

	Spring 1	Key Focus/Outcomes	Spring 2	Key Focus/Outcomes
English	<p>'Into the Forest' Anthony Browne</p> <p>Hibernation stories - 'Animals in Winter' 'A Winter's sleep'</p> <p>Non-fiction texts</p> <p>Winter Poetry</p>	<ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently are encouraged to link what they read or hear read to their own experiences recognising and joining in with predictable phrases discussing word meanings, linking new meanings to those already known 	<p>Non-chronological reports</p> <p>'In the Garden' Emma Giuliani '</p> <p>'Supertato' Sue Hendra</p> <p>Narrative, Grammar- verbs</p> <p>Recount, Instructions, Speech bubbles Shape poetry</p>	<p>Write sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>
Maths	<p>Number: addition and subtraction within 20 Numbers to 50</p>	<p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$</p>	<p>Measurement: Length and height Weight and volume</p>	<ul style="list-style-type: none"> Compare, describe and solve practical problems for length, height, weight and volume Measure and begin to record for length, height, weight and volume
Science	<p>Materials</p>	<p>Working Scientifically-</p> <ul style="list-style-type: none"> using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions 	<p>Animals including humans</p>	<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 and omnivores describe and compare the structure of a variety of common animals

				(fish, amphibians, reptiles, birds and mammals including pets)
Geography	What is the weather like in the UK?	<ul style="list-style-type: none"> Name and locate the four countries on a map of the UK. Identify the country they live in. Identify the four seasons Describe some seasonal changes 	What is the weather like in the UK?	<ul style="list-style-type: none"> Identify the four compass directions Use the compass direction to describe the location of features Observe and describe daily weather patterns Begin to locate the four capital cities of the UK Explain what the weather is like during each season in the UK Suggest appropriate clothing and activities for each season
History	How have toys changed?	<ul style="list-style-type: none"> Discuss their favourite toy using language related to the past Ask questions about toys in the past Make comparisons between toys in the past and present 	How have toys changed?	<ul style="list-style-type: none"> Sequence artefacts from different periods of time Identify changes between teddy bears today and those from 100 years ago Describe how toys have changed over time
Music	Classical music, dynamics and tempo (Theme: Animals)	<ul style="list-style-type: none"> Understanding tempo – essentially how ‘fast’ or ‘slow’ the music is played – plays an important part in the kind of ‘energy’ we sense the music has. Dynamics – mainly used to describe how loudly or softly music is played – are a powerful tool in conveying emotion and atmosphere. 	Pitch and tempo (Theme: Superheroes)	<ul style="list-style-type: none"> Pitch – high and low sounds <p>These three important building blocks combine to create a song or a piece of music.</p> <ul style="list-style-type: none"> Understanding tempo – essentially how ‘fast’ or ‘slow’ the music is played – plays an important part in the kind of ‘energy’ we sense the music has.
Art	Paint and mixed media: Colour splash	Exploring colour mixing through paint play, using a range of tools to paint on different surfaces.		
PE	Gymnastics- Dynamic Balance Static balance – Small Base	In this unit pupils explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences. Pupils are	Ball skills - Coordination – Ball Skills Counter Balance in Pairs	In this unit pupils will explore and develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the

		<p>given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p>		<p>opportunity to work independently, and collaboratively in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p>
RE	<p>What do people believe about Jesus? (incarnation)</p>	<p>Recall stories from the Bible associated with the last eight days of Jesus' life, including (a) his entry into Jerusalem, (b) the Last Supper, (c) his arrest, (d) crucifixion and (e) resurrection.</p> <ul style="list-style-type: none"> • Recognise the order of the key events in the Biblical narrative. • Identify these stories with the religion of Christianity, who are collectively called Christians and know that they are from the Bible. • Understand that Christians believe that Jesus died so that people can be forgiven by God. • Understand that Christians believe that Jesus rose from the dead, giving hope of a new life. • Raise and suggest answers to relevant questions in response to their enquiry into the Easter story. 	<p>What do Christian people believe about love? (Agape)</p>	<p>Find out about what Christians believe God is like and how he wants people to live from the Bible. Jesus taught that people should be loving, kind and forgiving to everyone because this is what God is like.</p>
PSHE	<p>What helps us stay healthy and safe?</p> <p>No Outsiders-Find ways to play together 'Want to play trucks? Ann Stott and Bob Graham</p>	<p>Children learn about what keeping healthy means; different ways to keep healthy</p> <ul style="list-style-type: none"> • about foods that support good health and the risks of eating too much sugar • about how physical activity helps us to stay healthy; and ways to be physically active everyday • about why sleep is important and different ways to rest and relax • simple hygiene routines that can stop germs from spreading • that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy 	<p>What can we do with money?</p> <p>No Outsider-Proud to be me 'Hair, it's a family affair' Myla Freeman</p>	<ul style="list-style-type: none"> • what money is; forms that money comes in; that money comes from different sources that people make different choices about how to save and spend money • about the difference between needs and wants; that sometimes people may not always be able to have the things they want • that money needs to be looked after; different ways of doing this

		<ul style="list-style-type: none"> about the people who help us to stay physically healthy 		
Computing	<p>Online safety: I am safe</p> <p>Programming A Moving a robot</p>	<p>This unit introduces learners to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms.</p>	<p>Online safety: I am safe</p> <p>Data and information</p> <p>Grouping data</p>	<p>This unit introduces pupils to data and information. They will begin by using labels to put objects into groups and labelling these groups. Pupils will demonstrate that they can count a small number of objects, before and after the objects are grouped. They will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different group to answer questions about data.</p>
DT			<p>Food: Fruit and vegetables</p>	<ul style="list-style-type: none"> Describe fruits and vegetables and explain why they are a fruit or vegetable. Name a range of places that fruits and vegetables grow. Describe basic characteristics of fruit and vegetables. Prepare fruits and vegetables to make a smoothie.