

Science

Working Scientifically

Can they perform a simple test?
Can they tell other people about what they have done?
Can they identify and classify things they observe?
Can they think of some questions to ask?
Can they answer some scientific questions?
Can they show their work using pictures, labels and captions?
Can they put some information in a chart or table?
Can they give a simple reason for their answers?
Can they talk about similarities and differences?
Can they explain what they have found out using scientific vocabulary?

Everyday materials - classifying and grouping

Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching?
Can they describe things that are similar and different between materials?
Can they explain what happens to certain materials when they are heated, e.g. bread, ice, chocolate?
Can they explain what happens to certain materials when they are cooled, e.g. jelly, heated chocolate?

Changing materials

Can they explore how the shapes of solid objects can be changed? (squashing, bending, twisting, stretching)
Can they find out about people who developed useful new materials? (John Dunlop, Charles Macintosh, John McAdam)
Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses?

Plants

Can they name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant?
Can they identify and name a range of common plants and trees?
Can they recognise deciduous and evergreen trees?
Can they name the trunk, branches and root of a tree?
Can they describe the parts of a plant (roots, stem, leaves, flowers)?
Can they name the main parts of a flowering plant?

Plants

Can they describe what plants need to survive?
Can they observe and describe how seeds and bulbs grow into mature plants?
Can they find out & describe how plants need water, light and a suitable temperature to grow and stay healthy?
Can they explain how things move on different surfaces?

SMSC—

What helps us stay healthy?
What can we do with money?
What jobs do people do?
What helps us stay safe?

Year 1/ **Year 2** Spring Term

Lets Create -

Tradition tales, fairy tales and stories from other cultures



Mini topics—

Spring time

Weather

Growing—plants/ potatoes

Life cycle of a butterfly

Easter

Cross Curricular English

Character descriptions

Setting descriptions

Story writing

Creative writing

Instructions

Non-fiction reports

Cross Curricular Maths

Measurement

Shape

Fractions

Geography—Weather/ seasons and localities

Can they explain how the weather changes with each season?
Can they answer some questions using different resources, such as books, the internet and atlases?
Can they think of a few relevant questions to ask about a locality?
Can they answer questions about the weather?
Can they keep a weather chart?
Can they answer questions using a weather chart?
Can they make plausible predictions about what the weather may be like later in the day or tomorrow?

Can they describe some of the features associated with an island?

Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley?

Can they label a diagram or photograph using some geographical words?

Can they find out about a locality by using different sources of evidence?

Do they think that people ever spoil the area? How?

Do they think that people try to make the area better? How?

Can they explain what facilities a town or village might need?

History—

Can they explain differences between past and present in their life and that of other children from a different time in history?

Do they know who will succeed the queen and how the succession works?

Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?

Can they say why they think a story was set in the past?

Can they recognise that a story that is read to them may have happened a long time ago?

Can they retell a familiar story set in the past?

Do they appreciate that some famous people have helped our lives be better today?

Can they answer questions by using a specific source, such as an information book?

Can they sequence a set of events in chronological order and give reasons for their order?

Can they research the life of a famous Briton from the past using different resources to help them?

Can they research about a famous event that happens in Britain and why it has been happening for some time?

Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?

RE

Hinduism—Holi—Unit 1

Judaism—Lifestyles and festivals—Unit 2

Christianity—Easter—Unit 5

Art— Giuseppe Arcimboldo—Spring

Collage

Can they cut and tear paper and card for their collages?

Can they gather and sort the materials they will need?

Can they create individual and group collages?

Can they use different kinds of materials on their collage and explain why they have chosen them?

Can they use repeated patterns in their collage?

Knowledge

Can they describe what they can see and like in the work of another artist/craft maker/designer?

Can they ask sensible questions about a piece of art?

Can they say how other artist/craft maker/designer have used colour, pattern and shape?

Can they create a piece of work in response to another artist's work?

DT— Making structures stronger

Planning, Working and Evaluating

Can they think of some ideas of their own?

Can they explain what they want to do?

Can they use pictures and words to plan?

Can they explain what they are making?

Can they explain which tools are they using?

Can they describe how something works?

Can they talk about their own work and things that other people have done?

Use of materials - Link to Science—testing/ changing materials

Can they make a structure/model using different materials?

Is their work tidy?

Can they make their model stronger if it needs to be?

Can they measure materials to use in a model or structure?

Can they join material in different ways?

Can they use joining, folding or rolling to make it stronger?

Music— I wanna play in a band and Zootime/ Musicals

Can they respond to different moods in music?

Can they say how a piece of music makes them feel?

Can they say whether they like or dislike a piece of music?

Can they choose sounds to represent different things?

Can they recognise repeated patterns?

Can they follow instructions about when to play or sing?

Can they improve their own work?

Can they listen out for particular things when listening to music?

PE— Ball skills

Can they throw underarm?

Can they roll a piece of equipment?

Can they move and stop safely?

Can they catch with both hands?

Can they throw in different ways?

Can they use hitting, kicking and/or rolling in a game?

Can they stay in a 'zone' during a game?

Can they decide where the best place to be is during a game?

Can they use one tactic in a game?

Can they follow rules?

Computing— Programming—Beebots/ Scratch Jnr

Can they record their routes?

Do they understand forwards, backwards, up and down?

Can they put two instructions together to control a programmable toy?

Can they begin to plan and test a Bee-bot journey?

Can they predict the outcomes of a set of instructions?

Can they use right angle turns?

Can they use the repeat commands?

Can they test and amend a set of instructions?

Can they write a simple program and test it?

Can they predict what the outcome of a simple program will be?