

**Year 1&2 medium term plan Spring 2024**

Theme Around The World in 80 Days!		<b>NATIONAL CURRICULUM OBJECTIVES</b>	<b>SKILLS PROGRESSION</b>	<b>CURRICULUM OVERVIEW</b>
Maths	<b>The children will be taught in mixed ability groups. Both year groups will be covering the White Rose objectives, which link to the National Curriculum.</b>	<p><b>Yr 1:</b></p> <p>Place Value (within 20)</p> <p>Addition and Subtraction (within 20)</p> <p>Place Value (within 50)</p> <p>Length and Height</p> <p>Mass and Volume</p> <p><b>Yr2:</b></p> <p>Addition and Subtraction</p> <p>Shape</p> <p>Money</p> <p>Multiplication and Division</p> <p>Length and Height</p> <p>Mass Capacity and Temperature</p>		We will continue to have whole class investigations and challenges which involve solving mathematical problems.

English	<p><b>Phonics</b></p> <p><b>Reading</b></p> <p><b>Grammar</b></p> <p><b>Poetry</b></p>	<p>Daily phonics lessons will be taught using the scheme Little Wandle</p> <p>Reading fluency, decoding, prosody and comprehension skills will be taught through group and whole class reading. We will be reading and responding to a variety of fiction texts, non-fiction texts and poetry. Vocabulary- we will continue to introduce new vocabulary during the Little Wandle reading sessions and through pre-teaching of vocabulary before reading class texts.</p> <p>Grammar will be integrated within our teaching of writing as well as in discrete lessons. We will continue to focus on improving handwriting and correct letter formation.</p> <p>We will explore and recite a range of poetry. The children will build up a bank of poems their poetry journals. Through our theme the children will orally compose and write their own poetry linked to the</p> <p>To celebrate take one book week the whole school will be immersing themselves in the exciting picture book 'The Midnight Fair'. We will explore the pictures in detail and interpret the story. The children will make animal masks and</p>	<p>To launch the text 'Around the World in 80 Days' the children will discover an old suitcase belonging to the character Phileas Fogg. Inside they will find a variety of props linked to the text we are using in English and our teaching and learning in geography.</p> <p>In the suitcase they will find a children's version of the classic text, 'Around the World in 80 Days' by Jules Verne and they will use story maps to sequence the events in the story. Using photographs, role-play and their imaginations they will assume the character of Phileas Fogg, describe the different countries visited and add description to their diaries.</p> <p>We will use a range of non-fiction books when researching different</p>
---------	--	--	--

	<p><b>Narrative</b></p> <p>use these to role-play and retell the adventures the animals experience at the midnight fair. Finally, they will use the visual stimulus to compose, write and publish their own stories.</p>		
	<p><b>Recount-diary writing</b></p> <p>A recount is written in the past tense about events that have happened. The children will sequence the story and write diary entries from the perspective of the character Phileas Fogg. They will use the features of a diary recount</p> <ul style="list-style-type: none"> <li>• First person.</li> <li>• Past tense.</li> <li>• Paragraphs.</li> <li>• Observations, thoughts and feelings.</li> <li>• Date and introduction for each entry.</li> <li>• Chronological order.</li> <li>• Detail and description.</li> <li>• Emotive language.</li> </ul> <p>Ther children will use a range of non-fiction texts to research different countries from each continent. They will use this information to produce a non-fiction text.</p>		<p>countries on our visit around the world.</p>

	<b>Non-Fiction text</b>			
Geography	<b>Locational Knowledge</b>  <b>Investigate Patterns</b>	<b>Investigate patterns</b> <b><u>Human and Physical geography</u></b> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul> <b>Locational knowledge</b> Name and locate the world's seven continents and five oceans	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  Use compass directions and locational language (near and far) to describe the location of features and routes on a map  Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries,	We will continue to learn about seasonal weather patterns and use the weather instruments we created to collect, record and analyse the data. Using the theme Around the World in 80 days we will use Google Maps and Digi Maps for schools to view aerial maps and photographs of famous landmarks around the world. Globes, maps and atlases will be used to study the physical geography of the United Kingdom, its surrounding seas and the seven continents and 5 oceans.

		<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Geographical skills and fieldwork</b></p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p>	<p>continents and oceans studied.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate the world's continents and oceans.</p> <p>Ask and answer geographical questions (such as: what id this place like? What or who will I see in this place? What do people do in this place?).</p>	<p>We will look at the effects of climate change on animals and identify ways in which we can look after our planet.</p>
Science	<b>Investigate living things</b>	<p>This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.</p>	<p><b>Investigate living things-</b></p> <p>This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes</p> <p>Explore and compare the differences between things</p>	<p>We will be learning about our local environment and exploring the habitats in our school grounds. The children will look for patterns in their environment and suggest reasons why they occur.</p>

			<p>that are living, that are dead and that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p>Through our science this term the children will be working scientifically and developing the following:</p> <p>i) asking simple questions and recognising that they can be answered in different ways</p> <p>ii) observing closely, using simple equipment</p> <p>iii) performing simple tests</p> <p>iv) identifying and classifying</p>
History	<b>Mary Seacole</b>	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	<p><b>Build an overview of world history</b></p> <p>Describe historical events.</p>	Through a series of enquiry questions the children will learn about Mary Seacole-a remarkable lady best remembered for her work during

		<p>Events beyond living memory that are significant nationally or globally</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p>Describe significant people from the past.</p> <p><b>Understand chronology</b> <b>Place events in order on a timeline.</b></p> <p>To understand chronology and add significant events to the class timeline.</p> <p><b>Investigate and interpret the past</b></p> <p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> </ul>	<p>the Crimean war (1853-1856) where she helped injured soldiers, even riding on horseback onto the actual battlefields. Although not a trained nurse, she knew how to make people better. She set up a place called the British hotel providing soldiers with dressings, food and drink and even a hug too! But at first, she was not accepted to join Florence Nightingale's nurses in the Crimea, maybe because she was black and from Jamaica at a time when most nurses were white and British. Unlike with Florence Nightingale, for 100 years people forgot about Mary's achievements and bravery. Fortunately, today people want to learn about this special lady and there are now large statues, so we remember her.</p>
--	--	---	--	--

Art	<b>Art from around the world</b>	<p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</p> <p>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.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p><b>Take inspiration from the greats</b></p> <p>Describe the work of notable artists</p> <p>Use some of the ideas of artists studied to create pieces</p> <p><b>Drawing</b></p> <p>Draw lines of different sizes and thickness.</p> <p>Colour (own work) neatly following the lines.</p> <p>Show pattern and texture by adding dots and lines.</p> <p><b>Sculpture</b></p> <p>Include lines and texture</p> <p>Use clay</p> <p>Use techniques such as moulding and rolling</p>	<p>As we embark on our topic and travel around the world we will explore and create our own artwork inspired by artists from around the world. For example, when visiting Australia, they will discover the work of David Malangi and learn about the techniques used in aboriginal art to create their own master pieces! They will gain an understanding of how art is embedded within the culture of the aboriginal people. We will explore the art of Indian block printing and create our own prints. The children will and create their own sculptures based upon those they have seen on their travels around the world.</p>
Music	<b>Spring 1</b>	Social Question: How Does Music Help Us to	Each unit of work has a Musical Spotlight. Just like the Social Questions, the	Each unit is made up of the following activities:

	<p><b>Charanga Unit 3 Exploring sounds</b></p> <p>Music is made up of high and low sounds, long and short sounds, and loud and quiet sounds. We will explore these sounds and create our own very simple melodies.</p> <p><b>Spring 2 Charanga Unit 4 Learning to Listen</b></p> <p>Listening is very important. You can listen with your eyes and ears and you can also feel sound in your body.</p>	<p>Understand Our Neighbours?</p> <p>How does music make the world a better place?</p> <p>In this unit, we ask, 'How Does Music Help Us to Understand Our Neighbours?'. The Social Question evolves as the children move through the scheme while encouraging them to be responsible and kind citizens of the world.</p> <p>The songs in each unit have been carefully chosen to support the Social Question.</p> <p>Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection</p>	<p>Musical Spotlights deepen as the children move through the Scheme. They offer an opportunity for a musical focus in each unit and a way to deepen the children's musical knowledge and understanding. Each Musical Spotlight highlights a musical activity and/or musical element to be discussed, learnt about and integrated into each lesson of the unit. This can be done through the unit songs.</p>	<p>Baseline Quiz</p> <p>Activity 1: Musicianship</p> <p>1a. Understanding Music</p> <p>1b. Improvise Together Activity 2:</p> <p>Listen and Respond Activity 3:</p> <p>Learn to Sing the Song Activity 4:</p> <p>Play your Instruments with the Song</p> <p>Activity 5:</p> <p>Composing and Improvising (KS1 composition options include; Compose with the Song, Create a Graphic Score)</p> <p>Activity 6: Perform the Song End of Unit/Year Quiz</p>
--	---	---	--	---

		of these notes: C, D, E, F, F#, G, A		
DT	Create a bag for Phileas Fogg- design brief: a bag for travel	<p><b>Design</b> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups</p> <p><b>Make</b> 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</p> <p><b>Evaluate</b></p>	<p><b>Textiles</b></p> <p>Shape textiles using templates.</p> <ul style="list-style-type: none"> <li>• Join textiles using running stitch.</li> <li>• Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</li> </ul> <p><b>Design, make, evaluate and improve</b></p> <p>Design products that have a clear purpose and an intended user. Make products, refining the design as work progresses.</p>	<p>The children will learn techniques which will enable them to use templates, running stitches and decoration.</p> <p>They will review examples of a range of bags and look at the designs and make choices to take forward to their own designs.</p> <p>The children will draw their design of their bag, labelling the design, including their choice of materials and stating where they will include the stitches and decoration.</p> <p>The children will develop their own prototype. They will evaluate their prototype, making suggestions of improvements.</p>

		<p>explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b> build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p><b>Take inspiration from design throughout history</b></p> <p>Explore objects and designs to identify likes and dislikes of the designs.</p> <p>Suggest improvements to existing designs.</p> <p>Explore how products have been created.</p>	<p>The children will develop their own bag demonstrating the techniques.</p>
Computing	<p>Spring 1</p> <p><b>Robot algorithms – BeeBots</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li><input type="checkbox"/> Create and debug simple programs</li> <li><input type="checkbox"/> Use logical reasoning to predict the behaviour of simple programs</li> </ul>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p>	<p>This unit develops learners' understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners 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.</p>

	<p>Spring 2</p> <p><b>Media - Digital Photographs</b></p>	<p><input type="checkbox"/> Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p><input type="checkbox"/> Recognise common uses of information technology beyond school</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>I know/understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe</p>	<p>Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.</p>

RE	<p><b>Spring 1</b></p> <p><b>What do Jewish people remember on Shabbat?</b></p>	<p>Children will study 'Judaism'</p> <ul style="list-style-type: none"> <li>- retelling the story of Creation</li> <li>- look at artefacts used to celebrate Shabbat</li> <li>- explain the traditions and rules of Shabbat</li> <li>- connect ideas of rest and Shabbat to the Creation story</li> <li>- discuss the significance of Shabbat to Jewish people</li> </ul> <p>In accordance with the 'Saffron Academy Trust' programme.</p>	<p>Describe some of the teachings of a religion.</p> <p>Describe some of the main festivals or celebrations of a religion.</p> <p>Recognise, name and describe some religious artefacts, places and practices.</p> <p>Identify the things that are important in their own lives and compare these to religious beliefs.</p> <p>Identify how they have to make their own choices in life.</p>	<p>Children will learn about: The Jewish story of creation and relate it to observing Shabbat. Jews believe in one God and that he is the creator. Shabbat is celebrated as a weekly tradition for Jewish families.</p> <p>The symbolism of the key artefacts used during Shabbat: Candles are lit before Shabbat to create peace in the home. Challah Bread – a special plaited bread to show how Jews love Shabbat. Kiddush Cup – a special goblet that holds the wine that is blessed for Shabbat. Zemirot – the special songs sung at the table for Shabbat.</p> <p>Children will learn about: The Easter narrative in the Bible. Christians believe Jesus' died on a cross (crucifixion) to save people (salvation).</p>
----	---	--	--	---

	<p><b>Spring 2</b></p> <p><b>What does the cross mean to Christians?</b></p> <p><b>(Saffron Academy Trust - RE scheme)</b></p>	<ul style="list-style-type: none"> <li>- recall the events of the Easter story</li> <li>- compare different Christian crosses and examine their meaning</li> <li>- investigate the importance of the Easter Festival to Christians – create a cross which symbolises Christian beliefs in Jesus – compose a message of Hope to reflect what Easter means to Christians</li> </ul> <p>In accordance with the 'Saffron Academy Trust' programme</p>	<p>Explain how actions affect others.</p>	<p>Christians believe Jesus came back to life (resurrection). Christians believe Easter gives people hope of a new life, now and in the future.</p>
PSHE	<b>Spring 1</b>	<p>Living in the wider world</p> <p>People and jobs; money; role of the internet</p>	<p>The children will learn:</p>	<p>The children will learn:</p> <p>how rules and restrictions help them to keep safe (e.g. basic</p>

	<p><b>Living in the Wider World: what jobs do people do?</b></p> <p>PoS refs: L15, L16, L17, L7, L8</p> <p><b>Spring 2</b></p> <p><b>Health and Wellbeing: What helps us to stay safe.</b></p> <p>PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9</p>	<p>Keeping safe; recognising risk; rules</p>	<p>how jobs help people earn money to pay for things they need and want</p> <p>about a range of different jobs, including those done by people they know or people who work in their community</p> <p>how people have different strengths and interests that enable them to do different jobs</p> <p>how people use the internet and digital devices in their jobs and everyday life</p>	<p>road, fire, cycle, water safety; in relation to medicines/ household products and online)</p> <p>how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</p> <p>how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</p> <p>how not everything they see online is true or trustworthy and that people can pretend to be someone they are not</p> <p>how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</p>
PE	<p><b>Invasion games</b></p> <p><b>Handball</b></p>	<p>Pupils should develop fundamental movement skills, become increasingly</p>	<p><b>Games/Handball</b></p>	<p>We are incredibly lucky to have specialist sports coaches from</p>

	<p><b>Dance</b></p> <p><b>Gymnastics</b></p> <p><b>Football</b></p>	<p>competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<p>Use the terms 'opponent' and 'team-mate'.</p> <p>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</p> <p>Develop tactics.</p> <p>Lead others when appropriate.</p> <p><b>Gymnastics</b></p> <p>Copy and remember actions.</p> <p>Move with some control and awareness of space.</p> <p>Link two or more actions to make a sequence.</p> <p>Show contrasts (such as small/tall, straight/curved and wide/narrow).</p> <p>Travel by rolling forwards, backwards and sideways.</p>	<p>SCS working alongside us to deliver the PE curriculum.</p>
--	---	--	---	---

			<p>Hold a position whilst balancing on different points of the body.</p> <p>Climb safely on equipment.</p> <p>Stretch and curl to develop flexibility.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p> <p><b>Dance</b></p> <p>Copy and remember moves and positions.</p> <p>Move with careful control and coordination.</p> <p>Link two or more actions to perform a sequence.</p> <p>Choose movements to communicate a mood, feeling or idea.</p>	
--	--	--	---	--

Visits/ Visitors	Multi-cultural Arts Week	Our visitor will provide workshops which will consist of Australia's Aboriginal cultural history, dance, instruments and face painting.		
---------------------	-----------------------------	---	--	--