

Year 1 Spring – Moon Zoom

Maths – Scheme: White Rose Education

[Maths resources for teachers | White Rose Education](#)

English – Scheme: Jane Considine – The Write Stuff

[Writing Unit Plan Subscription](#)

Phonics - Scheme: Read Write Inc

[Phonics - Ruth Miskin Literacy](#)

Science – scheme: White Rose Science

[Primary science curriculum and resources | White Rose Education](#)

Foundation Subject	Scheme/Provider
Music	Sparkyard Home Sparkyard
PE	Premier Sports Premier Education Knowledge Hub - Premier Education
Computing	National Centre for Computing Education: https://computingeducation.org.uk/
PSHE	Jigsaw PSHE: Jigsaw

Science	Geography	Art/DT	Music	Computing	RE	History
Biology: Planting Biology: Seasonal Changes Sustainability: Caring for the planet	Identify seasonal and daily weather patterns in the United Kingdom. Use basic geographical vocabulary to refer to key physical and human features.	Art: Self Portraits (Cubism) Artist: Picasso Media: Pastels Art: Collage (3D) Artist: Henri Rousseau - recreating 'Tiger in a Tropical Storm'. DT: Pupils will write and follow simple instructions to prepare and assemble a sandwich.	Sparkyard Home Sparkyard children will explore how sounds can change and learn to identify different musical features such as tempo, pitch, dynamics and timbre. They will investigate the sounds made by instruments and voices, create and combine sounds, and begin to understand how music can tell a story. Through singing, listening, performing and composing, children will develop their confidence in expressing ideas through music and responding to a range of musical styles.	Computing: Knowledge overview:  How can we paint using computers? Using shapes and lines. Making careful choices. Why did I choose that? Painting all by myself. Comparing computer art and painting.	Beliefs and teachings from: Christianity, Hinduism and Judaism. Spiritual, moral, social and cultural development.	To understand events beyond living memory that are significant nationally or globally. Focus: History of astronauts.

Maths

Spring	Number Place value (within 20) VIEW	Number Addition and subtraction (within 20) VIEW	Number Place value (within 50) VIEW	Measurement Length and height VIEW	Measurement Mass and volume VIEW

English

Spring 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core Text	The Way Back Home by Oliver Jeffers	The Way Back Home by Oliver Jeffers	The Marvellous Moon Map by Teresa Heapy	The Marvellous Moon Map by Teresa Heapy	National Story Telling Week	The Moon – Non-Fiction Writing
Focus	Adjectives Capital Letters Full Stops Verbs	Editing & Improving	Alliteration	Adjectives Verbs	Retelling and Creating Narratives	Headings Subheadings Questions
Context	Narrative	Narrative	Narrative	Narrative	Oral Storytelling	Factual Writing Questions
Lenses	Noticing Basics Feeling Action	Imagining Onomatopoeia	Alliteration Sentence structure	Feelings Onomatopoeia Alliteration Action		Purpose Punctuation
Experience Sessions	Hot Seating		Making Maps		Visit Stony Stratford Library	
Related Texts	How to Catch a Star by Oliver Jeffers				Pie Corbett – Gingerbread Man	CBeebies Radio – Stargazing 'The Moon' CBeebies - Maddie – Space and You Non-fiction Space Texts

Spring 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Core Text	Stardust by Jeanne Willis	Stardust by Jeanne Willis	The Moon by Britta Teckentrup	Once Upon a Star by James Carter	Beegu by Alexis Deacon	Beegu by Alexis Deacon
Focus	Exclamation Marks Adjectives Verbs	Exclamation Marks Adjectives	Title Adjectives Verbs	Poetry	Narrative Sentence Writing	Narrative Sentence Writing
Context	Narrative	Narrative	Poetry	Poetry	Narrative	Narrative
Lenses	Alliteration Punctuation Action Feelings	Onomatopoeia Punctuation Dialogue	Purpose Onomatopoeia Alliteration Action	Rhyme Noticing Basics	Noticing Feelings Onomatopoeia	Action Noticing Feelings Basics
Experience Sessions	Jealousy – Boss Baby video clip, circle time and drawings about own experiences	'We are all stars' poem Making books	Finding the Fantastics (in the book) Performing poems	Watching and discussing poetry performances Michael Rosen, Grace Nichols	Design a friend for Beegu	
Related Texts				Zim Zam Zoom by James Carter	A Place to Call Home by Alexis Deacon	Spring themed sentence writing practise

Science

Spring Block 1

Planting A

Spring Block 2

Animals

Spring Block 3

Caring for the planet

Step 1 – Plant – winter

- plants that have a stem, flowers, roots and leaves
- pots
- seeds
- soil
- trowels
- water
- hand lenses



Small steps

Step 1 Mammals

Step 2 Birds

Step 3 Fish

Step 4 Amphibians

Step 5 Reptiles

Step 6 Compare and group animals

Step 7 Carnivores

Step 8 Herbivores

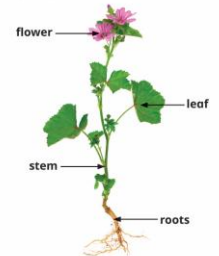
Year 1 | Spring term | Block 2 – Animals

Small steps

Step 9 Omnivores

Key vocabulary

- **plant** – a living thing that usually grows in soil



- **seed** – a part of a plant that can grow into a new plant



Key vocabulary

- **animal** – a living creature



- **mammal** – an animal with fur or hair on its body



- **fur** – the fine, soft hair found on different animals



- **wild mammal** – a mammal that is not looked after by humans



- **pet** – an animal that is looked after by humans



Key vocabulary

- **bird** – an animal that has feathers, wings and a beak

wings – a part of a bird's body that can be used for flying

beak – the hard part of a bird's mouth and nose

feathers – the soft covering on the outside of the bird



flipper – the part of the body some birds use to swim

webbed feet – fingers and toes that are joined together to help with swimming

		Key vocabulary • Earth – the planet that we live on  • plant – a living thing that usually grows in soil  • animal – a living creature  • helpful – an action that is useful  • harmful – an action that causes hurt or damage 
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Key questions

- What is a mammal?
- What mammals are shown?
- Is a _____ a mammal?
How do you know?
- Does a _____ have fur?
- Can all mammals be pets?
How do you know?
- Can all mammals live in the wild?
How do you know?

Key questions

- What features do all birds have?
- Is a _____ a bird?
How do you know?
- Does a _____ have feathers?
- Can all birds fly?
How do you know?
- What birds are shown?
- Which birds can swim?
- What are the differences between these two birds?

Key questions

- What features do fish have?
- What fish are shown?
- Is a _____ a fish?
- What do fish have to help them swim?
- What do fish have to help them breathe underwater?
- How is a fish different from a mammal?
- How is a fish similar to a bird?

Key questions

- Is a _____ an amphibian?
- What features do amphibians have?
- What amphibian is this?
- Where do amphibians live?
- What are the differences between a fish and an amphibian?
- How is an amphibian similar to a mammal/bird/fish?
- How is an amphibian different from a mammal/bird/fish?

Key questions

- What features do reptiles have?
- What reptile is this?
- Is a _____ a reptile?
- What is similar about these two reptiles?
- What is different about these reptiles?
- Are there similarities between reptiles/mammals/birds/fish and amphibians?
- What are the differences between reptiles/mammals/birds/fish and amphibians?

Key questions

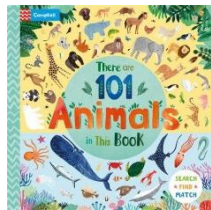
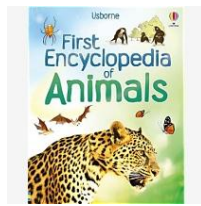
- What animal is this?
- What features do _____ have?
- How can you group these animals?
- What is similar about these groups of animals?
- What is different about these groups of animals?
- What is similar about mammals/birds/fish/amphibians and reptiles?
- What is different about mammals/birds/fish/amphibians and reptiles?
- How do you know a _____ is a _____?

Key questions

- What is planet Earth?
- How can we care for humans?
- How can we care for animals?
- How can we care for plants?
- Why is it important to care for humans/animals/plants?
- What actions are helpful for planet Earth?
- What actions are harmful for planet Earth?



Books to be
read &
website
links:



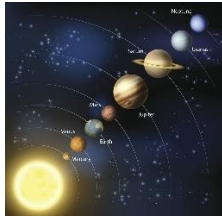
[Different types of animals - BBC Bitesize](#)

[How to classify animals and plants – KS2 Science curriculum - BBC Bitesize](#)

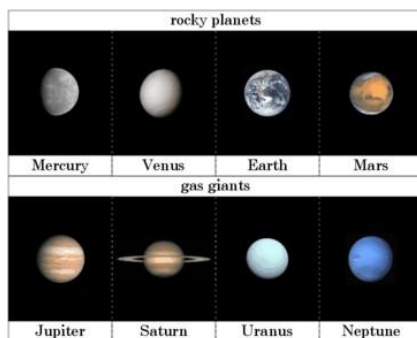
[Animals: KS1 Science resources - BBC Teach](#)

[Animals including humans - KS1 Science - BBC Bitesize](#)

Geography



- **8 planets in the solar system**
- **Planets can be made mostly of rock or mostly of gases.**
- **Within our solar system we have two types of planet rocky planets and gas planets.**



- **Rocky planets are made mostly from rock and metals. Rocky planets are usually smaller than gas planets.**
- **Gas planets have many moons.**
- **In our solar system we have 4 gas planets and 4 rocky planets.**



- **Physical features found on Earth can be found on other planets in our solar system.**
- **Physical features found on other planets include: mountains, weather, valleys and volcanoes.**
- **Human features are features in an area built or caused by people.**
- **Earth is the only planet known to have life and humans so it is the only planet on which we find human features.**
- **Satellites, rockets, space stations and telescopes are all human features as they were sent to space by people.**
- **Human features of a planet include: cities, towns, villages, roads and shops.**

Planet - an object that orbits a star, that does not give out its own light.
Solar system - 8 planets and 1 dwarf planet.

Rocky planet - made mostly from rock and metal.

Gas planet - made entirely from different gases including hydrogen and helium.

Earth - The planet on which we live.

Physical Geography - Earth's natural features, such as mountains, rivers, deserts, oceans and weather.

Human Geography - Manmade and human environment: Church, office, house, town, factory, city, town.

Mountain - a very high rocky area with very steep sides.

Volcano - an opening in the Earth's surface where red-hot rocks, lava and gas come out from underground.

Valley - a low area of land between mountains.

Weather - The conditions outside.

This includes the temperature outside, wind direction and strength, as well as rain, cloud, snow and sun.

Temperature - describes how hot or cold an environment is.

Degrees Celsius - also known as centigrade, is a scale and unit of measurement for temperature.

1. World maps, atlases and globes to identify the UK and its countries, as well as continents and oceans.
2. Use photographs and plan perspectives to recognise landmarks and basic human and physical features.
3. Use simple compass directions (north, east, South and West).

Art/D.T

Key Artists/Musicians Works of art/compositions	Pablo Picasso Weeping Woman 1937 Cubism is a style of art which aims to show objects and people from lots of different angles all at one time. This is done through the use of cubes and other shapes.   Banksy - first started working as a freehand graffiti artist in 1990. Girl with Balloon was first created in London in 2002. The artwork is a symbol of hope. The original stencil at Southbank – London was accompanied by a quote that read “There Is Always Hope”.	Portrait – a painting of a person Sketch – a rough or unfinished drawing or painting, often made to assist in making a more finished picture. Blend -the technique of gently intermingling two or more colours or values to create a gradual transition or to soften lines. Outline - a line or set of lines showing the shape of an object. Observations – Using your sense of sight to notice things. Cubism - a style of art which aims to show objects and people from lots of different angles all at one time. This is done through the use of cubes and other shapes. drawings/designs. Canvas – A material often stretched out to draw or paint on. Still life paintings – these paintings are a collection of objects. It could be fruit or flowers that feel soft, with vases, bowls or other things that feel hard. These things do not move. Collage - the use of pieces of paper or other materials arranged and stuck down onto a surface. Street Art - is any art created in public spaces. It's usually unendorsed and carried out in untraditional art spaces. Graffiti - writing or drawing scribbled, sprayed or scratched on a wall or other public space. Stencil graffiti – graffiti using a cardboard or paper stencil to create and recreate an image. The image is cut out and then transferred to a surface using spray paint or roll-on paint.	1. To recall facts about famous influential artists. 2. Children know how to draw or paint a picture of something they can see. 3. To use pencils to create lines of different thickness in drawings. 4. To know how to create different textures. 5. Children know how to communicate something about themselves in their painting. 6. Children know how to create moods in their paintings. 7. Children know that thick and thin brushes have different effects. 8. Children know how to paint a picture of something they can see. 9. Children know that some paints are different. 10. Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing 11. Choose materials and explain why they are being used
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Music

YEAR 1, TERM 2 – CONTENT COVERAGE

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KSI NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
1. Exploring how sounds can be changed	Fast Or Slow? Ideal for a single session	★ To recognize changes in tempo	Sing Listen Notation Play	Tempo		<i>Flight of the Bumblebee</i> by Rimsky-Korsakov <i>The Swan</i> from <i>Carnival of the Animals</i> by Saint-Saëns	Clap Hands! Stamp Feet! Counting That's The Way We're Put Together
	Sound Collectors Ideal for 1-2 sessions	★ To investigate how sounds can be changed ★ To recognize and describe musical changes	Sing Play Improvise Genre/History/ Musicians	Articulation Dynamics Tempo Timbre Pitch		<i>Étude Aux Chemins De Fer</i> by Schaeffer	Sound Collectors We're Detectives
	Ways To Play Ideal for a single session	★ To create a variety of different vocal sounds (longer and shorter, louder and quieter, higher and lower) ★ To investigate different ways of playing an instrument	Sing Listen Improvise Play	Articulation Dynamics Tempo Timbre		Recycled Orchestra	Spider Music Blow, Tap, Pluck, Shake
2. Exploring the timbre of instruments and voices	Musical Characters Ideal for a single session	★ To explore vocal timbre ★ To perform songs with expression	Sing Listen Notation Improvise	Articulation Dynamics Timbre		<i>Artful Dodger</i> from <i>Oliver!</i> by Lionel Bart <i>Major-General</i> from <i>The Pirates of Penzance</i> by Gilbert and Sullivan <i>Rum Tum Tugger</i> from <i>Cats</i> by Andrew Lloyd Webber	It's A New Year Good Morning Hello, Hello
	Different Voices Ideal for a single session	★ To explore vocal timbre	Sing Listen Improvise	Articulation Dynamics Timbre			I'll Sing This Song Make A Face Who Am I?
	Unique Timbre Ideal for a single session	★ To explore vocal timbre ★ To explore instrumental timbre	Sing Listen Play	Dynamics Timbre			I'm A Miracle It's A New Year Good Morning Hello, Hello
	Sounds From Words Ideal for 2 sessions	★ To create vocal and instrumental sound effects ★ To choose, order and combine sounds ★ To use musical vocabulary to describe sounds	Sing Listen Play Compose Improvise	Dynamics Rhythm Structure Tempo Timbre			Sounds
3. Sequencing sounds to tell stories and create effects	Create A Character Ideal for a single session	★ To recognize how music can communicate character 	Sing Listen	Dynamics Pitch Tempo Timbre		<i>The Hut on Fowl's Legs</i> from <i>Pictures At An Exhibition</i> by Mussorgsky <i>Flight of the Bumblebee</i> by Rimsky-Korsakov <i>Waltz of the Flowers</i> from <i>The Nutcracker</i> by Tchaikovsky <i>He's A Pirate</i> from <i>Pirates of the Caribbean</i> by Klaus Badelt and Hans Zimmer <i>Mars</i> from <i>The Planets</i> by Holst	I'm A Wicked Witch, That's Me! I Am A Giant

YEAR 1, TERM 2 – CONTENT COVERAGE (cont.)

STEP	ACTIVITY	WHAT'S ACHIEVABLE	CURRICULUM SKILLS	INTER-RELATED DIMENSIONS OF MUSIC	KSI NATIONAL CURRICULUM REQUIREMENTS	LISTEN/LOOK	SONG CHOICES
(3.)	Character Motifs Ideal for 1-2 sessions	★ To create simple sound and movement motifs ★ To perform a sequence of motifs using instruments	Compose Improvise Listen Play	Dynamics Tempo Timbre Pitch			I Am A Giant Fairytale Tea Party Who Am I?
	The Mouse And The Giant Ideal for 2 sessions	★ To begin to control dynamics using voices and instruments ★ To use music to tell a story	Sing Listen Play	Dynamics Pitch Timbre		William Tell Overture by Rossini	The Mouse And The Giant
4. Copying and creating rhythmic patterns	Inventing Notation Ideal for 1-2 sessions	★ To investigate different ways of playing an instrument ★ To create a variety of contrasting sounds ★ To create notation to represent sounds	Sing Play Notation	Articulation Dynamics Structure Tempo Timbre			Spider Music
	Musical Storyboards Ideal for 1-2 sessions	★ To compose a sequence of sounds (beginning/middle/end) ★ To interpret simple notation (e.g. pictorial storyboard) ★ To follow simple performance directions	Sing Play Notation Compose	Dynamics Pitch Structure Tempo Timbre			The Seed Song A Tiny Seed Was Sleeping Once Upon A Time I Don't Want To Be A Frog's Egg Food Chain
	A Spring Score Ideal for 2-3 sessions	★ To explore musical texture ★ To play instruments while following a graphic score	Play Notation	Tempo Texture Dynamics Timbre Structure			Symphony No. 1 'Spring' by Schumann On Hearing The First Cuckoo In Spring by Delius
	A Tiny Seed Ideal for 2 sessions	★ To experiment with musical texture ★ To follow simple notation ★ To create a graphic score	Sing Play Notation Compose	Structure Texture Timbre			'Waltz Of The Flowers' from The Nutcracker by Tchaikovsky 'Flower Duet' from Lakmé by Delibes

KEY KSI NATIONAL CURRICULUM REQUIREMENTS

Use their voices expressively and creatively by singing songs and speaking chants and rhymes

Play tuned and untuned instruments musically

Listen with concentration to a range of high-quality live and recorded music

Experiment with, create, select and combine sounds using the inter-related dimensions of music

Computing

Spring: Computing Skills	National Centre for Computing Education 3. Programming A – Moving a robot 4. Data and information – Grouping data	Year 1 Vocabulary Overview Computing Systems and Networks – Technology Around Us technology, computer, mouse, trackpad, keyboard screen, double-click Creating Media – Digital Painting paint program, tool, paintbrush, erase, fill, undo shape tools, line tool, fill tool, undo tool, colour brush style, brush size, painting, computers Creating Media – Digital Writing word processor, keyboard, keys, letters, type numbers, space, backspace, text cursor, capital letters toolbar, bold, italic, underline, computers Data and Information – Grouping object, label, group, search, image, property, colour size, shape, value, data set, more, less, fewest, least Programming A – Moving a Robot Bee-Bot, forwards, sprite, compare, programming area, block, joining, start, run, program, background Programming B – Programming Animations ScratchJr, command, sprite, compare, programming
	ASK BIG QUESTIONS	Year 1 Key Questions Computing Systems and Networks – Technology Around Us What is technology? Can you name something that uses technology? What parts make up a computer? How do we use a mouse and a keyboard? What happens when you double-click? Creating Media – Digital Painting What is a paint program? Which tool would you use to draw a line? How can you change the colour of your picture? What does the undo tool do? Creating Media – Digital Writing What is a word processor? How do you make letters big (capital letters)? What does bold or italic mean? How do you change the font of your writing? Data and Information – Grouping What does it mean to group objects? How can we sort things by colour or size? Which group has the most? Which has the fewest? How can we find something by searching? Programming B – Programming Animations What is ScratchJr? What is a sprite? How do you make a sprite move? What happens when you join blocks together? What does reset mean?

R.E

Belonging and beliefs: How People Celebrate	Christianity Overview 1. What is a religion? What is a place of worship? 2. Different religions and their places of worship (church, mosque, synagogue, mandir) 3. Christianity – What do Christians believe? 4. Christian churches and symbols (cross, fish, dove) 5. Christenings and baptisms (welcoming a baby into the Christian faith) 6. Easter story (Jesus' death and resurrection) 7. Easter sequence and recap (ordering the Christian story) 8. Christian weddings (special promises and celebrations) 9. Weddings around the world (compare Christian, Islamic, Hindu, Sikh and Jewish weddings)	Key Vocabulary General Concepts Religion Belief Worship Festival Symbol Faith Christianity Christian Jesus Church Bible Cross Prayer Dove Fish Christenings Baby Water Christening Baptism Family Church Easter Easter Jesus Cross Tomb Resurrection Celebrate Weddings Wedding Bride Groom Ring Vows Love Other Faiths Islamic Hindu Sikh Jewish Ceremony Tradition
	• What is a place of worship? • What symbols do Christians use? • Who was Jesus? • Why do Christians have christenings? • Why is baptism important? • Why do Christians celebrate Easter? • What happened at Easter? • What happens at a Christian wedding? • How are weddings celebrated in different religions? • What do Christians believe?	

Jigsaw



✿ Spring Term Theme

Aspiration, Achievement and Wellbeing

Children will develop confidence in setting and achieving goals, build resilience when faced with challenges and learn how healthy choices support both their physical and emotional wellbeing.

Spring Term Jigsaw Overview

Half Term	Puzzle (Unit)	What Children Will Learn
★ Spring 1	Dreams and Goals	• Setting goals and working towards them • Thinking about future aspirations and careers • Developing resilience when facing challenges • Celebrating success and achievements • Understanding how they can make a positive contribution to society
♥ Spring 2	Healthy Me	• Making healthy lifestyle choices • Understanding the importance of exercise, sleep and nutrition • Building self-esteem and confidence • Learning about medicines and keeping safe • Understanding how rest and wellbeing help us stay healthy

Physical Education



Learning	Skills	Key Vocabulary
Fitness	kills: • Moving continuously at different speeds • Balancing and coordinating movements • Jumping, hopping and skipping safely • Following simple fitness routines • Changing direction quickly and safely • Improving stamina through active games • Responding to instructions and signals • Working individually and with a partner • Taking part in team fitness challenges • Recognising how exercise affects the body	Key Vocabulary: • Fitness • Stamina • Exercise • Warm-up • Cool-down • Pace • Speed • Balance • Coordination • Agility • Endurance • Movement • Control • Space • Heart Rate
Gymnastics	Skills: • Holding basic shapes (tuck, star, straight) • Traveling in different ways (crawl, jump, hop) • Performing simple rolls safely • Linking two movements into a short sequence • Balancing on different body parts • Using apparatus safely	Key Vocabulary: • Balance • Stretch • Curl • Tuck • Roll (e.g., log roll, egg roll) • Travel • Sequence • Shape (e.g., star, straight, pike) • Control
Hit, catch, run	Skills: • Hitting a ball with control • Catching a ball using two hands • Running safely into space • Throwing a ball accurately to a partner • Tracking and watching a moving ball • Changing direction quickly when running • Developing hand-eye coordination • Working cooperatively with a partner or team • Following simple game rules • Stopping and collecting a ball safely	Key Vocabulary: • Hit • Catch • Run • Throw • Ball • Target • Space • Ready Position • Control • Direction • Teamwork • Accuracy • Speed • Fielding • Aim

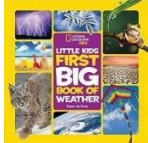
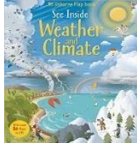
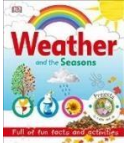
	Science Lessons National Curriculum	Learning	Lesson Knowledge
Step 1 Planting	National curriculum links - Identify and describe the basic structure of a variety of common flowering plants, including trees. - Working scientifically – Asking simple questions and recognising that they can be answered in different ways.	To understand the basic structure of plants and understand a plant is living and grows in soil. Label the basic parts of a plant.	Factual knowledge - A plant is a living thing that usually grows in soil. - Some plants have roots, a stem, leaves and flowers. - A seed can be planted to grow into a new plant. - Some seeds can be planted in winter but must be kept warm to grow. Things to look out for - Children may think that all plants die in the winter months. Explain that it is more difficult for plants to grow during winter as it is colder.
Step 2 Mammals	National curriculum links Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	Identify and label mammals.	Factual knowledge - Mammals have fur or hair on their bodies. - Some mammals can be kept as pets. - Some mammals live in the wild. Things to look out for - Children may think, for example, that a mouse and an elephant cannot both belong to the category of mammals due to their distinct physical differences. - Children may assume all mammals can be kept as pets and not live in the wild.
Step 3 Birds	National curriculum links Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	Classify and label the fish and its basic body parts.	Factual knowledge - Birds have beaks, wings and feathers. - Some birds can fly. - Some birds cannot fly. - Some birds can swim. - Some birds cannot swim. Things to look out for - Children may think all birds can fly. - Children may think fur and feathers are the same thing, as they both feel soft. - Children may think all animals with wings are birds.
Step 4 Amphibians	National curriculum links - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. - Working scientifically – Identifying and classifying	Classify and identify the amphibians. Label the frog.	Factual knowledge - Amphibians live on land and in water. - Amphibians have webbed feet. - Frogs, toads and newts are amphibians. Things to look out for - Children may think that amphibians have scales like fish. Explore the differences between fish and amphibians to address this misconception. - Children may assume penguins are amphibians as they spend part of their life in water.
Step 5 Reptiles	National curriculum links - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. - Working scientifically – Using their observations and ideas to suggest answers to questions	Classify and identify the reptiles. Label the reptile.	Factual knowledge - Reptiles have dry skin. - Reptiles have scales on their bodies. - Lizards, snakes, crocodiles and turtles are reptiles. Things to look out for - Children may think that all reptiles are small. - Children may think that all reptiles live on land. Discuss examples of aquatic reptiles, such as crocodiles or turtles, to address this misconception. - Children do not need to use the word “habitat” within this step.

Step 6 Compare and group	National curriculum links Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). Working scientifically – Identifying and classifying.	Compare and group the animals	Factual knowledge - There are different types of animals. - Animals have different features. Things to look out for - Children may group animals incorrectly. Revisiting the features of different types of animals will address this. - Children may think all animals that live in water are fish. Be sure to include animals such as penguins and turtles to avoid this assumption.
Step 7 Carnivores	National curriculum links - Identify and name a variety of common animals that are carnivores, herbivores and omnivores. - Working scientifically – Identifying and classifying	Identify, classify and label the carnivores.	Factual knowledge - Some animals are carnivores. - Carnivores eat other animals. - Many carnivores have sharp teeth and claws. Things to look out for - Children may think that only mammals can be carnivores. Sorting carnivores into their different animal groups will address this misconception. - Children may assume carnivores can only be large animals.
Step 8 Herbivores	National curriculum links - Identify and name a variety of common animals that are carnivores, herbivores and omnivores. - Working scientifically – Identifying and classifying.	Identify, classify and label the herbivores.	Factual knowledge - Omnivores eat other animals and plants. - Some animals are carnivores. - Some animals are herbivores. - Some animals are omnivores. Things to look out for - Children may assume large animals, such as elephants, eat other animals. Sorting animals into carnivores and herbivores will address this misconception. - Children may identify animals that eat both animals and plants as herbivores. Omnivores will be explored in the next step.
Step 9 Omnivores	National curriculum links - Identify and name a variety of common animals that are carnivores, herbivores and omnivores. - Working scientifically – Identifying and classifying	Identify, classify and label the omnivores.	Factual knowledge - Omnivores eat other animals and plants. - Some animals are carnivores. - Some animals are herbivores. - Some animals are omnivores. Things to look out for - Children may confuse the meanings of the words “carnivore”, “herbivore” and “omnivore”, which can lead them to classify an animal incorrectly. - Children may assume animals of the same type (for example, birds) all have the same diet.

	Geography Lessons	Learning	Lesson Knowledge
	National Curriculum		
Week 1 – Identify	Use basic geographical vocabulary to refer to key physical and human features.	Activity: Children recap their learning on human and physical features and watch the video below. What are human and physical features? - BBC Bitesize Children complete the quiz by identifying human and physical features. Big Thought Question (oracy): Can a landmark be human and physical?	To know and understand the terms human and physical geography and give examples of each.
Week 2 - Sort	Use basic geographical vocabulary to refer to key physical and human features.	Activity: Children build on their knowledge of human and physical and sort the pictures into the 2 main groups. Big Thought Question (oracy): Weather is human! Do you agree or disagree? Why?	To recognise and sort geographical features into human and physical groups.
Week 3 – Sort	Use basic geographical vocabulary to refer to key physical and human features.	Activity: Children describe the space images and sort the pictures into human or physical. For example: Apollo 15, Saturn and Earth, Big Thought Question (oracy): Are all planets physical?	To recognise and sort geographical features into human and physical groups.
Week 4 – Write facts	Identify seasonal and daily weather patterns in the United Kingdom.	Activity: Children recap their learning about weather and seasons and explain what they know about weather in the UK. Physical geography - Years 1 and 2 / P2 and P3 Geography - This Term's Topics - Home Learning with BBC Bitesize - BBC Bitesize Big Thought Question (oracy): Is it always hot or warm in summer?	To describe the weather and make links to seasonal changes.
Week 5 – Observe	Identify seasonal and daily weather patterns in the United Kingdom.	Activity: Children observe the weather over a week and record the weather daily. Big Thought Question (oracy): Does cloud cover make a difference to the temperature?	To observe weather and record the temperature reading in degrees Celsius.
Week 6 - identify	Identify seasonal and daily weather patterns in the United Kingdom.	Activity: Children match the pictures of weather to the weather statements. Big Thought Question (oracy): Why is it often colder in the North of the country?	To observe and describe the weather.

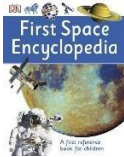
Week 7 - Describe	☐ Identify seasonal and daily weather patterns in the United Kingdom.	Activity: Children watch a weather forecast and take it in turns to create and present their own weather forecast, using the vocabulary learnt this term. Children present their forecasts to the Headteacher and Year 2. Big Thought Question (oracy): Why is it summer in Australia when it's winter in the UK?	To observe and describe the weather.
Week-8 Assessment	☐ Assessment week	Assessment week	Children use their knowledge to complete the Geography assessment.

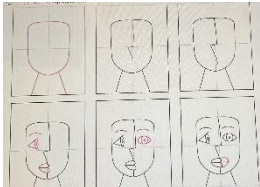
	Why is it colder when it's windy? Which planet is the closest to planet Earth? How can we forecast the weather? What is climate change and how can we prevent it?
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 Books to be Read	   
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	History Lessons National Curriculum	Learning	Lesson Knowledge
Week 1 – Order chronologically	To understand events beyond living memory that are significant nationally or globally.	Activity: Children learn about Space and some of the significant historical events of space exploration. Children use this knowledge to complete the timeline of events. Big Thought Question (oracy): How many animals have been sent into space?	To order historical events chronologically.
Week 2 – To write facts	To understand events beyond living memory that are significant nationally or globally.	Activity: Children learn more about astronauts and record these facts on a mind-map. Children use the books on Space to learn new facts and share these with the class. What Is a Spacesuit? NASA Big Thought Question (oracy): Why do astronauts need to wear spacesuits?	To learn retain and record facts. To know a fact is something that has been proven to be true.
Week 3 – Order chronologically	To understand events beyond living memory that are significant nationally or globally.	Activity: Children learn about the famous astronaut, Neil Armstrong. Children use this new knowledge to order the events in his life chronologically.  Big Thought Question (oracy): How are spacesuits made?	To order historical events chronologically.
Week 4 – Write facts	To understand events beyond living memory that are significant nationally or globally.	Activity: Children use their knowledge of Neil Armstrong to write a fact sheet. Big Thought Question (oracy): How do we check historical facts are true?	To learn, retain and record facts.
Week 5 – Write facts	To understand events beyond living memory that are significant nationally or globally.	Activity: Children learn about the female astronaut Valentina Tereshkova. Children write facts about the significant individual.  Big Thought Question (oracy): Will humans ever live on another planet?	To learn, retain and record facts.
Week 6 – Answer questions	To understand events beyond living memory that are significant nationally or globally.	Activity: Children learn about the first female British astronaut to explore space – Helen Sharman. Children read the facts and answer questions about the significant individual.  Big Thought Question (oracy): What factors make planet Earth habitable?	To learn and retain facts and use these to answer questions.

Week 7 – Answer questions	□ To understand events beyond living memory that are significant nationally or globally.	Activity: Children use their knowledge of space history to answer questions about significant individuals. Children complete the Space Quiz. Big Thought Question (oracy): How many planets have been explored?	To learn and retain facts and use these to answer questions.
	Why are other planets inhabitable? What makes Earth a habitable planet? How many astronauts have now visited Space?		

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	Art/DT lessons National Curriculum	Learning	Lesson Knowledge
Week 1 – Learn facts	To learn 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.	Activity: Children learn facts about Picasso. Children use these facts to sort the artwork into Pablo's cubism and non-cubism art.	To learn and retain facts about Picasso. To know that Cubism is a style of art which aims to show objects and people from lots of different angles all at one time. Skills: - Identifying features of Cubism - Observing and discussing artwork - Comparing artworks - Sorting and classifying artwork - Exploring shape and form
Week 2 – Create a self portrait	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Activity: Children recap and build on their knowledge of Picasso and cubism. Children learn about Picasso's 'Weeping Woman' and extend their knowledge on cubism to create their own self-portrait using this style. (Children sketch the outline and main features).  Pablo Picasso - KS1 Art and Design - BBC Bitesize	To know how to create a self-portrait by using the technique of cubism. Skills: - Exploring the style of Cubism - Observing and discussing artwork - Sketching facial features - Creating a self-portrait - Using shapes to represent features - Drawing from different viewpoints - Developing pencil control - Applying artistic techniques inspired by Picasso
Week 3 – Add detail to a self portrait and texture using paint	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Activity: Children continue to create their own cubism portrait and add detail and texture using bold coloured watercolour/poster paints. Talk about the different types of paint and how they are different. Look at the effects different paintbrushes have when painting- thin/thick lines- explore 	To apply a range of techniques to art, including blending, layering, strokes, pointillism and drawing. Children know how that thick and thin brushes have different effects. Children know that some paints are different. Skills: - Using different types of paint - Exploring brush techniques and effects - Adding colour, detail and texture - Creating thick and thin lines - Applying painting techniques - Developing control with tools and materials - Evaluating artistic effects and choices
Week 4 – Create a background	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Activity: Children create a background for their cubism portrait. Children will learn usually we create the background first, but this time, we are creating it after the portrait. We will take inspiration from the colours and shapes we have used so far to create a striking background.	To know how to create a background using 2 D shapes. Skills: - Creating a background using 2D shapes - Selecting colours and shapes purposefully - Building on a previous piece of artwork

			• Exploring pattern and composition • Applying Cubist ideas to artwork • Using shape to create visual impact • Developing painting and drawing techniques • Evaluating artistic choices and effects
Week 5 – Ask questions	□ To learn 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.	Activity: Children learn about the artist Banksy. Who is Banksy? - Bing video Children ask questions about the artist.	To ask questions to deepen our learning about art/artists? Skills: • Asking questions about artwork and artists • Observing and discussing art • Sharing ideas and opinions • Developing curiosity about art • Using art vocabulary to explain thinking • Listening and responding to others' ideas

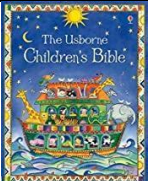
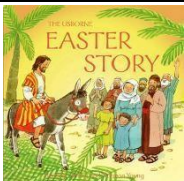
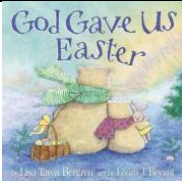
Week 6 Blend	□ To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Recreating Banksy ART – Girl with Red Balloon. Activity: Children create the background for their balloon art, using the original as inspiration. Focus on blending and texture. (Pastels/charcoal).	Skill • To create a background.
Week 7 – Sketch	□ To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Activity: Children use the stencil to sketch an outline onto card, using their photograph template.	Skills: • To use stencils and sketching to create an outline.
Week 8 – Paint	□ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Activity: Children use paint to create, colour, form and texture to their balloon art.	Skills: • To use the media of paint to add texture, colour and form. Children know that some paints are different
Week 9 Evaluate	□ To learn 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.	Activity: Children's work is displayed in the hall and they critique each other's work in a positive way.	To critique their own work and work of their peers making reference to the success criteria, as well as using the art vocabulary taught so far.
Week 10 – Paint	□ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Activity: Children use paint to recreate 'Moon Zoom' art. How To Paint A Full Moon (youtube.com) 	To use the media of paint to add texture, colour and form. Skills: • Use paint to create colour, texture and form. • Apply different painting techniques to create effects. • Develop brush control when painting details and backgrounds.

			• Observe and recreate patterns, shapes and textures. • Explore how colour can be used to represent a real-life object.
Week 11 – Follow a recipe	□ Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] □ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	Activity: Children make star/moon biscuits following steps in a recipe. Children recap their learning on hygiene and safety when cooking.	To use ingredients and follow a recipe. To shape, cut and finish an edible product. Skills: • Sequence steps in the correct order. • Use food preparation tools safely. • Select and combine ingredients carefully. • Prepare and assemble a simple food product.

	Religious Education Lessons National Curriculum	Learning	Lesson Knowledge/skills
Week 1 – To recognise different religions.	- Beliefs and teachings from various religions. - Spiritual, moral, social and cultural development.	Activity: Children recap their learning about different religions and the symbolic places of worship, as well as clothing for each religion.	Skills: - Recalling knowledge about different religions - Identifying places of worship - Recognising religious symbols and clothing - Comparing similarities and differences between religions - Discussing beliefs and traditions respectfully - Applying religious vocabulary accurately - Developing cultural awareness and understanding
Week 2 – To recognise Christian symbols.	To recognise religious symbols and their meaning.	Activity: Children learn to identify, draw and label Christian symbols.	Skills: - Recognising Christian symbols - Identifying and naming religious symbols - Drawing and labelling symbols accurately - Understanding the meaning of symbols - Using religious vocabulary correctly - Observing and discussing features of symbols
Week 3 – To identify the features of a Christening	To recognise, name and describe religious practices.	Activity: Children learn about christenings and label the baptism scene.	Skills: - Recognising and naming religious practices - Learning about Christian celebrations and traditions - Identifying features of a christening/baptism - Labelling religious scenes accurately - Using religious vocabulary correctly - Discussing the meaning of religious events - Developing understanding of Christian beliefs and practices
Week 4 - To understand the Easter story	To recognise, name and describe religious artefacts, places and practices.	Activity: Children learn about the Christian celebration - Easter. https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z4t6rj6	To know Easter is the oldest and most important Christian festival and it celebrates Jesus rising from the dead, three days after he was executed. Skills: - Recognising and naming religious practices - Identifying important features of Easter - Understanding the significance of Easter in Christianity - Discussing beliefs and traditions respectfully

			Recalling and sharing religious knowledge
Week 5 – To sequence a religious story	To retell religious stories and suggest meanings in the story.	Activity: Children build on their knowledge of the Christian and faith and Easter. Children sequence the Christian story.	To understand, re-tell and order of a religious story. Skills: - Retelling religious stories - Sequencing events in a story - Understanding the meaning of religious stories - Recalling key facts about Easter - Using religious vocabulary accurately - Discussing Christian beliefs and traditions - Explaining ideas and answering questions about faith and religion
Week 6 - To describe a Christian wedding	Children begin to recall and name different beliefs and main festivals associated with religions.	Activity: Children learn about Christian weddings and design a wedding invitation and wedding cake.	Skills: - Recognising the features of a Christian wedding - Recalling religious beliefs and festivals - Using religious vocabulary accurately - Designing and creating themed artwork - Identifying symbols and artefacts linked to Christianity - Discussing the meaning of religious celebrations respectfully

	Why do people and babies get christened or baptised? Can you get married an unlimited amount of times? How many religions are there in the World? Do all Christians believe the Easter story?
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	Computing lessons		
	National Curriculum	Learning	Lesson Knowledge
Lesson 1 – Buttons	Understand what algorithms are and how they are implemented as programs on digital devices. Understand that programs execute by following precise and unambiguous instructions.	Learners will talk about what the buttons might do and then try the buttons out. Time will be spent linking an outcome to a button press. Learners will consider the direction command buttons, as well as buttons to clear memory and run programs.	I can predict the outcome of a command on a device I can match a command to an outcome I can run a command on a device Skills: • Following instructions • Using commands • Predicting outcomes • Understanding algorithms • Programming a floor robot • Problem-solving and debugging
Lesson 2 – Direction	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	During this lesson, learners will think about the language used to give directions and how precise it needs to be. Learners will also work with a partner, giving and following instructions. This real-world activity should, at suitable points during this lesson, be related to the floor robot that was introduced in the last lesson.	To act out a given word I can follow an instruction I can recall words that can be acted out I can give directions Skills: • Giving and following precise instructions • Using directional language (left, right, forwards, backwards) • Understanding and using algorithms • Predicting the outcome of commands • Working collaboratively with a partner • Problem-solving and debugging • Relating real-world directions to floor robot commands

Lesson 3- Forwards and backwards	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	In this lesson, learners will focus on programming the floor robot to move forwards and backwards. They will see that the robot moves forwards and backwards a fixed distance. This highlights the idea that robots follow a clear (fixed) command in a precise and repeatable way. Learners will think about starting the robot from the same place each time. Using the same start position with fixed commands will allow learners to predict what a program will do.	I can compare forwards and backwards movements I can start a sequence from the same place I can predict the outcome of a sequence involving forwards and backwards commands. Skills: Combining commands to create a sequence • Using forwards and backwards movements • Predicting the outcome of a sequence • Comparing movements and directions • Following and creating simple algorithms • Sequencing instructions accurately
Lesson 4- Four directions	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	In this lesson, learners will use left and right turn commands along with forwards and backwards commands. Doing this will allow learners to develop slightly more complex programs.	To combine four direction commands to make sequences I can compare left and right turns I can experiment with turn and move commands to move a robot I can predict the outcome of a sequence involving up to four commands Skills: • Combining commands to create sequences • Using left, right, forwards and backwards commands • Comparing turns and directions • Predicting the outcome of a sequence • Programming and controlling a floor robot

Lesson 5 – Getting there	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	In this lesson, learners will decide what their program will do. They will then create their program and test it on the robot. Where needed, learners will also debug their programs.	To plan a simple program I can explain what my program should do I can choose the order of commands in a sequence I can debug my program Skills: Planning a simple program • Sequencing commands accurately • Choosing appropriate commands • Predicting program outcomes • Testing and evaluating programs • Programming a floor robot • Debugging and improving programs • Problem-solving and logical thinking • Understanding algorithms and instructions
Lesson 6 – Routes	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	This lesson encourages learners to plan their routes before they start to write their programs. The activities also introduce the concept of there being more than one way to solve a problem.	I can identify several possible solutions I can plan two programs I can use two different programs to get to the same place Skills • Plan and create algorithms to solve problems. • Identify different solutions to reach the same outcome. • Program and test a floor robot. • Predict and debug outcomes of a program. • Compare and evaluate different sequences of commands. • Develop logical thinking and problem-solving skills.