

English

- Labels
- Thank you, notes/letters.
- Speech bubbles
- Advice postcards
- Instructions
- Write a review/report.



KS1 Spring Term 1 Overview

China!

How does life in England compare with life in China?

爱学习

Maths

- Number – Addition and Subtraction (in 100)
- Geometry - Shape



Music/Computing

- 2explore – recording simple melodies and instruments.
- 2sequence - exploring musical scores and harmony.
- Use instruments to create music for a dragon dance.



Science -Materials

Year 1

- Testing materials.
- Predicting the outcome of experiments
- Planning an experiment and selecting of materials and equipment
- Observing changes of states



Year 2

- Investigate materials through experiments.
- Decide how to test an idea and understand how to make it a fair test
- Identify patterns in results and use them to draw conclusions.
- Make conclusions based on scientific evidence.

Art & Design

- Using potatoes or foam boards, carve out the letters of the Chinese alphabet.
- Children to print their names using the appropriate potatoes/foam board onto strips of paper.



Geography

- Understand where China is in the world and locate it on a world map.
- Compare what life is like in China compared to the UK.
- Compare school life in China and the UK.



PSHE

Too much selfie isn't healthy!

- Spot the difference.
- Secret kindness agents.
- Everyday heroes.
- We all fit together.
- Heart Smart on the playground
- Heart Smart online
- Reflection



PE Dance

- Let's move – Lunar / Chinese New Year
- Intro to Chinese New Year
- Join in the New Year Parade
- Dance of the Dragon
- Twinkl Dance – Dig the Garden
- Get Growing
- Seeds



RE

Gospel – What is the Good News Jesus Brings?

- Jesus brings good news for all people. this includes being loved by God and being forgiven for bad things.
- Jesus is a friend to the poor and friendless.
- Jesus' teachings make people think hard about how to live and show them the right way.



KS1 - Spring 1 - Objectives – China!

English

Year 1 - •To accurately spell most words containing the 40+ previously taught phonemes and GPCs •To spell some words in a phonically plausible way, even if sometimes incorrect. •To apply Y1 spelling rules and guidance such as adding -s and -es to words, adding the endings -ing, -ed and -er, adding -er and -est •To say out loud what they are going to write about. • To compose a sentence orally before writing it. • To sequence sentences to form short narratives. • To reread their writing to check that it makes sense and to independently begin to make changes. • To use several simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. • To start to engage readers by using adjectives to describe. • To use simple sentence structures. • To use the joining word (conjunction) 'and' to link ideas and sentences. • To begin to form simple compound sentences. • To use capital letters for names, places, the days of the week and the personal pronoun 'I'. • To use finger spaces. • To use full stops to end sentences • To begin to use question marks and exclamation marks.

Year 2 - • To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones. • To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly • To spell more words with contracted forms • To write narratives about personal experiences and those of others (real and fictional). • To write about real events. • To write simple poetry. • To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary • To encapsulate what they want to say, sentence by sentence. • To make simple additions, revisions, and corrections to their own writing by evaluating their writing with the teacher and other pupils. • To proofread to check for errors in spelling, grammar, and punctuation (e.g., to check that the ends of sentences are punctuated correctly). • To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. • To use the present tense and the past tense mostly correctly and consistently. • To form sentences with different forms: statement, question, exclamation, command. • To use joining co-ordination (or/and/but). • To use some subordination (when/if/ that/because). • To use expanded noun phrases to describe and specify (e.g., the blue butterfly)

Maths

Y1 - • Recognise and name common 2-D and 3-D shapes. □ read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including zero • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.

Y2 - • Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line • Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • Identify 2-D shapes on the surface of 3-D shapes • Compare and sort common 2-D and 3-D shapes and everyday objects solve problems with addition and subtraction • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • add and subtract numbers using concrete objects, pictorial representations, and mentally • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Science

Year 1 - • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies. • Begin to observe closely, using simple equipment. • Say what I am looking for and what I am measuring • Use simple measurements and equipment with support • Use simple observations and ideas to suggest answers to questions • Perform simple tests with support • Begin to discuss my ideas about • Begin to say what happened in my investigation • Begin to talk about what they have found out and how they found it out • Begin to say what happened in my investigation • Begin to say whether I was surprised at the results or not

Year 2 - • Ask questions about the world around us •Recognise that they can be answered in different ways •Observe closely, using simple equipment • Use observations and ideas to suggest answers to questions • Observe changes over time and, with guidance, begin to notice patterns and relationships • Say what I am looking for and what I am measuring • Know how to use simple equipment safely •Use simple measurements and equipment with increasing independence (e.g. hand lenses and egg timers) •Perform simple tests • Discuss my ideas about how to find things out • Say what happened in my investigation • Gather and record data to help in answering questions • Record simple data • Record and communicate their findings in a range of ways • Can show my results in a table that my teacher has provided • Identify and classify • Observe and identify, compare and describe • Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them • Use simple secondary sources to find answers • Can find information to help me from books and computers with help • Say what I would change about my investigation • Use simple scientific language and some science words.

PE

Year 1 – **Compose** • Copy some moves • Remember a short dance **Perform** • Move spontaneously showing some control and co-ordination • Move with rhythm in the above actions • Demonstrate good balance • Move with confidence when walking, hopping, jumping, landing **Appreciate** • Respond to own work and that of others when exploring ideas, feelings and preferences • Recognise the changes in the body when dancing and how this can contribute to keeping healthy

Year 2 – **Compose** • Use own ideas to create dance sequence **Perform** • Move with rhythm in the above actions • Demonstrate good balance • Co-ordinate arm and leg actions (e.g. march and clap) • Interact with a partner (e.g. holding hands, swapping places, meeting and parting) **Appreciate** • Respond to own work and that of others when exploring ideas, feelings and preferences • Recognise the changes in the body when dancing and how this can contribute to keeping healthy.

RE

• Christians believe Jesus brings good news for all people. • For Christians, this good news includes being loved by God, and being forgiven for bad things. • Christians believe Jesus is a friend to the poor and friendless. • Christians believe Jesus' teachings make people think hard about how to live and show them the right way.

Year 1 - • Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. (K2) • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. (K2) • Recognise that Jesus gives instructions to people about how to behave. (K2) Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. (S2) • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). (S2) • Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas. (E2)

Year 2 - • Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful. (K2) • Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts. (K2) • Describe how Christians show their beliefs: for example, thanking God in prayer. (S2) • Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives. (S2) • Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas. (E2)

Geography

• Express own views about a place, people, environment • Consider geographical questions –Where is this place? What is it like? How has it changed • Identify similarities and differences between the local environment and one other place. • Consider geographical questions e.g., what is it like to live in this place? • Express own views and preferences about a place, people, environment, location and give detailed reasons • Compare and describe an area of the UK to a place outside Europe using geographical words. • Compare the UK with contrasting country in the world. • Use basic geological vocabulary to refer to physical and human features. • Name the four seasons and describe typical weather conditions for each. • Identify hot and cold areas in the world and begin to understand climate in simple terms • Use maps, pictures, and stories to find out about different places • Answer simple questions regarding straight forward geographical patterns e.g., what are the busiest times at the park?

Art and Design

• Explore printing simple pictures with a range of hard and soft materials e.g., corks, fruit, sponges. • Use equipment and media correctly and be able to produce a clean printed image. • Demonstrate a range of techniques, e.g., rolling, pressing, stamping, and rubbing. • Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, objects.

Music/Computing

• To be introduced to making music digitally using 2Sequence. • To explore, edit and combine sounds using 2Sequence • To add sounds to a tune to improve it. • To think about how music can be used to express feelings and create tunes which depict feelings. • To upload a sound from a bank of sounds into the Sounds section. • To record their own sound and upload it into the Sounds section. • To create their own tune using the sounds which they have added to the Sounds section.

PHSE

● characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ● healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ● how important friendships are in making us feel happy and secure, and how people choose and make friends. ● practical steps they can take in a range of different contexts to improve or support respectful relationships. ● the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ● that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority ● where to get advice e.g. family, school and/or other sources. ● that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. ● the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ● how information and data is shared and used online.

● communicate their feelings to others, to recognise how others show feelings and how to respond ● recognise that their behaviour can affect other people ● that they belong to different groups and communities such as family and school ● recognise what is fair and unfair, kind and unkind, what is right and wrong ● about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency. ● ways in which we are the same as all other people; what we have in common with everyone else ● identify and respect the differences and similarities between people ● rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety ● about the ways that pupils can help the people who look after them to more easily protect them ● to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.