Computing Cycle 1 Spring	<p>2<sup>nd</sup> half - Y1/Y2 (taught through Espresso: Coding) Do the same as above for the term.</p> <p>2<sup>nd</sup> Half Y1/Y2 - using data handling programs to data handle fruit and vegetables into different categories, types and sub groups.</p>
PE Cycle 1 Spring	<p>1<sup>st</sup> half/ 2<sup>nd</sup> half - Games/Gymnastics Y1/Y2:</p> <ul style="list-style-type: none"> <li>• develop competence to excel in a broad range of physical activities</li> <li>• are physically active for sustained periods of time</li> <li>• engage in competitive sports and activities</li> <li>• lead healthy, active live</li> </ul> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>•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</li> <li>•participate in team games, developing simple tactics for attacking and defending</li> </ul>
Design and Technology Cycle 1 Spring	<p>1<sup>st</sup> half - designing and making Go Carts from Toys topic</p> <p>2<sup>nd</sup> half -design and make healthy fruit/veg salads</p> <p>develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</p> <ul style="list-style-type: none"> <li>•build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users</li> <li>•critique, evaluate and test their ideas and products and the work of others understand and apply the principles of nutrition and learn how to cook</li> </ul> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their</li> </ul>

	<p>characteristics</p> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</li> </ul>
<p>Music Cycle 1 Spring</p>	<p>1<sup>st</sup> half - Listen to the four seasons by Vivaldi</p> <p>2<sup>nd</sup> half - Sing songs and create songs about food</p> <p>Y1/Y2:</p> <ul style="list-style-type: none"> <li>• perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>• learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li> <li>• understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</li> </ul> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>
<p>RE Cycle 1 Spring</p>	<p>1<sup>st</sup> half - Spring festivals Holi/ Easter</p> <p>2<sup>nd</sup> half - Looking at the importance of food in different religions.</p>
<p>PSHE Cycle 1 Spring</p>	<p>1<sup>st</sup> half - Cleanliness and personal health. Look at cleaning hands before cooking, after toilet. Brushing teeth having baths and showers.</p> <p>2<sup>nd</sup> half- why am I special? Look at why we are special to our family/ friends/ ourselves and to God.</p>