

Spring Term - 2022



**Mr Carr and Mrs Campbell
Key Stage 1 - Class 2**



Literacy

Fiction: Contemporary Picture Books (3 weeks)

YEAR 1

Spoken Language:

I can give well-structured descriptions [and] explanations and narratives for different purposes, including for expressing feelings

I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

I can re-read what I have written to check it makes sense

Composition: I can say out loud what I am going to write about and I can re-read what I have written to check it makes sense

Reading: I can apply phonic knowledge and skills as the route to decode words

Comprehension: I can participate in discussion about what is read to me, taking turns and listening to what others say.

I can explain clearly my understanding of what is read to me.

I can predict what might happen on the basis of what has been read so far

Literacy

Fiction: Contemporary Picture Books

YEAR 2

Spoken Language: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Composition: I can plan or say out loud what I am going to write about; Write down ideas and/or key words, including new vocabulary. I can encapsulate what I want to say, sentence by sentence. I can re-read my sentence to check it makes sense and edit it accordingly. I can write for different purposes e.g. a book review

Reading: I can continue to apply phonic knowledge and skills as the route to decode words.

Comprehension: I can make inferences on the basis of what is being said and done; answer and ask questions; predict what might happen on the basis of what has been read so far; I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself

Literacy

Non-Fiction: Instructions for a Cleaner World (3 weeks)

YEAR 1

Comprehension: I can link what I read or hear read to my own experiences. I can predict what might happen on the basis of what I have read so far. I can take turns to listen and respond to what my peers say

Composition: I can compose a sentence orally before writing it. I can sequence sentences to form a short narrative.

Spoken Language: I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Word Reading: I can apply phonic knowledge and skills as the route to decode words

Literacy

Non-Fiction: Instructions for a Cleaner World

YEAR 2

Spoken language: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Composition: I can write for different purposes [speech bubbles]; I can encapsulate what I want to say, sentence by sentence. I can say out loud what I wish to write. I can write my ideas down including new vocabulary. I can write for different purposes (e.g. instructions).

Comprehension: I can predict what might happen on the basis of what has been read so far. I can answer and ask questions; I can explain and discuss my understanding of books, poems and other material, both those that I have listened to and those that I have read for myself.

Word Reading: I can continue to apply phonic knowledge and skills as the route to decode words until I can automatically decode and my reading becomes fluent.

Grammar: I can learn how to use sentences with different forms: commands.

Literacy

Poems on a Theme: Caribbean Poems (3 weeks)

YEAR 1

Spoken Language: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. I can articulate and justify answers, arguments and opinions; I can give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings.

Composition: I can compose a sentence orally before writing it; I can read aloud my writing clearly enough to be heard by my peers and my teacher. I can listen to and discuss a wide range of poems at a level beyond that at which I can read independently; I can discuss word meanings, linking new meanings to those already known; I can make inferences on the basis of what is being said and done.

Comprehension: I can learn some rhymes and poems; I can listen to and discuss a wide range of poems at a level beyond that at which I can read independently. I can link what I have read or heard or from my own experiences.

Grammar: I can leave spaces between words; I can begin to punctuate sentences using a capital letter and a full stop.

Literacy

Poems on a Theme: Caribbean Poems

YEAR 2

Spoken Language: I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

Composition: I can write narratives about personal experiences and those of others (real and fictional); I can encapsulate what I want to say, sentence by sentence; I can read aloud what I have written with appropriate intonation to make the meaning clear. I can re-read my work to check it makes sense.

Word Reading: I can continue to apply phonic knowledge and skills as the route to decode words until I can decode well and my reading is fluent.

Comprehension: I can discuss and explain my understanding of books, poems and other material, both those that I listen to and those that I have read by myself; I can answer and ask questions. I can recognise simple recurring language in poetry; I can explain and discuss my understanding of poems, both those that I have listened to and those that I have read by myself. I can discuss and clarify the meanings of words, linking new meanings to known vocabulary; I can discuss my favourite words and phrases.

Literacy

Classic Fiction (3 weeks)

YEAR 1

Spoken Language: I can articulate and justify answers, arguments and opinions; I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. I can participate in discussion and role-play.

Composition: I can say out loud what I am going to write about; I can compose a sentence orally before writing it.

Word Reading: I can apply phonic knowledge and skills as the route to decode words.

Comprehension: I can participate in discussion about what is read to me, I can take turns and listen to what others say; I can explain clearly my understanding of what is said to me. I will compare and be able to discuss fairy stories, traditional tales and consider their particular characteristics

Composition: I can compose a sentence orally before writing it.

Literacy

Classic Fiction (3 weeks)

YEAR 2

Spoken Language: I can articulate and justify answers, arguments and opinions; I can give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings. I can participate in discussion and role-play.

Composition: I can plan or say out loud what I am going to write about; I can encapsulate what I want to say, sentence by sentence. I can write for different purposes e.g. book reviews; I can encapsulate what I want to say, sentence by sentence.

Word Reading: I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

Comprehension: I can answer and ask questions; I can explain and discuss my understanding of books, poems and other material, both those that I have listened to and those that I have read myself. I can express my views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which I can read independently.

Grammar: I can use expanded noun phrases to describe and specify.

Numeracy – Year 1

Addition and Subtraction (within 20)

I can add and subtract numbers within 20 by counting on and counting back.

I can add and subtract one-digit and two-digit numbers to 20, including zero

I can find and make number bonds within 20 and use these complete addition calculations and to explain my reasoning.

I can represent and use number bonds and related subtraction facts within 20

I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

I can represent addition and subtraction calculations using manipulatives, pictorial representations including part-whole models and bar models, and written number sentences.

I can use addition and subtraction facts to solve written and pictorial problems.

I can compare addition and subtraction number sentences using greater than (>) less than (<) and equal to (=) symbols.

Numeracy – Year 1

Place Value (within 50)

I can count forwards and backwards within 50 beginning from any given number.

I can read and write numbers from 0-50 using numerals and words.

I can represent numbers from 0-50 using manipulatives, pictorial representations including number lines, numerals and words.

I can count in twos, fives and tens within 50.

I can identify and represent tens and ones within 50

I can identify one more and one less than any number within 50.

I can compare numbers within 50 using greater than ($>$) less than ($<$) and equal to words and symbols.

Measurement – Year 1

Measurement (length and height)

I can compare lengths and heights of objects using language including; longer, shorter, taller, height, and length.

I can use mathematical language including; longer, shorter, taller, height, and length when solving height and length problems and when explaining my reasoning.

I can use non-standard units, such as cubes, hands and straws to measure length and height.

I can use my reasoning when selecting appropriate non-standard units to measure objects of different lengths and heights.

I can use a ruler to measure and record the length and height of objects.

I am familiar with the standard unit of centimetres.

Measurement – Year 1

Measurement (weight and volume)

I am familiar with the terms, weight and mass.

I can use balance scales to determine which is the heavier of two objects.

I can use non-standard units, such as cubes and bricks to measure mass.

I can compare weights of objects using language including; heavy, light, heavier than, lighter than.

I can use mathematical language including; heavy, light, heavier than, lighter than, when solving measurement problems and when explaining my reasoning.

I am familiar with the terms, capacity and volume.

I can measure capacity using non-standard units such as cups, pots and spoons.

I can compare capacity of containers of using greater than ($>$) less than ($<$) and equal to ($=$) words and symbols.

Number – Year 2:

Multiplication and Division (recap)

I can use manipulatives and pictures to make equal groups.

I can redistribute unequal groups to form equal groups.

I can add equal groups of twos, fives and tens to complete number sentences.

I can solve problems and explain my reasoning using language including 'there are ___ groups of ___'

I can make arrays by making equal groups and building them up in columns or rows using concrete and pictorial representations.

Number – Year 2 :

Multiplication and Division

I can represent a repeated addition as a multiplication in a number sentence using the (X) symbol.

I can represent pictures of equal groups including arrays as multiplication number sentences using the (X) symbol.

I can count in twos, fives and tens and apply this to solving multiplication calculations.

I am becoming familiar with the two five and ten times tables.

I can share and group objects and pictures into equal groups and use this to complete division number sentences using the division symbol (\div).

I understand the relationship between multiplication and division.

I can use my knowledge of the two, five and 10 times tables to divide by 2, 5 and 10.

I can recognise odd and even numbers.

Statistics – Year 2:

Statistics

I can use my knowledge of counting in fives to complete, create and interpret tally charts.

I can complete, create and interpret pictograms and can use my knowledge of times tables to understand and create keys for pictograms.

I can complete, create and interpret block diagrams.

I can use mathematical language to explain my reasoning, including explaining why some charts or diagrams are more appropriate for recording certain data.

Geometry – Year 2:

Geometry (properties of shape)

I can recognise and name common 2-D and 3-D shapes

I can count sides and vertices on 2-D shapes.

I can make 2-D shapes using a peg-board, and draw 2-D shapes using a ruler.

I can find and draw lines of symmetry in 2-D shapes.

I can count faces, edges and vertices on 3-D shapes.

I can sort 2-D and 3-D shapes into groups related to their properties.

I can make patterns with 2-D and 3-D shapes.

Fractions – Year 2:

Fractions

I can make equal parts using manipulatives and pictorial representations.

I can recognise and make halves quarters and thirds and know what numerators and denominators are.

I can recognise unit, and non-unit fractions.

I understand that one half and two quarters are equivalent fractions.

I can use manipulatives and pictorial representations to find three quarters of a number.

I can count in halves, thirds and quarters.

Art & Design

Landscapes and Cityscapes

I can analyse some well known landscapes and cityscapes using the language of art, craft and design.

I can explain what makes some well known artists' work unique.

I can paint a landscape using colour and texture.

I can use pastels to create a cityscape.

I can use colour and pattern to create a landscape.

I can use collage to create a landscape.

Artists to explore in the Spring Term:

- Claude Monet
- Vincent Van Gogh
- Jean Metzinger

Design and Technology

Textiles (puppets)

I can design, make and evaluate a fabric hand puppet.

Technical knowledge

I can join fabrics and explore how the joins can be made stronger, more flexible and more reliable.

Design

I can design a functional and aesthetically appealing hand puppet based on the design criteria.

I can draw and label a detailed design of my puppet.

Make

I can accurately cut out the material for my puppet using a template.

I can use pins, glue or staples to join my fabric.

I can decorate my puppet using materials I have selected.

Evaluate

I can evaluate other puppets when selecting my joining method.

I can compare my finished puppet to my design and identify what I have done well and how I could improve my puppet.

History

SPRING 1 - Samuel Pepys - London's Burning (+Cojo Unit Y2 focus)

Past and Present London

I can develop my awareness of the past and identify similarities, including differences between ways of life in different periods
I can compare past and present day London

How Long Ago Was 1666?

I can develop an awareness of the past and identify similarities, including differences between ways of life in different periods
I can understand the differences between the ways that people lived in different periods

Who Was Samuel Pepys?

I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events and develop an understanding of significant individuals in the past

I can use research skills to find out about the life of Samuel Pepys

The Great Fire

I can find out about events beyond living memory that are significant nationally or globally

I can sequence the key events of The Great Fire of London

I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events

I can write about the key events

I can find out about events beyond living memory that are significant nationally or globally

I can reflect upon and evaluate what has been discovered about the Great Fire of London.

Geography

SPRING 2 - Pocahontas (1595 - 1617)- Native Americans (+link to Cojo Unit Y2 focus

- I can plan a route to the nearest village
- I can create a map with geographical features on it e.g. rivers and streams, swamp, forest, mountain, cliff face
- I can use a compass on the map so that I can explain where I need to go
- I can explain what a drought is and the harms it can cause
- I can explain how jobs differ in different geographical locations depending on the landscape and environment
- I can plot a route from the US to the UK, labelling continents and oceans.

Computing – Spring

1

Year 1 - Creating Media - Digital Writing

- I can use a computer to write
- I can add and remove text on a computer
- I can identify that the look of text can be changed on a computer
- I can make careful choices when changing text
- I can explain why I used the tools that I chose
- I can compare writing on a computer with writing on paper

Year 2 - Creating Media - Making Music

- I can say how music can make us feel
- I can identify that there are patterns in music
- I can describe how music can be used in different ways
- I can show how music is made from a series of notes
- I can create music for a purpose
- I can review and refine my computer work

Computing – Spring

2

Year 1 - Data and information - Grouping data

- I can label objects
- I can identify that objects can be counted
- I can describe objects in different ways
- I can count objects with the same properties
- I can compare groups of objects
- I can answer questions about groups of objects

Year 2 - Data and Information (Pictograms)

- I can recognise that I can count and compare objects using tally charts
- I can recognise that objects can be represented as pictures
- I can create a pictogram
- I can select objects by attribute and make comparisons
- I can recognise that people can be described by attributes
- I can explain how to present information using a computer

Science – Spring 1

Animals Including Humans - Part 1 of 2 (humans)

Year 1 Objectives

I can gather and record data to identify patterns in head, hand and foot size, and eye and hair colour.

I can explore the school grounds using my senses.

I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

I can perform a simple test to evaluate human hearing.

I can use my senses to classify different food items.

Year 2 Objectives

I can use close observation to notice that animals including humans have offspring which grow into adults.

I can use use a Venn diagram to classify food items according to the basic needs of animals.

I can investigate how pairs of senses can work together.

I can design a balanced lunch box.

Science – Spring 2

Plants

Year 1 Objectives

I can identify, label and sketch plants.

I can identify and describe the basic structure of common flowering plants.

I can plant a bean and closely observe how it grows.

Year 2 Objectives

I can design an allotment plot.

I can investigate the basic requirements for plant growth and explain that plants need water, air and warmth in order to be healthy.

I can use close observation over time to identify how seeds and bulbs grow into mature plants.

French

Spring 1

I can name different shops in French and name some of the produce they exchange/sell: La banque, La boucherie, La boulangerie, La cathédrale, Le cinéma, L'école, le musée, La pharmacie, la piscine, Le restaurant, Le supermarché, La librairie (bookshop). La bibliothèque (library)

I can use the compass points to name the directions in French: nord, sud, ouest, est, où est, À droit, À gauche

I can name famous landmarks: L'Arc de Triomphe, la cathédrale Notre Dame, le Centre Pompidou, le Sacré Coeur

Story: Petit loup est le roi de la galette

French

Spring 2

I can name a variety of colours in French

Syntax: c'est + colour: blanc, bleu, gris, jaune, marron, noir, orange, rose, rouge, vert, violet, l'arc-en-ciel, multicolore

KAL: Hearing adjective placed after the noun: j'ai un oiseau bleu

Story - *Ours brun, ours brun (to practise hearing animals described with colour)*

Song - *qui fera la bonne galette (to witness a French tradition at Epiphany)*

Story - *Elmer (to practise colours)*

Music

Music - I Wanna Play in a Band/Zootime

I can use movement and body percussion to copy the beat and rhythm of songs.

I can use my voice and tuned and untuned instruments, to perform a piece of music.

Spring 1 -

I can listen to Rock music and explain the lyrics, tempo, and rhythm as well as the instruments used.

I can create my own Rock music.

Key Artists - Queen, Status Quo, The Beatles, Chuck Berry, Deep Purple.

Spring 2 -

I can listen to Reggae music and explain the lyrics, tempo, and rhythm as well as the instruments used.

I can create my own Reggae music.

Key Artists - UB40, Jimmy Cliff, Aswad, Donald Fagen, Marcia Griffiths.

Spring 1 - 1.9 What makes some places sacred to believers?

Making sense of beliefs:

I can recognise that loving others is important in lots of communities

I can say simply what Jesus and one other religious leader taught about loving other people.

Understanding the impact:

I can give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean

I can identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious).

Making connections:

I can give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences

I can talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas

I can talk about what they have learned and how their ideas have changed

Spring 2 - 1.5 Why does Easter matter to Christians? (SALVATION)

- I can show my understanding that Incarnation and Salvation are part of a 'big story' of the Bible
- I can tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)
- I can suggest ways that Jesus gives instructions to Christians about how to behave.
- I can give at least 3 examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.
- I can think, talk and ask questions about whether the story of Easter tells you anything about sadness, hope or heaven, exploring different ideas.

PSHE

Living in the Wider World - What Jobs do People do?

I can explain how jobs help people earn money to pay for the things they need and want.

I know about a range of different jobs, including those done by people I know or people who work in my community.

I can explain that people have different strengths and interests that enable them to do different jobs.

I can explain that people use the internet and digital devices in their jobs and everyday life.

Health and Wellbeing - What Helps us to Stay Safe?

I can explain how rules and restrictions help me to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/household products and online)

I know how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove myself from them.

I can explain how to resist pressure to do something that makes me feel unsafe or uncomfortable, including keeping secrets.

I can understand that not everything I see online is true or trustworthy and that people can pretend to be someone they are not.

I know how to tell a trusted adult if I am worried for myself or others, worried that something is unsafe or if I come across something that scares or concerns me.

P.E – Key Stage one –

SPRING 1 - Gymnastics

- I can work hard to improve my agility, balance and coordination, individually and with others
- I can work with a partner/small team and co-operate in physical activities, in a range of increasingly challenging situation
- I can work hard to master basic movements developing balance, agility and co-ordination - different types of rolls, balances on benches and making different shapes
- I can perform dances using simple movement patterns

SPRING 2 - Football

- I can engage in competitive (both against self and against others) physical activities, in a range of situations.
- I can practise my running, jumping and throwing ability to master certain football required skills.
- I can take part in activities and participate in team games, developing simple tactics for attacking and defending