







Key stage 1 (1/2) Spring Term B

<p>Geography</p> 	<p>Children will be able to build on prior knowledge from EYFS where they learnt about our local area and nearby towns as well as what a map shows us (all the places in the world). Year 2 will build upon prior knowledge gained in year 1 where they learned about locational knowledge of Antarctica. They will be able to connect to prior knowledge of climates and how the climate of a location can affect the people who live there.</p> <p>Children will be able to compare and explore weather and climate in Kenya and its capital city, and discuss how different this may be compared to where we live. They will also build upon learning about human and physical features from the autumn term. This unit will further prepare children for lower key stage 2 where they will continue to have focus studies on each continent which will include learning about the effects of climate change and extreme weather.</p>
<p>History</p> 	<p>Exploring famous people and appreciating different cultures will frame the curriculum learning for key stage 1 in history this term. They will build on prior awareness gained in EYFS that some people lived a long time ago. This unit will deepen knowledge to allow children to understand that some events from the past and some people's actions have had a significant impact on the lives of others then and today. Children will begin to explore how these events have impacted our local and global environment. Building on from last term, they will continue to explore the chronology of key figures, discuss how their actions have impacted our lives today and why they have been a significant influence in our world. During their studies, children will look at key sources of information to answer questions. This will prepare them for future learning when they discuss and name primary and secondary sources including reliability in lower key stage 2. Drawing on links from EYFS, children are becoming familiar with how people around them, including their families, shape roles in society. As children enter lower key stage 2, they will be able to draw on this knowledge as they make links relating to other significant individuals, for example, significant people from the Romans, Tudors 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>Science</p> 	<p>Children will build upon their prior knowledge from the autumn term topic of 'humans including animals' in which they learnt to identify a number of animals, sort them into classes and by what they eat - herbivore, carnivore or omnivore. This term they will further this knowledge by learning about the difference between alive, dead and living, looking at different habitats and considering how animals are adapted and suited to their habitat. In key stage 2, they will further develop this knowledge by learning how to use a classification key to sort animals and the impact that a changing environment can have on animals.</p>
<p>Religious Education (RE)</p> 	<p>Year 1: Spring 1</p> <p>Children will explore this topic through the Theology lens thinking about the Jewish religion and beliefs. They will be encouraged to build upon and begin to develop religious literacy and the skills needed to hold balanced and well-informed conversations about religion and worldviews. In EYFS, children have previously explored different festivals and events and learnt about how different people celebrate. This term, children will look at and then retell the Jewish creation story, before looking at and exploring various Jewish artefacts used in celebrating Shabbat. They will recognise that different people have different beliefs and that some people follow religions and others non-religious worldviews. They will explore how beliefs shape the way believers see the world and each other and be able to give an example of how Jews use beliefs to guide their daily lives. By the end of this unit, children should be able to retell the Jewish story of Creation, give an example of how Jews use the day of rest from the story of the creation to guide their daily lives and recognise that the practice of Shabbat shows a strong relationship between Jewish people and God. This learning will further prepare children for lower key stage 2 where they will look more deeply into Jewish concepts, such as One God and The Covenant. Later in upper key stage 2, children will also explore the Importance of the Shema, as well as narratives associated with the development of the Jewish tradition. In key stage 2, children will also learn about different Jewish festivals, such as Yom Kippur.</p> <p>Year 1: Spring 2</p>

Children will delve into this subject from a theological lens, contemplating the Christian faith. They will be inspired to enhance their religious literacy and foster the abilities necessary to engage in informed and balanced discussion about religion and various worldviews. In their earlier learning experiences in the Foundation Stage, Children explore the Christian observance of Easter and its significance within this faith. Now, they have the chance to be inquisitive and explore the diverse ways in which Christians commemorate Easter and the various traditions associated with it. Children will undertake a deeper exploration of the Easter Festival’s significance to Christians, delving into the concepts of incarnation and salvation. This will be further supported with visits to/from their local church where they will meet with experts and believers of the Christian faith. Children will gain knowledge about the significance of the cross as a symbol in Christianity. This learning will be supported and enhanced by a trip to a local cathedral where they will explore this Christian symbol. 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.

Year 2: Spring 1

Children will explore this topic through the Human and Social Science Lens thinking about the Christian religion and beliefs. They will be encouraged to build upon and begin to develop religious literacy and the skills needed to hold balanced and well-informed conversations about religion and worldviews. In EYFS and year 1, children have previously learnt about Christianity, including understanding the cross as a symbol. Earlier in Year 2, children have also learnt the significance of light as a symbol for Christians. Building on this prior knowledge, children will look at how Christians show their belonging to a faith family – through baptisms and Christenings and what these symbolise to individuals. They will continue to build on their understanding of light as a Christian symbol and understand how and why this is used in these special events. Children will learn why Christians believe a church does not just represent a building, but also the people that form this. Children should recognise that different people have different beliefs and that some people follow religions and others non-religious worldviews. By the end of this unit, children should be able identify many Christian artefacts and explain their use – such as a font used in baptisms. They should be able to explain some rites and rituals that Christians follow as part of their religion. This learning will further prepare children for lower key stage 2 where they will first look at the meaning of The Trinity in Christianity. Later in upper key stage 2, children will also explore the many different strands of Christianity and learn about the diversity of Christian beliefs. Children will also look at Christianity alongside Humanist beliefs; comparing the differences and similarities there are between the two ideas of creation.

Year 2: Spring 2

Children will explore the Jewish faith through a human and social sciences lens. Delving into the intricacies of the Passover Festival. This will foster a more profound understanding of the Jewish faith, enhancing their ability to engage in discussions and debates on diverse worldviews. Building upon their previous knowledge children will already know that Judaism is a faith embraced by the Jewish community, centred around the believe in a single God. Students delved into various aspects of this faith including its influence on Jewish children, the observance of Shabbat and insights into Hannukah. Now the children will delve deeper into the Jewish faith and the story of the Passover. Encouraged to be investigative and curious, children will analyse the significance of this festival. The learning experience will extend beyond the classroom, providing opportunities to visit Jewish places of worship where children will engage with experts and believers to understand how the celebration is commemorated and its impact on their lives.

Computing

Year 1:

The children will start this half term with an Online safety lesson. In this lesson they will begin to understand how the meaning of self-image and discuss how if something happens that makes



me feel sad, worried, uncomfortable or frightened. They will be able to provide 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 their first programming unit which will introduce them to early programming concepts. They 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. They 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. 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. They 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.

Year 2:

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. They will then apply this knowledge and logical reasoning to trace programs and predict outcomes.

In the second half of term, 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.

Art and design







Cultural Appreciation

Children will explore, appreciate, and respond to work by the Tanzanian artist Edward Saidi Tingatinga. They will explore line and pattern used in both works of art and the natural world. This will lead to children creating their own prints inspired by Tingatinga and African culture; learning how to use different lines, printing tiles and printing ink. This will build upon their prior learning in reception when using everyday items to print and mark making using different media. Later in key stage 2, they will develop their use of lines by exploring perspective by overlapping lines and shapes. They will also extend their knowledge of printing by creating lino stencils by scoring to create repeating patterns in upper key stage 2.

Design Technology (DT)

Children will design and make products that solve real and relevant problems, considering their own and others' needs, wants and values. They will design purposeful, functional, appealing hand puppets for themselves, and other users based on design criteria. Children will have the opportunity to explore and

	<p>evaluate a wide range of existing puppets and explore how and why they are used. They will then design their own products and select from and use a range materials and tools to perform practical tasks [for example, cutting, shaping, joining and finishing]. Children will build upon prior knowledge of cutting, joining materials and threading from EYFS as they learn how to thread a needle and perform a running stitch. They will build upon knowledge of joining materials by stitching fabric together as well as selecting the most appropriate method for joining and attaching details to their puppet. This knowledge will be built upon in lower key stage 2 when children learn how to perform a back stitch and deepen their skill with performing blanket stitches.</p>
<p>Physical Education (PE)</p> 	<p>Year 1 Children will gain understanding, experience and knowledge of gymnastic practice linked to the fundamentals. In EYFS, children gained the foundations of gymnastics with movement, use of space and climbing on and off equipment inside and outside and jumping. This term, year 1 will develop their movement skills by varying speed, direction and travelling over and through apparatus. They will learn how to safely lift, move and set up gymnastic mats and benches and use apparatus to copy and repeat short sequences of movements. Different methods of movement and balance will be linked to perform sequences with a partner and as a whole class. Knowledge gained this term will later be progressed in year 2, where children will develop their ability to perform a range of rolls.</p> <p>Year 2 Children will build upon their knowledge of balancing, movement, jumps, rolls and use of apparatus this term. Previously in year 1, children have developed their movement skills by varying speed, direction and travelling over and through apparatus. This term, knowledge will be progressed as children learn how to hold effective body shapes and balance with control and tension for longer periods of time, on and off apparatus. They will also master a forwards roll which is effective and safely performed. In each lesson, we will revisit how to safely lift, move and set up gymnastic mats and benches and use apparatus to copy and repeat short sequences of movements. Sequences performed in year 1 will be progressed further this term through performing in partners as well as using different jumps to move from apparatus. In lower key stage 2, knowledge from this unit will be developed further through children learning how to counterbalance and perform rolls and inversions including a cartwheel and forwards rolls.</p>
<p>Personal, social, health and economics (PSHE)</p> 	<p>Children will build the knowledge and skills to understand how to keep themselves safe in different situations, including the importance of staying safe around others and online. This will lead to children gaining a set of skills to help them identify right from wrong and use their HEARTS value of responsibility to keep themselves safe. The children will be building upon their prior knowledge from EYFS, by having the confidence to speak to others about their own needs and to take ownership expressing when they need help. Making links to their future learning in lower key stage 2, children will apply their learning from this unit, to know how to recognise and report feelings of being unsafe or feeling uncomfortable about any adult or child. Children will know the people who are responsible for helping them stay healthy and safe. This unit will ensure children are ready for the next step in their learning journey knowing how to respond safely and appropriately to adults they may encounter, whom they do not know. Children will be equipped with the skills and knowledge to know who and what to trust and learn about the importance of people in our society who demonstrate integrity and honesty.</p>
<p>Music</p> 	<p>Year 1 This unit focusses around the song: In The Groove. It has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk and each week the children will listen and learn a different style of the song. They will continue to build the confidence in exploring a variety of musical experiences, enabling them to enjoy appraising, composing and performing music. Children will also learn to talk about the music they hear and make using appropriate vocabulary, building on from the vocabulary used in EYFS. The children will think about the interrelated dimensions of music through singing, playing and composing, as well as performing as individuals and in groups in different styles. Prior knowledge of finding the pulse in EYFS will be built upon as well as copying and clapping back rhythms. They will also learn how to play 2 notes C + D when playing instruments as well as improvising with these same notes. Knowledge will be progressed as children move into year 2 whereby, they will learn how to play, improvise and compose with more notes.</p> <p>Year 2 This unit focusses around the song: I Wanna Play in a Band. I Wanna Play in a Band is a rock song written especially for children, where they will learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic</p>

	<p>Rock songs. The children will learn about different instruments typically used in a piece of rock music, and the arrangement of voices and instruments.</p>
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Prior knowledge of finding the pulse will be built upon as well as copying and clapping back rhythms. They will also learn how to use 3 notes F, D and C when playing instruments as well as improvising using notes F and G.