





HEARTS Curriculum – Termly Summary



Key stage 1 (1/2) Spring Term A

<p>History</p> 	<p>In this topic children will be learning about famous explorers – Ernest Shackleton and Ibn Battuta. Children will build upon prior knowledge from EYFS and Year 1 to know how people and events have had a significant impact on the lives of others. Children will explore the chronology of events by placing events on a timeline. Children will be looking at a range of primary and secondary resources and discuss the reliability and usefulness. This will prepare them for key stage 2 where they will be exploring significant people from the Tudor period and Egyptian civilisations. Children will build on their knowledge of chronology by becoming more familiar with placing significant events and people on a timeline. This will be built on cumulatively through their primary years. This unit will give children vast opportunities to become immersed in people’s lives. Children will become competent in discussing diverse and cultural implications in an informed and knowledgeable way.</p>
<p>Geography</p> 	<p>This unit teaches the children about a polar region within our world. The children will explore the region called ‘Antarctica’. This builds upon their prior knowledge of globes and maps by locating this polar region along with year 1 identifying and locating 5 different continents, and year 2 identifying and locating 7 different continents. The children will use basic geographical terms to talk about the human and physical features of Antarctica. Year 2 will build upon their prior knowledge of oceans surrounding the North Pole and Arctic Circle and identify and locate the ocean surrounding Antarctica. They will interpret information from photographs, research and maps to make comparisons. Year 1 will use their prior knowledge from EYFS of knowing that people in different countries live and have different ways of life and build upon this to compare the similarities and differences of our lives compared to someone living or working in Antarctica. The children explore what it is like for people to live and work there, what human and physical features they might see and what habitats may be there.</p>
<p>Science</p> 	<p>This unit will teach pupils to notice that animals have offspring which grow into adults, describe the basic needs of animals for survival and describe the importance for humans of exercise, diet and hygiene. This builds on the prior knowledge learnt in EYFS of naming farm animals and their young, observing and describing the life cycle of animals and identifying and describing how people grow and change. For those in year 2, this unit also builds upon the prior knowledge learnt in year 1 of identifying and naming a variety of common and identifying omnivores, herbivores and carnivores. In lower key stage 2 this knowledge study identifying animals and their nutrition, skeletons and muscles, and describing the simple function of the digestive system.</p>
<p>Religious Education (RE)</p> 	<p>Children will have the opportunity to respond to the question “How can we live in peace?” They will be encouraged to think about this through initially a philosophical lens that then leads them through to a theological lens aimed at allowing them to build upon their understanding of different religious and non-religious views to further develop their religious literacy. Children will be encouraged to use analytical skills and listen to other’s opinions and thoughts to continue to build on the skills needed to hold balanced and well-informed conversations about religion and worldviews. Children will develop an understanding of the beliefs held in Christianity as to what peace means and think about how these compare and are similar to, the views expressed in Judaism and Hinduism. This unit will build on children’s previous learning in Foundation stage, where they begin to understand religion and worldviews in terms of special people, places and objects and when they listen to and respond to religious stories that they might find raises puzzling or interesting questions for them. It will further prepare children for lower key stage 2 where they will consider what peace means to a range of people – consider religious or non-religious opinions and how the reaction to peace and how it can be obtained impacts their daily lives. Their learning will also be extended as they are encouraged to learn about the concept of ‘The Fall’ and the importance of the teachings of forgiveness and how being forgiving can create peace and tranquillity and shape world views. Later in upper key stage 2, children will enquire and express how events in society have influenced Christian beliefs, perspectives and moral issues, for example when they look at the importance of loving one’s neighbour and the role of the Christian community in charity work.</p>

In the second half of the Spring Term, children will have the opportunity to respond to the question **“Why is Easter important to Christian people?”** They will be encouraged to think about this through a theological lens in order to build upon their development of religious literacy and their skills allowing them to begin to hold balanced and well-informed conversations about religion and worldviews. Children will develop an understanding of the beliefs held in Christianity of the elements of the Easter story having previously explored the Christian Festival of Christmas. They will be encouraged to think about the events of the Festival from the Triumphant Entry through to crucifixion and resurrection. This unit will build upon children’s previous learning in EYFS, where they begin to understand religion and worldviews in terms of special people, when they will now begin to see Jesus as a special leader, in terms of places, during the visit to the local church and through objects by exploring in greater detail the symbolisation of the cross and the meaning behind important festivals in the Christian religion. It will further prepare children for lower key stage 2 where they will look more deeply into the meaning behind the Easter Festival and what it means to Christians and look more closely at the concepts of incarnation and salvation. They will also extend their knowledge by learning about the concept of ‘The Fall’ and the important teachings of forgiveness. Later in upper key stage 2, children will enquire and express, through the philosophical lens, the story of Easter and the cultural expressions of the Christian faith and how these are interpreted as this will be addressed in this unit when children look at how Easter is celebrated around the world.






Computing



The children will start this half term with an Online safety lesson. In this lesson they will begin to understand the meaning of self-image and discuss how if something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult they can trust and how they can help. The children will then move on to the programming unit. Children will be introduced to early programming concepts. Children will begin to explore using individual commands, both with their peers and as part of a computer program. Children will identify what each command on for the floor robot does, and use that knowledge to begin to predict the outcome of programs. This unit will introduce and expose children to the early stages of program design through the introduction of algorithms.

The children will revisit self-image and identity and their online safety rules. Children will think more about how people can pretend and hide their real identity online. The Teach Computing unit will introduce learners to data and information. Labelling, grouping, and searching are important aspects of data and information. Searching is a common operation in many applications, and requires an understanding that to search for data, it must have labels. This half term’s unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group and present data. In this unit, children will be logging on to laptops/Chromebook, opening documents and saving files. Children will begin to develop their understanding that objects can be given labels, which is fundamental to their future learning concerning databases and spreadsheets. Children will begin to improve their ‘drag and drop’ skills using the laptop/Chromebook. These concepts are fundamental to progress their learning when they revisit grouping data in Year 2.

To start this term, children will revisit online safety and self-image and identity. They will complete a lesson about online identity and reflect on how people can portray themselves in different ways online. They will then move on in the second half of the spring term to think about what they would portray their online identity. In this Teach Computing unit children develop their understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Children will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them. Children will build on their understanding of algorithms learnt in Year One. In advance of the lessons in this Year 2 unit, Children will have had some experience of creating short programs using floor robots and predicting the outcome of a simple program. This unit progresses their knowledge and understanding of algorithms and how they are implemented as programs on digital devices. Children will spend time looking at how the order of commands affects outcomes. Children will use this knowledge and logical reasoning to trace programs and predict outcomes.

	<p>Children will revisit Online safety and revisit their learning about online identity last half term. They will move on to learning about healthy online relationships. In this Teach Computing unit children will begin to understand what the term data means and how data can be collected in the form of a tally chart. They will learn the term ‘attribute’ and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Children will use the data presented to answer questions. This unit progresses children’s knowledge and understanding of grouping data. It builds on the Year 1 Data and Information unit where they labelled objects and grouped them based on different properties. In Year 3 children further develop their understanding of attributes (properties) using branching databases to structure data according to different object attributes.</p>
<p>Art and design</p> 	<p>Children will explore, appreciate, and respond to the work of Nick Bibby’s sculpture form of art. Children will use clay techniques such as rolling, pinching and slip and score. This will lead to children creating their own sculpture inspired by Nick Bibby around the topic of animals. Children will build on their prior knowledge of exploring modelling materials from reception to being able to use a range of tools and everyday objects to create marks and patterns. Later in key stage 2, children will use their knowledge to be able to create a 3D model wire sculpture inspired by Alberto Giacometti using a range of modelling materials.</p>
<p>Design Technology (DT)</p> 	<p>Children will investigate, design and make a tent that is for purpose. They will investigate and evaluate existing products, thinking about how they are made and how they fulfil their purpose. This will include looking at how a structure and a tent is made and what makes a strong and stable structure to fit the purpose of their tent. The children will then design their product for the desired purpose and user, adding in the components that they had previously looked at. The children will apply their knowledge to make their product, using their design to help them. They will use their understanding on materials and components, structures and health and safety to carry out the making of their product. Finally, the children will evaluate their product to think about if it was fit for purpose and how they could improve further. This will link to lower key stage 2 where they will know how to make a strong, stiff shell structure.</p>
<p>Physical Education (PE)</p> 	<p>Children will gain understanding, experience and knowledge of gymnastic practice linked to the fundamentals as highlighted in the HEARTS Curriculum (balance, agility, running, jumping, coordination and throwing and catching), as well as the need for a healthy lifestyle and the good practice linked to teamwork, focus and endeavour. In EYFS, the foundations of gymnastics are based around movement and balance. In KS1, this is developed further to include apparatus-based work and partner work, including collaborative balancing. In Lower KS2, this skillset is developed with the addition of rolls, performed with consistency, fluency and good body tension. In upper KS2, the focus is on the control of movement, and increased mastery of apparatus-based practice, as well as agility in transition when travelling (hopping, jumping, etc.) There will also be an onus on the use of more complex techniques such as cartwheels, and running and jumping from a vaulting position. Throughout the term we will highlight the achievements of a diverse range of sporting professionals, linking with active global competitions where possible and encouraging children to constantly strive to set new personal bests.</p>
<p>Personal, social, health and economics (PSHE)</p> 	<p>Through this topic, children will learn about bullying and the impact it can have on people. They will begin to identify and respect similarities and differences between boys and girls. This will build upon their knowledge from EYFS where children talked about how they were feeling and began to explain why. They also thought about the feelings of others. Children also learnt about the HEARTS values and why these are important. It will help form a basis to support children in key stage 2 where they will learn about healthy relationships, self-worth and resilience and the impact on mental health and well-being.</p>
<p>Music</p> 	<p>In this unit, children will continue to listen, compose and appraise through listening to rock, blues, baroque, Latin, bhangra, folk and funk music. Children will continue to build the confidence in exploring a variety of musical experiences, enabling them to enjoy appraising, composing and performing music. Building on learning from EYFS children are becoming more competent in understanding and discussing the dimensions of music through singing, improvising and playing classroom instruments. Children will know that music has a steady pulse, like a heartbeat and that we can create rhythms from words, our names, favourite food, colours and animals. Children will learn to treat instruments carefully and with respect as they play a tuned instrumental part to create a simple melody using one, two or three notes. They will learn to appreciate music, heritage and historical context. Through singing songs, children</p>

	<p>will learn that they can make different types of sounds with their voices. Children will continue to practice their skills in listening to and evaluating a piece of music. They will learn to talk about music they hear and music they make using appropriate vocabulary. This will ensure the children are fully prepared for their journey into year 2 where they will learn to sing, play, improvise and compose songs played in various styles. Across the Primary Phase this includes music from a range of periods, genres, styles and traditions including the works of the great composers and musicians. As pupils progress, they develop a critical engagement with music and are able to listen with discrimination.</p>
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