

## Spring term 1 – 2021 – 2022

### Topic: Cold, cold, cold

Subject	National Curriculum Programme of Study	Key Knowledge	Vocabulary
<u>English</u>	<p><u>EYFS</u> – The children will be exploring a variety of fiction and non-fiction texts relating to our topic. They will have opportunities to consider what the characters may be thinking or feeling and will be encouraged to recall the story in their own words. They will be encouraged to apply their phonic skills when reading and writing and will be able to break a sentence into words to begin to write dominant sounds for each word in the sentence. They will begin to use spaces between the words they write, recognizing that writing is from left to right across the page.</p> <p><u>Year 1 and 2</u> – The children will be exploring fiction texts relating to our topic, learning how to describe a setting and compare and contrast stories. They will also look at features of information texts and how these differ to fiction texts, creating their own non-chronological reports. They will consolidate their understanding of instructional writing by creating instructions relating to making a snowman.</p> <p><u>Year 1</u> – They will use a full stop to end a sentence and a capital letter to start a sentence, form letters correctly, begin to show that some letters are taller than others and that some hang under the line, use phonics to spell.</p> <p><u>Year 2</u> – They will make regular use of a full stop and capital letter and appropriate use of a question mark and an exclamation mark, use of capital letters for proper nouns, use a variety of conjunctions to join sentences e.g. ‘and’ ‘but’ ‘because’ ‘so’ ‘when’, understand the terms ‘adjective’, ‘verb’, ‘noun’ and give examples of these.</p>		
<u>Maths</u>	<p><u>EYFS</u> - The children will be exposed to numerals 6, 7, 8, and will learn to count out objects accurately to match these numerals, exploring numbers bonds for each of these numbers. They will compare amounts saying how many more or less and say 1 more and 1 less than a number. The children will learn to add 2 numbers by combining groups of objects and by counting on from the first number. They will compare lengths and heights and measure using objects.</p> <p><u>Year 1</u> – The children will count in 2s to 20, 10s to 100 and 5s to 50, understand the multiplication and division symbol and use objects to solve these calculations, make equal groups of objects and record as repeated addition, read and draw the hands on the clock to show o’clock and half past, name 2D shapes and describe their properties, name 3D shapes, compare and describe length, order objects according to length, begin to measure in cm/m.</p> <p><u>Year 2</u> – They will know 2, 5 and 10 times table facts, solve multiplication and division calculations, recognize that x and divide are inverse operations and use multiplication facts to support division, know that multiplication can be done in any order but division cannot, solve problems involving multiplication and division, read the time to o’clock, half past, quarter past and quarter to and increasingly begin to be able to read the time to the nearest 5 minutes, name and describe 2D shapes recognising lines of symmetry, name and describe 3D shapes using words such as face, vertex and side, order objects according to length, measure using an appropriate tool in mm/cm/m.</p>		
<u>Science</u>	<p><u>EYFS</u> - Recognise some environments that are different to the one in which they live. (UW R)</p> <p><u>EYFS</u> - Understand the effect of changing seasons on the natural world around them. (UW R)</p> <p><u>EYFS</u> - Talk about what they see, using a wide vocabulary. (UW 3-4)</p> <p><u>EYFS</u> - Understand key features of the life cycle of a plant and an animal. (UW 3-4)</p> <p><b><u>Science - Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>- Identify and classify</li> <li>- Use their observations and ideas to suggest answers to questions</li> <li>- Ask simple questions and recognising that they can be answered in different ways</li> <li>- Observe closely, using simple equipment</li> <li>- Perform simple tests</li> <li>- Gather + record data to help in answering questions.</li> </ul> <p><b><u>Science - Seasonal Changes</u></b></p> <p>Y1 - Observe changes across the four seasons</p> <p>Y1 – Observe&amp;describe weather associated with the seasons + how day length varies.</p> <p><b><u>Science - Animals including humans</u></b></p> <p>Y1 - Describe and compare the structure of a variety of common animals</p> <p>Y2 - Notice that animals, including humans, have offspring which grow into adults</p> <p><b><u>Science - Living things and their habitats</u></b></p> <p>Y2 - Identify that most living things live in habitats to which they are suited</p>	<p><u>EYFS</u> – They will investigate the different animals and birds that live there and will compare them, recognizing external features e.g. beak, fur, paws, feathers and similarities and differences between them. They will group animals and birds according to a criteria given to them and will be encouraged to decide their own way of sorting them. They will recognize how a polar animal or bird changes as it grows and will know that this is a cycle that continues. They will learn to observe and talk about changes when investigating ice melting and experimenting with different substances to see which helps the ice to melt the quickest. They will talk about what they think will happen and then what actually happened.</p> <p><u>Year 1 and 2</u> – They will label external parts of a polar animal or bird and relate this to humans, recognising the purpose of these features e.g. thick fur to keep it warm. The children will compare two polar animals noticing similarities and differences, recognize how animals and birds change as they grow, investigate what happens to ice, make predictions., measure and record and draw conclusions from and comparisons between their observations.</p>	<p>sorting, grouping, features, legs, wings, fur, tail, amphibian, mammal, bird, fish, beak, feathers, swim, fly, waddle, antlers, burrow, lifecycle, egg, hatch, male, female, ice, temperature, degrees Centigrade, winter, frozen,</p>

<p><b><u>Geography</u></b></p>	<p><b><u>EYFS</u></b> - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (UW 3-4)  <b><u>EYFS</u></b> - Draw information from a simple map. (UW R)  <b><u>EYFS</u></b> - Recognise some similarities and differences between life in this country+in other countries. (UW:R)  <b><u>EYFS</u></b> - Recognise some environments that are different to the one in which they live. (UW R)  <b><u>EYFS</u></b> - Understand the effect of changing seasons on the natural world around them. (UW R)</p> <p><b><u>Geography - Locational knowledge</u></b>  - Name and locate the world's seven continents and five oceans</p> <p><b><u>Human and physical geography</u></b>  - Use basic geographical vocabulary to refer to: key physical and human features  - 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</p> <p><b><u>Geographical skills and fieldwork</u></b>  - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at KS stage  - Use simple compass directions and location/directional language e.g. near/far; left/ right], to describe the location of features</p> <p><b><u>Geography - Place knowledge</u></b>  - Understand geographical similarities and differences through studying the human and physical geography of the U.K.+ of a small area in a contrasting non-European country</p>	<p><b><u>EYFS</u></b> – The children will be learning about the location of the Arctic and Antarctic. They will find out about what it is like to live there and how this compares to where they live, considering what items they would need to pack if they were to visit.  <b><u>Year 1 and 2</u></b> - The children will be exploring where the polar regions are and will use maps to locate these as well as other countries. They will learn what it is like there, describing features using geographical vocabulary such as ocean, continent, ice, global warming, north, south, equator. They will begin to recognize how the area is changing. They will compare daily life in the Arctic to life in the U.K.</p>	<p>continent, country, land, sea, ocean, Arctic, Antarctica, polar region, Northern hemisphere, Southern hemisphere ,global warming, hunt, Inuit, Inukshuk, north, south, compass, light, dark, equator, husky, kayak, sleigh, narwhal, seal skin, ice fishing, igloo, greenhouse effect</p>
<p><b><u>History</u></b></p>	<p><b><u>EYFS</u></b> – Compare and contrast characters from stories, including figures from the past. (UW R)  <b><u>EYFS</u></b> - Experiment with their own symbols and marks as well as numerals. (M 3-4)  <b><u>EYFS</u></b> - Solve real world mathematical problems with numbers up to 5. (M 3-4)</p> <p><b><u>History</u></b>  - Events beyond living memory that are significant nationally or globally</p>	<p><b><u>EYFS</u></b> – The children will also be finding out about Polar explorers who have completed expeditions to the North or South Pole either more recently or long ago.  <b><u>Year 1 and 2</u></b> - The children will be learning about explorers who have been to the North or South Pole. They will consider when this was using vocabulary relating to dates. They will compare an expedition from long ago with an expedition today recognizing the advances in technology and equipment.</p>	<p>Explorer, research station, Robert Peary, Roald Amundsen, Borge Ousland, expedition, year, century, decade, time line, event, past, present</p>
<p><b><u>Art</u></b></p>	<p><b><u>EYFS</u></b> - Explore colour and colour-mixing. (EA+D 3-4)  <b><u>EYFS</u></b> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EA+D R)  <b><u>EYFS</u></b> - Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EA+D R)  <b><u>EYFS</u></b> – Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (PD R)  <b><u>EYFS</u></b> - Join different materials and explore different textures. (EA+D 3-4)</p> <p><b><u>Art</u></b>  - Use a range of materials creatively to design and make products  - Use drawing, painting and sculpture to develop and share their ideas+ imagination  - Develop a range of techniques in using colour, pattern, texture, line shape, form + space  - Know about the work of a range of artists, craft makers and designers, describing the differences/similarities between different practices and disciplines, and making links to their own work.</p>	<p><b><u>EYFS</u></b> – The children will be exploring the idea of camouflage using patterns with paint and will create their own camouflaged polar animal. The children will mix white paint with a colour and observe how different amounts of white create different shades. They will be encouraged to cut paper with greater accuracy and will recognize how textures can be combined.  <b><u>Year 1 and 2</u></b> - The children will be creating patterns and using these to make a camouflage picture. They will explore printing using sponges. The children will learn to evaluate what they have produced and recognize how it could be improved further.</p>	<p>camouflage, texture, pattern, shade, mix, contrast, overlap, tear,</p>

<p><u>R.E</u></p>	<p>EYFS - Continue developing positive attitudes about the differences between people.  EYFS - Talk about members of their immediate family and community. (UW:R)  EYFS - Understand that some places are special to members of their community. (UW:R)  EYFS - Recognise that people have different beliefs and celebrate special times in different ways. (UW:R)  EYFS - Comment on images of familiar situations in the past. (UW:R)  EYFS - Compare and contrast characters from stories, including figures from the past. (UW:R)</p> <p>KS1 - Know that some books are holy and that they should be treated in special ways  KS1 - Know that there are many versions of the bible published  KS1 - Know a story that Jesus told  KS1 - Know the meaning behind the parable of the Lost Sheep  KS1 - Know some of the lessons taught by Jesus in the sermon on the mount.  KS1 - Know ways we can put these lessons into practice today.  KS1 - Know that the Torah contains stories and teachings  KS1 - Know that there are similarities and differences between the Torah and the Bible.  KS1 - Know how Muslims treat the Qur'an  KS1 - Know a story about the Prophet Muhammad  KS1 - Know meanings behind and Islamic story  KS1 - Know the story of Jonah from Jewish and Christian holy texts  KS1 - Know meanings behind the story of Jonah and what it teaches about God and forgiveness.  KS1 - Know that the story of Jonah is shared by people of different religions.</p>	<p><u>EYFS and KS1</u> - The children will find out about special books for different religions and how these should be treated. They will learn the story of the lost sheep and consider what it can teach us about Jesus and good, bad, right and wrong. They will learn a special story for Muslims and one for Jewish people</p>	<p>Jewish, Christian, Muslim, Torah, Bible, Qu'ran, belief, meaning, moral, sermon, Prophet, holy, God, forgiveness,</p>
<p><u>Music</u></p>	<p>EYFS - Remember and sing entire songs. (EA+D:3-4)  EYFS - Sing the pitch of a tone sung by another person ('pitch match'). (EA+D:3-4)  EYFS - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (EA+D:3-4)  EYFS - Create their own songs or improvise a song around one they know. (EA+D:3-4)  EYFS - Play instruments with increasing control to express their feelings and ideas. (EA+D:3-4)  EYFS – Listen attentively, move to and talk about music, expressing their feelings and responses. (EA+D:R)  EYFS - Sing in a group or on their own, increasingly matching the pitch and following the melody. (EA+D:R)  EYFS - Explore and engage in music making and dance, performing solo or in groups. (EA+D:R)</p> <p><b>Music</b>  KS1 - Use their voices expressively and creatively by singing songs and speaking chants and rhymes  KS1 - Play tuned and untuned instruments musically  KS1 - Listen with concentration and understanding to a range of high-quality live and recorded music  KS1 - Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p><u>EYFS</u> - Through their music work they will be able to copy a simple rhythm and create their own rhythms and patterns using their own body parts as well as percussion instruments.  <u>Year 1 and 2</u> – The children will be developing their sense of rhythm, consolidating their understanding of how this compares to the pulse of music. Musical instruments will be used to accompany songs. They will have opportunities to experience what it is like to conduct a group and will learn to play in time with others.</p>	<p>Rhythm, pulse, beat, syllable, copy, imitate, listen, play, conductor, tambourine, tambour, triangle, claves, guiro, tulip block, tuned percussion, music, stave, notes, long, short, high, low</p>
<p><u>Computing</u></p>	<p><b>Computing</b>  - Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p><u>EYFS</u> - The children will be learning how to input information into a program to create a pictogram, including using their skills from last term to draw pictures for the pictogram. They will begin to be able to understand how the use of the computer program is a more permanent way of recording information.  <u>Year 1</u> – The children will be gathering information around a topic and inputting this into graphing software. They will understand how to create a tally and will draw conclusions from the information.  <u>Year 2</u> – In addition to Year 1 work, children will create an appropriate title for their graph as well as labelling each axis. They will recognize the benefits of using computers for this purpose.</p>	<p>Pictogram, block graph, data, table, information, how many? Input, axis, axes, label, title, tally, information, statistics</p>

<p><u>P.E</u></p>	<p>EYFS – Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing  EYFS - Progress towards a more fluent style of moving, with developing control and grace.  EYFS - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  EYFS - Combine different movements with ease and fluency.  EYFS - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  EYFS - Develop overall body-strength, balance, co-ordination and agility.</p> <p><b>Physical Education</b>  KS1 - 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  KS1 - Participate in team games, developing simple tactics for attacking and defending</p>	<p>EYFS - The children will be exploring basic gymnastic moves such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. They will learn to take control of their movements and will show awareness of space as well as of their own and others’ safety. The children will learn to jump and land safely from an object and will move in a variety of directions e.g. forwards, backwards, sideways as well as going under and over and through objects and equipment.  <u>Year 1 and 2</u> - The children will be taking part in gymnastic work, investigating movement, stillness and how to find and use space safely. They will explore basic gymnastic actions, learning to remember and link movements with control. Movements will be developed both on and off the apparatus and they will be encouraged to jump and land safely. They will create sequences with their movements, altering the shape, height or speed of movements. They will also be taking part in ‘tag games’, learning how to stop a ball and send it on.</p>	<p>slide, crawl, run, walk, jump, hop, slither, twist, turn, high, low, shuffle, forwards, backwards, sideways, control, sequence, join, connect</p>
<p><u>PSHE</u></p>	<p>EYFS – Continue developing positive attitudes about the differences between people. (UW:P,C+C:3-4)  EYFS - Understand that some places are special to members of their community. (UW:P,C+C:3-4)  EYFS - Recognise that people have different beliefs and celebrate special times in different ways. (UW:P,C+C:R)  EYFS- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (UW:P,C+C ELG)</p> <p><b>PSHE</b>  KS1 - 2e Realise that people and other living things have needs, and that they have responsibilities to meet them  KS1 - 2f Know they belong to various groups and communities, such as family and school  KS1 - 2g Know what improves and harms their local, natural and built environments and about some of the ways people look after them  KS1 - 4a Recognise how their behaviour affects other people  KS1 - 4b Listen to other people, and play and work cooperatively  KS1 - 4c Identify and respect the differences and similarities between people  KS1 - 4d Know that family and friends should care for each other  KS1 - 4e Know that there are different types of teasing and bullying, that bullying is wrong, and how to get help  KS1 - 5a Take and share responsibility [e.g. for their own behaviour; by helping to make class rules and follow them]  KS1 - 5b Feel positive about themselves [for example, by having their achievements recognised and by being given positive feedback about themselves]  KS1 - 5f Develop relationships through work and play  KS1 - 5g Consider social and moral dilemmas that they come across in everyday life [for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues]</p>	<p><u>EYFS Pupils will be exploring –</u>  - Who are the people in my class and how are we similar to and different from each other?  • Who are the different people who make up a family?  • What things are especially important to my family and me?  • What are some of the similarities and differences in the way people including families live their lives?  • How can we value different types of people including what they believe in and how they live their lives?  • How do we celebrate what we believe in and how is this different for different people?</p> <p><u>Year 1 and 2 Pupils will be exploring –</u>  - How can I help look after my school?  - What makes me ‘me’, what makes you ‘you’?  • Do all boys and all girls like the same things?  • What is my family like and how are other families different?  • What different groups do we belong to?  • What is a stereotype and can I give some examples?  • Who helps people in my locality and what help do they need?  • What does ‘my community’ mean and how does it feel to be part of it?  • How do people find out about what is happening in my community?  • How do we care for animals and plants?</p>	<p>similarities, differences, family, community, friend, special, group, value, belief, stereotype, care, locality, help, support</p>
<p><u>French</u></p>	<p>No programme of study for EYFS and KS1</p>	<p>The children will be learn vocabulary associated with the weather through games, songs and activities.</p>	<p>Il fait soleil/pleut/neige,  Il fait du vent, J’aime...  Il fait chaud/froid,  Il fait beau/mauvais  Quel temps fait - il?</p>