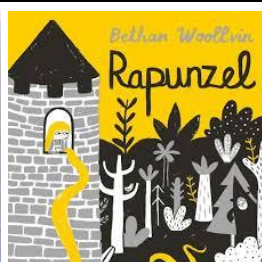
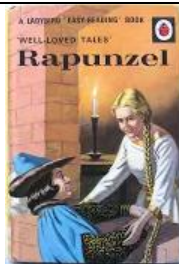
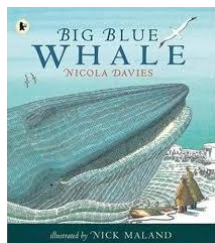


English



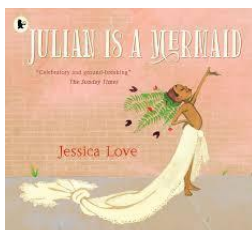
Narrative – Rapunzel

Children will further their understanding of narrative through exploring 2 versions of a traditional tale. Children will develop an idea of the structure of a story and the key features of a traditional tale. They will write their own version of the story using description to create characters and settings.



Non Chronological Report – Big Blue Whale

Children will create a non-chronological report based on the key text. They will use captions and labels to add information to illustrations. They will also learn key features of a non-fiction report such as a glossary to provide definitions in a quick and easy guide for the reader.



Narrative – Julian is a Mermaid and Splash

Children will further build on the skills learnt in Spring 1 using the above key texts. They will be introduced to different story shapes such as a slow-rise and slow fall and explore the effect these have on the reader.



Free Verse and Simile – Puffin Book of Fantastic Poems


Children will continue to explore different poems from the above text. They will be introduced to simile, a specific poetic device used by poets. This compares something with something else that the reader can relate to, in order to create a clear picture in their mind. Children will use this device within their own poems.

Maths

Areas of maths we will be exploring will be:
Year 1

Year 2
Money

	<p>+ and - to 20</p> <p>Place value to 50</p> <p>Length and height</p> <p>Weight and volume</p>	<p>× and ÷</p> <p>Measures: length, mass, capacity</p> <p>Time</p>
Science	<p><u>Animals (Vertebrates)</u></p> <p>The children will learn about a variety of familiar and less familiar animals, including fish, amphibians, reptiles, birds and mammals. They will identify and name, look closely at and compare and contrast many different animals. They will name their body parts, describe their physical features and mimic how they move. They are reminded that animals need to eat in order to be healthy and that they eat lots of different types of foods. Children will also be introduced to the terms 'carnivore', 'herbivore' and 'omnivore'.</p> <p><u>Seasons</u></p> <p>Children will explore the changes that occur from season to season and observe these changes over time through learning walks outside. They will learn about George James Symons who invented the rain gauge and will create their own. Children will learn to record changes that they have observed.</p>	
Computing	<p><u>Paints</u></p> <p>We will learn to use the Microsoft paint package and independently use various tools including brushes, pens, rubber, shapes and lines to create a final picture. We will learn how to save our work in order to return to it at a later date.</p> <p><u>Systems and networks</u></p> <p>Here we will be looking at the technology that surrounds us every day and how we use it. We will look at the use of technology in a familiar setting eg school and the wider world. Children will identify different examples of IT and explain their different purposes within these settings.</p>	
P.E.	<p><u>Dance</u></p> <p>Pupils will explore space and how their body can move to express an idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing.</p> <p><u>Ball Skills</u></p> <p>In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups.</p> <p><u>Team Building</u></p> <p>Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.</p> <p><u>Sending and Receiving</u></p> <p>Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs</p>	

	and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.
Geography	<p><u>Fieldwork Enquiry - Seasides</u></p> <p>Children further their understanding of seas and oceans, naming and locating the four surrounding seas of the UK and the five oceans of the world. Exploring sustainable ways to protect our seaside environments, children investigate the impact of tourism, litter, plastic pollution and fishing on marine and coastal habitats. After investigating some coastal places in the UK, they are also introduced to the seaside city of Mombasa in Kenya. This enables them to contrast geographical similarities and differences between areas of the UK and an area of a non-European country. This lays a foundation for further study about Kenya in the next unit. Children draw their own maps and use a key. Through enquiry and fieldwork, they ask more detailed questions and discuss different ways to find out the answers. They then collect their data, present their findings and describe how they feel about what their data shows.</p>
History	<p><u>Toys</u></p> <p>This unit invites children to develop their historical enquiry skills by understanding similarities, differences and change by comparing toys of today to toys of the past. At the start of the unit, children will consider the toys they have liked throughout their own lifetimes, using words and phrases to show the passing of time. They will go on to find out about the toys of the past through observing photographs and artefacts. Guided research will help children to recognise some of the similarities and differences between past and present toys before moving on to look at how specific types of toys, such as teddy bears, have changed over time, placing these changes on a timeline. Through practise describing changes and plotting simple timelines and tables, children will become aware of broad events in the development of toys such as changes to material, introduction of safety measures and new technology.</p>
R.E.	<p><u>Theme: Christianity in Art</u></p> <p>In this unit, children will explore how Christians express their beliefs and worldviews in different artistic ways such as through paintings, sculptures, architecture, music and in everyday life. We will be bringing this subject to life with a visit to St Albans Cathedral.</p> <p><u>Theme: New Beginnings</u></p> <p>This Unit explores new beginnings and why the birth of a baby is a joyful and special for people of different faiths. We will link our learning to the celebration of Easter for Christians.</p>
Art	<p><u>Printing</u></p> <p>Children will learn how to print using a variety of materials.</p> <p>We will explore:</p> <ul style="list-style-type: none"> Printing with a range of materials Creating plasticine printing blocks - relief printing Mono printing with carbon paper <p>We will look at the work of the artist Katsushika Hokusai who printed using wooden blocks.</p> 

D.T.	<p><u>Houses</u></p> <p>The children will take on the role of budding architects. They will design, make and evaluate their own model houses. Children will investigate ways to strengthen a structure and will demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). They will also use finishing techniques, including those from art and design.</p>
Life Skills (P.S.H.E.)	<p><u>Dreams and Goals</u></p> <p>In this unit, children will learn how to stay motivated, work as a group and recognise the role that each person plays within a group.</p> <p><u>Healthy Me</u></p> <p>In this unit, the children will focus on motivation and relaxation. They will think about how to make healthier choices. They will learn about healthy eating and nutrition and about healthier snacks and sharing food.</p>
Music	<p><u>Fairytales and Traditional Songs:</u></p> <p>Children will begin an investigation of music and sound through traditional fairy tales and songs, exploring how different pitches of sound can be used to create different effects. Children will compose their own sounds to fit in with a well-known tale, combining Literacy and music learning.</p> <p><u>Animals:</u></p> <p>Children will explore rhythm and pitch patterns through original songs and classical compositions which take inspiration from the animal world.</p>