KS1 Year A Spring
Paws, Claws and Whiskers

	HISTORY AND GEOGRAPHY	SPAG	ENGLISH	SCIENCE	MATHS	RE	DT	ART
		Spelling, grammar and punctuation	**The Tiger who Came to Tea**	**Animals, including humans**	**White Rose**	**Concepts in Humansim**	**3D models**	**Drawing Printing 3D Painting**
	Fair Trade Week We will learn which food is Fairtrade and where it is grown							
ENGAGE DEVELOP INNOVATE EXPRESS	**In Geography we will learn about:** **THE WORLD** **We will:** name and locate the world's continents and oceans on a world map or globe **PLACES** identify the similarities and differences between the local environment and a small area in a contrasting non- European country **POSITIONING** locate the Equator and the North and South Poles identify hot and cold areas of the world **ENVIRONMENT** describe how pollution (e.g. litter) affects the local environment **WEATHER AND CLIMATE** name the four season and describe typical weather conditions locate hot and cold areas of the world in relation to the equator and North and South Poles and explain how the weather affects these areas	**Our grammar and punctuation content is:** Revision of sentence writing Statements Questions Commands Exclamations Suffixes Apostrophes for contractions Noun Phrases Singular and Plural Commas in a list Identifying sentence types *We use No Nonsense Phonics and No Nonsense Spelling to help us in our reading and spelling*	**We will be reading and talking about**: The Tiger Who came to Tea by Judith Kerr and non-fiction books about animals and their habitats We will be writing: letters, stories and retells	**We will learn to:** explore and compare the differences between things that are living, dead, and things that have never been alive identify and name a variety of plants and animals in their habitats, including microhabitats 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. **We will work scientifically to:** perform simple tests ask simple questions and recognise that they can be answered in different ways observe closely, using simple equipment identify and classify use observations and ideas to suggest answers to questions gather and record data to help in answering questions.	**Year 1** Addition and Subtraction to 20 **Year 2** Multiplication and Division **Year 1** Place Value to 20 Counting in 2s, 5s and 10s **Year 2** Statistics **Year 1** Measurement **Year 2** Properties of Shapes **Year 1** Measurement **Year 2** Fractions Money Week Basic Skills Consolidation	**We will learn :** to recognise the 'happy human' logo. that Humanists believe in working together (or alone) to improve life for everyone. that Humanists believe we should take care of the world. that Humanists are atheists and they do not believe in a deity or deities. how a Humanist family might celebrate the birth of a baby.	**We will learn about :** **OPINION AND INFLUENCE** **We will:** describe our work compared to others including craftspeople and designers **EXISTING PRODUCT INFORMATION** investigate a range of products and say if they do what they are supposed to do **DESIGN** produce labelled drawings of products with increasing detail. **WORK FROM PLANS** with help put ideas into practice think of ideas and plan what to do next, based on experience of materials and components Fold, tear, roll and cut card. Create simple hinges and pop ups using card **CUT** Cut accurately and safely with scissors **JOIN** Join appropriately with glue/tape for different materials and situations	**We will learn to use:** **LINE AND TONE** **We will:** use lines of different thickness to show light and shade **PATTERN** create patterns using natural materials **PRINT** create single or multi coloured prints **3D & FORM** use modelling materials to create an imaginary or realistic form

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Physical Education	PSHE	ICT	Music	
Basic Movements – Throwing and Catching **Gymnastics**	**Spring 1** **Goals** **Spring 2** **Relationships and Feelings**	**Spring 1** **Algorithms: Turtle Art** **Spring 2** **Pivot Man**	**Unit 3 Charanga** **In The Groove by Joanna Mangona** **Music Genres**: Blues, Baroque, Latin, Bhangra, Folk, Funk **Songs:** How Blue Can You Get by B.B. King (Blues) Let The Bright Seraphim by Handel (Baroque) Livin' La Vida Loca by Ricky Martin (Latin/Pop) Jai Ho by J.R. Rahman (Bhangra/Bollywood) Lord Of The Dance by Ronan Hardiman (Irish) Diggin' On James Brown by Tower Of Power (Funk)	Unit 4 Charanga Round and Round by Joanna Mangona **Music Genres**: Bossa Nova Songs: Livin' La Vida Loca by Ricky Martin (Latin/Pop) Imperial War March by John Williams (Film) It Had Better Be Tonight by Michael Bublé (Latin/Big Band) Why Don't You by Gramophonedzie (Big Band/Dance) Oya Como Va by Santana (Latin/Jazz)
We will: 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. throw underarm, bounce & catch ball by self & with partner kick/stop a ball using both feet while static & when moving run straight & on a curve & sidestep with correct technique show some different ways of hitting, throwing & striking the ball copy simple skills and repeat them use correct vocabulary for naming main body parts perform dances using simple movement patterns. change direction, speed, strength & flow of movements choose actions & link them to stimuli, e.g. poem, music etc remember & use simple dance steps with good control perform short dance phrase with actions, travel & gestures **Year 2** take weight on hands in bunny kick towards inversion be still on single/two + points of contact on floor/apparatus link known shape/travel/roll/jump to a balance using floor link known actions from above on large apparatus & floor recognise & avoid risks in handling/placing apparatus	**Through whole school assemblies, Key Stage assemblies, our Kidsafe programme & Debbie's Circle Time, we will discuss and understand:** **SPRING 1** **GOALS** about things we are good at and what we find difficult. how to dentify a simple goal and talk about how to achieve it. **SPRING 2** RELATIONSHIPS AND FEELINGS how to manage feelings in a positive and effective way. learn about loss, change and the feelings involved in those situations THROUGH SCIENCE ACTIVITIES that all living things have needs and we have responsibility to meet them THROUGH KIDSAFE that we share responsibility for keeping ourselves and others safety and respond to their feelings and those of other's PERSONAL SAFETY How to recognise some dangerous situations out of school grounds (e.g. crossing the road, talking to strangers) the difference between secrets and surprises and that people's bodies and feelings can be hurt.	**We will learn :** what an algorithm & unambiguous meaning is to use Turtle Art tools to program to create squares & rectangles to program to create other geometric shapes about Pivot Man tools how to make Pivot man dance, run, swim and play football	**We will:** **Listen and Appraise** learning how we can enjoy moving to music by dancing, marching, being animals or pop stars. learning the names of the notes in our instrumental part from memory or when written down. **Sing** learning about voices, singing notes of different pitches (high and low) and how we can make different sounds with our voices **Play** playing a tuned instrumental part with the song they perform. playing an instrumental part that matches their musical challenge listening to and follow musical instructions from a leader. **Improvise** Using tracks provided to respond to challenges **Compose** Creating a simple melody using one, two or three notes. Learning how the notes of the composition can be written down and changed if necessary. **Perform** Choosing a song to perform, adding ideas and comment on how it went	