



Year 1/2 Term Spring 1			
Subject	Prior Skills/Knowledge/language	New skills	Planning
English  Promise Narrative  Instructions	<p><b>EYFS</b></p> <p><b><u>Listening and attention</u></b>  <b>Listen</b> attentively in a range of situations.  <b>Listen</b> to stories, accurately anticipating key events and <b>respond</b> to what they hear with relevant <b>comments, questions</b> or <b>actions</b>.</p> <p><b><u>Understanding</u></b>  <b>Follow</b> instructions involving several ideas.  <b>Answer</b> 'how' and 'why' questions about their experiences.  <b>Respond</b> to stories or events.</p> <p><b><u>Speaking</u></b></p>	<p><b>KS1</b></p> <p><b><u>Speaking &amp; Listening:</u></b>  <b>Listen</b> and <b>respond</b> appropriately to others.  <b>Build</b> their vocabulary.  <b>Give</b> well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.  <b>Speculate, imagine</b> and <b>explore</b> ideas.  <b>Participate</b> in discussions, presentations, performances, role play and debates.</p> <p><b><u>Reading:</u></b>  <b>Apply</b> phonic knowledge and skills as the route to <b>decode</b> words.  <b>Read</b> common exception words.  <b>Listen</b> to and <b>discuss</b> a wide range of stories.  <b>Become</b> familiar with key stories, retelling them.</p>	<p><b><u>Promise Narrative</u></b></p> <ol style="list-style-type: none"> <li><b>Explore</b> and <b>respond</b> to key ideas in the text. <b>Research</b> background information. <b>Make</b> predictions about how events will unfold.</li> <li><b>Identify</b> key language features. <b>Understand</b> that events should be organised to create a clear structure. <b>Retell</b> stories using text mapping. <b>Produce</b> a narrative and instructions</li> <li><b>Combining</b> words to <b>engage</b> the reader. <b>Plan, draft, edit</b> and <b>review</b>. <b>Produce</b> a narrative text and instructional writing using careful language choices.</li> </ol> <p><b><u>Pre-assessment task</u></b>  <b>Cold Write</b></p>

	<p><b>Use</b> past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p><b>Develop</b> their own narratives and explanations by connecting ideas or events.</p> <p><b>Writing</b>  <b>Use</b> phonic knowledge to write words in ways which match their spoken sounds.  <b>Write</b> some irregular common words.  <b>Write</b> simple sentences which can be read by themselves and others.</p> <p><b>Reading</b>  <b>Read and understand</b> simple sentences.  <b>Demonstrate</b> understanding when talking with others about what they have read.</p>	<p><b>Recognising</b> and <b>joining</b> in with predictable phrases.</p> <p><b>Writing:</b>  <b>Compose</b> a sentence orally before writing it.  <b>Sequence</b> sentences to form short narratives.  <b>Leave</b> spaces between words.  <b>Begin</b> to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.  <b>Use</b> capital letters appropriately.</p>	
<p><b>Maths</b>  <u><b>Multiplication, Division and Measurement</b></u>  <b>(Y1)</b></p>	<p><b>EYFS - Numbers</b></p> <ul style="list-style-type: none"> <li>Children count reliably with numbers from one to 20, place them in order and say which number is more or less than a given number.</li> <li>Using quantities and objects, they add and</li> </ul>	<p><b>Y2</b>  <b>Multiplication and division</b></p> <ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables including recognising odd and even numbers.</li> <li>Calculate mathematical statements for multiplication and division within the multiplication</li> </ul>	<p><b>Y2</b>  <b>Multiplication and division</b></p> <ol style="list-style-type: none"> <li>To use a variety of strategies, concrete objects and pictorial representations to solve a variety of multiplication and division problems.</li> <li>To use lots of, groups of, repeated addition on a number line, arrays and</li> </ol>

subtract two single-digit numbers and count on or back to find the answer.

- They solve problems, including doubling, halving and sharing.

#### Y1

##### **Multiplication, division and fractions**

- Count in multiples of twos, fives and tens.
- Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs.

- Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

#### Y2 - Measurement

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
- Compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$ .
- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
- Find different combinations of coins that equal the same amounts of money.
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
- Compare and sequence intervals of time.

sharing to solve multiplication and division problems.

3. Use the operations ( $\times$ ), ( $\div$ ) and (=) in a variety of problems and understand their meanings.
4. To explore commutativity when multiplying and prove that it cannot be done with division problems using a variety of concrete resources and pictorial representations.

#### Y2 - Measurement

1. Know standard units for length (m/cm), capacity (litres/ml), mass (kg/g) and temperature ( $^{\circ}\text{C}$ ). Choose and use suitable practical apparatus with increasing accuracy to practise and refine measuring skills
2. Choose correct units of measurement when estimating and measuring.
3. Make reasonable estimates when presented with a list of choices.
4. Know relationships and simple equivalents between given units for length, mass and capacity.
5. Solve addition and subtraction calculations involving measure keeping the size of numbers in line with the progression outlined in the objective for addition and subtraction.
6. Use appropriate comparative language.
7. Compare differences between given units for length, mass and capacity/volume using appropriate

- Know the number of minutes in an hour and the number of hours in a day.
- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times

- apparatus for measuring and be able to order the given units of measures.
8. Compare measures by using scaling of simple multiples.
  9. Recognise all coin and note values and be able to count different amounts of money. Relate counting in 2s, 5s, and 10s to the context of money.
  10. Be able to combine different coins to make given amounts of money.
  11. Record amounts using the symbols £ and p with increasing accuracy and know that the decimal point is used to separate pounds and pence.
  12. Become confident with the various combination of coins to make e.g. 5p, 10p, 20p, 50p and £1.
  13. Recognise that different combinations of coins can be used to make a particular amount.
  14. Solve addition and subtraction calculations involving money keeping the size of numbers in line with the progression outlined in the objective for addition and subtraction.
  15. Ensure planning through the teaching sequence for calculation - see continuous objective for addition and subtraction.
  16. Use appropriate calculation methods to support addition and subtraction of money.
  17. Use the vocabulary related to time.
  18. Compare time intervals saying which one is the longest/shortest duration.

			<p>19. Match times to everyday events.</p> <p>20. Permanent display for reference and linked to mental skills or basic skills to enable continuous practice.</p> <p>21. Read and tell the time on an analogue clock using standard units of time including to five minutes, quarter past and to the hour.</p> <p>22. Be able to record different times on a clock face.</p> <p>23. Solve problems involving the duration of time using clock faces and time lines:</p> <p><a href="#">Pre-assessment Task</a> <a href="#">White Rose Assessment sheets</a></p>
<p>Science</p> <p><u>Everyday Materials</u></p>	<p><b>EYFS - Understanding the World</b></p> <ul style="list-style-type: none"> <li>• They make observations of animals and plants and explain why some things occur, and talk about changes.</li> </ul> <p><b>Y1 - Animals including Humans</b></p> <ul style="list-style-type: none"> <li>• Pupils should be taught to: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> </ul>	<p><b>Explore/compare</b> the differences between things that are living, dead, and things that have never been alive</p> <p><b>Identify</b> that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p><b>Ask simple questions</b> and recognise that they can be answered in different ways</p> <p><b>Identify and classify</b></p> <p><b>Use observations</b> and ideas to suggest answers to questions</p>	<p><b>Y2</b></p> <ol style="list-style-type: none"> <li>1. To find out about the offspring of a variety of different Animals.</li> <li>2. To find out about the different ways in which animals Reproduce.</li> <li>3. To explore how humans grow as they get older.</li> <li>4. To find out what animals, including humans, need to Survive.</li> <li>5. To explore the environment as a factor of survival for animals, including humans.</li> <li>6. To find out how to eat a healthy, balanced diet.</li> </ol>

	<ul style="list-style-type: none"> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul>	<p><b>Gather and record</b> data to help in answer questions</p>	<p>7. To find out why exercise is important to keep our bodies healthy.</p>
<p><b>Geography</b></p> <p><u>Let's go on Safari</u></p>	<p><b>EYFS</b></p> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Children know about similarities and differences in relation to places, objects, materials and living things.</li> <li>• They talk about the features of their own immediate environment and how environments might vary from one another.</li> <li>• They make observations of animals and plants and explain why some things occur, and talk about changes.</li> </ul> <p><b>Y1 - Let's Go to the Arctic</b></p> <ul style="list-style-type: none"> <li>• To explore the Arctic Circle</li> </ul>	<p><b>Y2</b></p> <ul style="list-style-type: none"> <li>• To locate Africa on a world map and identify the country of Kenya.</li> <li>• To explore the climate and weather of Kenya.</li> <li>• To explore the animals of Kenya.</li> <li>• To be able to use compass points to navigate around a map.</li> <li>• To explore the landscapes of Kenya.</li> <li>• To find out about the people and culture of Kenya.</li> <li>• To identify similarities and differences between Kenya and the UK.</li> </ul>	<p><b>Y2</b></p> <ol style="list-style-type: none"> <li>1. Children will identify the seven continents and five oceans of the world on a world map. They will also identify the location of the UK and Kenya. They will be introduced to the idea of a safari and five oceans and think about what they might see on a Kenyan safari.</li> <li>2. Children will recap the continents and oceans before looking at how different places around the world have different climates based on the location of the poles and the equator. They will learn about Kenya's wet and dry seasons and compare Kenya's climate to the UK climate.</li> <li>3. Children will identify a variety of animals that live in Kenya. They will identify their features and find out facts about them, including where some of the geographical features the animals need, such as bodies of water or trees for shade.</li> <li>4. Children will identify the four points of a compass and find out how we can use them to navigate around a map. They will describe how a variety of safari animals can get from one place to another and use grids on a map to</li> </ol>

	<ul style="list-style-type: none"> <li>• To explore the climate in the Arctic</li> <li>• To explore the Arctic's physical features.</li> <li>• To explore the animals living in the Arctic.</li> <li>• To explore cities and towns in the Arctic Circle.</li> <li>• To compare an Arctic town to a city in the United Kingdom.</li> </ul>		<p>travel a given number of places in different directions.</p> <p>5. Children will use photos to identify some different land features of Kenya, such as savannahs, valleys, mountains and beaches, and describe their features. They will compare large cities and small villages. They will use appropriate vocabulary to describe the different landscapes of Kenya.</p> <p>6. Children will find out that there are many different groups of people who live in Kenya. They will compare people who live in large cities with those who live in more rural areas. They will also find out about the Maasai tribe and start to consider the differences between Maasai life and like in the UK.</p> <p>7. Children will use photos and their prior knowledge to identify ways in which Kenya is similar to or different from</p> <p><u>Pre-assessment task</u> Children had to compare the similarities and differences between a hot country and a cold country.</p>
<p><b>Art</b></p>	<p><b>EYFS</b> Experiments with blocks, colours and marks.</p> <p><b>Y1</b> Extend the variety of drawings tools Explore different textures Observe and draw landscapes</p>	<p><b>Y2</b> Experiment with tools and surfaces Draw as a way of recording experiences and feelings Discuss use of shadows, use of light and dark Sketch to make quick records</p> <p>Awareness of natural and manmade forms</p>	<p>To explore Africa, its colours, shapes and patterns.</p> <p>To explore Maasai jewellery and culture.</p> <p>To explore and make African masks.</p> <p>To explore African water jars</p>

	<p>Observe patterns observe anatomy (faces, limbs)</p> <p>Construct Use materials to make known objects for a purpose Carve Pinch and roll coils and slabs using a modelling media. Make simple joins</p>	<p>Expression of personal experiences and ideas</p> <p>To shape and form from direct observation (malleable and rigid materials) decorative techniques</p> <p>Replicate patterns and textures in a 3-D form work and that of other sculptors</p>	
<p>RE</p> <p><u>Jesus - Friend to everyone</u></p>	<p><b>EYFS - Understanding the World</b></p> <ul style="list-style-type: none"> <li>• They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul> <p><b>Y1 - Jesus was Special</b></p> <p><b>Covering key questions</b></p> <ul style="list-style-type: none"> <li>- What does special mean?</li> <li>- Jesus was special. How? Why?</li> <li>- What made Jesus special?</li> <li>- Who were the special friends of Jesus and how did they try to follow his teachings?</li> </ul>	<p><b>Y2</b></p> <p><b>By the end of this unit pupils will know that:</b></p> <ul style="list-style-type: none"> <li>• The stories covered in this unit can be found in the gospels in the New Testament.</li> <li>• We (Christians) believe that Jesus miracles reveal him to be the Son of God.</li> <li>• We (Christians) believe that we should welcome everyone and try to be a friend of all as Jesus was.</li> </ul> <p><b>By the end of this unit pupils are expected to be able to:</b></p> <ul style="list-style-type: none"> <li>• Talk about their own feelings and experiences.</li> <li>• Retell the stories covered in this unit.</li> </ul>	<p><b>Y2</b></p> <ol style="list-style-type: none"> <li>1. Teach stories covered in this unit can be found in the gospels in the New Testament.</li> <li>2. Teach that we (Christians) believe that Jesus miracles reveal him to be the Son of God.</li> <li>3. Teach that we (Christians) believe that we should welcome everyone and try to be a friend of all as Jesus was.</li> <li>4. Children should be able to talk about their own feelings and experiences.</li> <li>5. They should be able to retell the stories covered in this unit.</li> <li>6. They should make the connection between the Bible stories and Christian belief.</li> <li>7. They will be able to talk about the work of Christian charities and make the connection to Jesus teaching and actions.</li> </ol> <p><u>Pre-assessment task</u></p>

	<ul style="list-style-type: none"> <li>- How do we make and build friendships?</li> </ul>	<ul style="list-style-type: none"> <li>• Make the connection between the Bible stories and Christian belief.</li> <li>• Talk about the work of Christian charities and make the connection to Jesus teaching and actions.</li> </ul>	Circle time - Who is Jesus? Who are his friends? Why is he special?
<b>PE - Gymnastics</b>	<p><b>Y1</b> I can copy &amp; explore basic actions with some control &amp; co-ordination.</p> <p>I have begun to choose &amp; link basic actions, and I can recognise &amp; use space appropriately</p> <p>I can watch &amp; discuss my own work &amp; that of my peers</p> <p>I can safely perform teacher led warm-up &amp; I am aware of others</p>	<p><b>Y2</b> I can copy, remember, explore &amp; repeat simple actions varying speed &amp; levels</p> <p>I am beginning to select simple actions to construct basic sequences</p> <p>I am beginning to identify the difference between my performance &amp; that of others</p> <p>I understand the need for warm up &amp; cool down, and also what is happening to my body during exercise</p>	<ol style="list-style-type: none"> <li>1.Learning and practising different types of rolls.</li> <li>2.Learning and practising different types of balances.</li> <li>3. Creating sequences.</li> <li>4.Use different types of equipment to create sequences.</li> </ol>
<b>Computing</b>  <b>Digital communication and the web (e-safety)</b>	<p><b>EYFS</b></p> <p><b>Y1</b> Recognise that the Internet contain large amounts of information.</p> <p>Use a search engine to gather relevant information.</p>	<p><b>Y2</b> Enter a URL to find a webpage.</p> <p>Use a search engine to gather relevant information.</p> <p>Use a search engine to gather relevant information.</p> <p>Book mark favourite web pages.</p>	<p>On Purple Mash, children will learn about internet safety.</p> <p>They will practise logging onto the internet and searching for information on Google.</p>

	<p>Evaluate websites found through a search engine.</p> <p>Keeping safe on-line.</p> <p>Use a search engine to find information</p>	<p>Keep safe on-line.</p> <p>Use a search engine to find information.</p>	
--	---	---	--