

## Spring term 2 – 2021 – 2022

### Topic: Disaster at sea

<u>Subject</u>	<u>National Curriculum Programme of Study</u>	<u>Key Knowledge</u>	<u>Vocabulary</u>
<u>English</u>	<p><u>EYFS</u> – The children will be enjoying rhymes and poems associated with the seaside and will be creating their own version of a ‘countdown’ rhyme. They will listen to stories from the Lighthouse Keeper series by Ronda and David Armitage and will consider the characters and the structure of the story. They will also be exploring the texts ‘Sharing a Shell’ and The Storm Whale. When writing they will be focusing on breaking a sentence into words and using their phonic knowledge to write sounds in each word. They will recognize that a sentence has spaces between words and will begin to use a full stop at the end of each sentence.</p> <p><u>Year 1 and 2</u> – The children will be exploring seaside poetry, looking at alliterative language and using the structure of a poem to create their own. They will explore the Lighthouse Keeper series of books by Rhonda and David Armitage, exploring characters’ appearance and personality and creating character descriptions. They will compare and contrast different stories in the series. They will learn how to use adjectives and adverbs to their writing to create interest and increase meaning, being inspired by the language in Nen and the Fisherman. They will create their own version of The Storm Whale by Benji Davies.</p> <p><u>Year 1</u> - use a capital letter to start a sentence and a full stop to end a sentence, form letters correctly, begin to use ‘and’ to join 2 sentences, use adjectives to create expanded noun phrases, recognise missing letters with an apostrophe for contraction</p> <p><u>Year 2</u> – consistent use of a full stop and capital letter and appropriate use of an exclamation and question mark, evidence of joined handwriting, use a variety of conjunctions (but, so, because, when) to extend sentences, use adjectives to create expanded noun phrases and adverbs to add greater meaning, make good word choices, use apostrophes for contraction and for singular possession.</p>		
<u>Maths</u>	<p><u>EYFS</u> - The children will be exposed to numerals 9 and 10 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. They will learn 2D and 3D shape names and will be introduced to vocabulary to describe them e.g. straight, curved, side and corner (2D) and face and vertex (3D). They will begin to build numbers and counting patterns beyond 10 e.g. knowing that 11 is 10+1 and 15 is 10+5, will develop spatial reasoning and be able to rotate and manipulate objects to match them.</p> <p><u>Year 1</u> – doubles to 10+10 and related halves, doubles of multiples of 10 and related halves (knowing 3+3=6 so 30+30=60), recognize ½ and ¼ of a shape and find ½ and ¼ of a number using objects, measure mass and capacity, use vocabulary of grams and litres, solve problems associated with measures e.g. The potatoes weigh 5kg. I eat 3kg. What weight of potatoes do I have left?</p> <p><u>Year 2</u> – be confident in writing numbers over 100, double any 2 digit number by partitioning into 10s and 1s e.g. double 57 (50+50=100, 7+7=14, 100+14=114), halve any 2 digit even number, recognise ½, ¼, ¾ and 1/3 of a shape and find these fractions of numbers using mental facts, relate fractions to division (½ = divide into 2, ¼ = divide into 4, 1/3 = divide into 3), measure mass and capacity, use vocabulary of grams, kilograms, millilitres and litres, compare measurements using greater/less than symbols, solve problems using addition, subtraction, multiplication and division e.g. I have 3 cartons of 50ml of juice. How many ml altogether?</p>		

<p><u>Science</u></p>	<p>EYFS - Make comments about what they have heard and ask questions to clarify their understanding (C+L:L,A+U ELG)  EYFS - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (UW:NW ELG)</p> <p><b><u>Science - Working Scientifically</u></b></p> <ul style="list-style-type: none"> <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>- Identify and classify</li> <li>- Use their observations and ideas to suggest answers to questions</li> <li>- Gather and record data to help in answering questions.</li> </ul> <p><b><u>Science - Everyday Materials/Use of everyday materials</u></b></p> <p>Y1 - Distinguish between an object and material from which it is made  Y1 - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock  Y1 - Describe simple physical properties of everyday materials  Y1 – Compare+ group everyday materials on the basis of their simple physical properties.  Y2 -_Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p>	<p><u>EYFS</u> –. They will begin to distinguish and name materials such as wood, metal, plastic and glass and will talk about the similarities and differences between materials. They will begin to think about what makes them suitable for different purposes including which would be best to make boats from. The children will explore and test out which material would be most suitable for mopping up water inside a boat.</p> <p><u>KS1</u> – They will explore materials used to create everyday objects and describe their properties using simple language such as hard, rough, opaque, transparent, waterproof and absorbent. They will recognise and name common types of materials such as wood, metal, plastic, glass and fabric and consider why materials are chosen for a particular purpose giving reasons according to a material’s property. In our absorbency investigation, they will make predictions and compare this with their results. They will begin to appreciate the need for a fair test.</p>	<p>wood, plastic, glass, metal, rock, brick, paper, card, rubber, fabric, soft, hard, rough, smooth, stretchy, stiff, shiny, dull, flexible, waterproof, absorbent, opaque, transparent</p>
<p><u>Computing</u></p>	<p><b><u>Computing</u></b></p> <ul style="list-style-type: none"> <li>- Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>	<p><u>EYFS</u> – The children will be further developing their familiarity with a drawing package to create pictures in 2Publish. They will become more familiar with the computer keyboard this term, finding letters to type words and sentences, locating the full stop key and understanding how to press only once on the space bar to create spaces between words.</p> <p><u>Year 1</u> – The children will be developing their word processing skills further using 2Publish. They will develop greater familiarity with the keyboard and will learn to press the space bar only <b>once</b>. They will use the shift key for a capital letter and begin to use keys such as ? or ! They will recognise that the computer automatically puts their writing onto a new line if there is not space for it.</p> <p><u>Year 2</u> – The children will be developing their word processing skills further using Microsoft Word. They will learn how to insert a border and pictures from clip art as well as change the font style, size and position. They increase their typing speed through greater familiarity with the keyboard and will confidently use the space bar and the shift key for a capital letter.</p>	<p>type, keyboard, space bar, shift key, letter, word, font, save, open, close, size, border, insert,</p>

<p><b><u>Geography</u></b></p>	<p>EYFS - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (UW:NW ELG)</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 features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p><b><u>EYFS</u></b> - We will look at environmental issues surrounding plastic in our seas and ways that recycling can help.</p> <p><b><u>Year 1 and 2</u></b> – The children will develop their recall of the names of the main oceans of the world and where they are located. They will understand how weather can affect the behaviour of the sea, understanding what a tsunami is. We will also look at environmental issues surrounding plastic in our seas and ways that recycling can help.</p>	<p>pollution, waste, disaster, ocean, north, south, east, west, tsunami, oil spill, land, sea, lighthouse, sea, cliff, coast, beach, rocks,</p>
<p><b><u>History</u></b></p>	<p>EYFS - Make comments about what they have heard and ask questions to clarify their understanding (C&amp; L:L,A+U ELG)</p> <p>EYFS - Talk about the lives of the people around them and their roles in society. (UW:P+P ELG)</p> <p>EYFS - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UW:P+P ELG)</p> <p><b><u>History</u></b> - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - Events beyond living memory that are significant nationally or globally - 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><b><u>EYFS</u></b> –. They will begin to appreciate the idea of past and present. They will find out about Grace Darling's rescue, the sinking of the Titanic, Shackleton's expedition to Antarctica and oil spillages as a few of the many sea disasters. They will ask questions about the events, showing interest and recall of facts.</p> <p><b><u>Year 1 and 2</u></b> – The children will be looking at differences between life today and long ago through the study of Grace Darling herself as well as the heroic rescue that she took part in. They will also explore events such as the sinking of the Titanic, Shackleton's expedition to Antarctica and oil spills as a few of the world's sea disasters. Through the study of these events they will be looking at dates, time lines and chronology and how these events are recorded.</p>	<p>Grace Darling, Titanic, Shackleton, hero, expedition, year, century, decade, time line, event, past, present</p>
<p><b><u>Design and Technology</u></b></p>	<p>EYFS - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EA+D:CWM ELG)</p> <p>EYFS - Share their creations, explaining the process they have used. (EA+D:CWM ELG)</p> <p><b><u>Design and Technology</u></b> - Design purposeful, functional, appealing products based on design criteria - Generate, develop, model + communicate ideas through talking, drawing, templates, mock-ups - 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+ textiles according to their characteristics - Evaluate their ideas and products against design criteria - Build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p><b><u>EYFS</u></b> –. They will use materials to make a lighthouse, considering how to select materials for a purpose, cut, and join them appropriately. They will select and use appropriate colours and show good control when using a paintbrush. They will talk about what they like and don't like and adapt their work as necessary.</p> <p><b><u>Year 1 and 2</u></b> – Using the Lighthouse Keeper books, the children will be designing their own basket for Mrs Grinling to send Mr Grinling's lunch to the lighthouse in. They will test different materials to ensure the basket fits a design criteria and will mark, cut, assemble and join materials. They will use effective finishing techniques and will test and evaluate their product</p>	<p>stronger, stiffer, cut, shape, join, finish, appearance, weigh, test, hole punch, stapler, sellotape, masking tape, paper, card, fold, thickness</p>

<u>R.E</u>	<p>EYFS - Recall some simple parts of the Easter story e.g. Jesus died, Jesus came alive.</p> <p>KS1 - Know the 4 main events of the Easter Story (Palm Sunday, Maundy Thursday, Good Friday and Easter Sunday)</p> <p>KS1 - Know that, at Easter, Christians remember Jesus' last week</p> <p>KS1 - Know that Jesus' name means 'He saves'.</p> <p>KS1 - Know that Christians believe Jesus came to show God's love.</p> <p>KS1 - Know that Christians believe Jesus rose from the dead, giving people hope of a new life.</p> <p>KS1 - Explain the connection between forgiveness and Easter (Jesus showed that he was willing to forgive all people)</p> <p>KS1 - Be aware of the story of the Good Samaritan and the 2 commandments which link to the story.</p> <p>KS1 - Understand why candles are used in prayer</p>	<p><u>EYFS and KS1</u> - The children will explore the symbolism of the cross for Christians, particularly at Easter, relating this to Palm Sunday and the events of Holy week. They will explore the concepts of forgiveness, helping others and how prayer is used in the Christian faith. They will also explore the story of the Good Samaritan and its links to the 10 commandments.</p>	<p>Easter, Palm Sunday, Good Friday, donkey, palm leaves, Jerusalem, crucifix, cross, forgiveness, Holy week, save, rose again, prayer, help, love, commandments,</p>
<u>Music</u>	<p>EYFS - Listen with increased attention to sounds. (EA+D:BI+E 3-4)</p> <p>EYFS - Remember and sing entire songs. (EA+D:BI+E 3-4)</p> <p>EYFS - Sing the pitch of a tone sung by another person ('pitch match'). (EA+D:BI+E 3-4)</p> <p>EYFS - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (EA+D:BI+E 3-4)</p> <p>EYFS - Play instruments with increasing control to express their feelings and ideas. (EA+D:BI+E 3-4)</p> <p>EYFS - Sing in a group or on their own, increasingly matching the pitch and following the melody. (EA+D:BI+E:R)</p> <p><b>Music</b></p> <p>KS1 - Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>KS1 - Play tuned and untuned instruments musically</p> <p>KS1 - Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>KS1 - Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p><u>EYFS and KS1</u> - The children will be focusing on building their confidence whilst singing, playing and identifying pitches. They will be responding to a range of graphic representations through singing or playing instruments. They will also have opportunities to compose their own music, which will incorporate elements of prior learning such as rhythm, tempo and dynamics. The children will practise and perform their compositions.</p>	<p>pulse, tempo, dynamics, crescendo, diminuendo, graphic notation, pitch, rhythm score, volume, conductor,</p>
<u>French</u>	<p>No programme of study for EYFS and KS1</p>	<p>The children will be continuing their learning of vocabulary associated with weather through games, songs and activities. They will also incorporate numbers within this.</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?  Un, deux, trois, quatre,  cinq, six, sept, huit,  neuf, dix, c'est de  combine?</p>

<p><b><u>PSHE</u></b></p>	<p>EYFS – Work and play cooperatively and take turns with others. (PSED:BR ELG)  EYFS - Build constructive and respectful relationships. (PSED:R)  EYFS - Express their feelings and consider the feelings of others. (PSED:R)  EYFS - Manage their own needs. - personal hygiene (PSED:R)  EYFS - Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian (PSED:R)  EYFS - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (PSED:SR ELG)</p> <p><b>PSHE</b>  KS1 -  2b Take part in a simple debate about topical issues  2c Recognise choices they can make, and recognise the difference between right and wrong  2e Realise that people and other living things have needs, and that they have responsibilities to meet them  2g Know what improves and harms their local, natural and built environments and about some of the ways people look after them  3a Know how to make simple choices that improve their health and wellbeing  3e Know the names of the main parts of the body  3f Know that all household products, including medicines, can be harmful if not used properly</p>	<p><b><u>EYFS Pupils will be exploring –</u></b>  - What does my body look like?  • How has my body changed as it has grown?  • What can my body do?  • What differences and similarities are there between our bodies?  • How can I look after my body and keep it clean?  • How am I learning to take care of myself and what do I still need help with?  • Who are the members of my family and trusted people who look after me?  • How do I feel about growing up?</p> <p><b><u>Year 1 and 2 Pupils will be exploring –</u></b>  - Which substances might enter our bodies, how do they get there and what do they do? DAT  • What are medicines and why and when do some people use them? DAT  • When and why do people have an injection from a doctor or a nurse? HP  • Who is in charge of what medicine I take? DAT  • What different things can help me feel better if I feel poorly? DAT  • How can I keep safe with medicines and substances at home and at school? DAT  • What is persuasion and how does it feel to be persuaded? MW</p>	<p>Body, harm, medicine, drug, safety, persuade, safe, trusted, substance, inject, tablet, pill, calpol, doctor, prescribed, change, boy, girl, clean, hygiene, brush, wash</p>
<p><b><u>P.E</u></b></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.  <u>EYFS</u> - 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.  <u>EYFS</u> - Combine different movements with ease and fluency.  <u>EYFS</u> - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  <u>EYFS</u> - 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><b><u>EYFS</u></b> - They will be developing fundamental ball skills such as catching and throwing. They will also develop further skills that they can do with a ball including rolling, bouncing, kicking and using a racket. They will be given chances to work alongside a partner and work in small groups to help them develop their confidence with their skills.  <u>Year 1 and 2</u> - The children will be given opportunities to develop skills such as balance, jumping, running, stopping, starting, skipping, controlling a ball and dodging by playing games and activities that explore each skill. They will also be working in small groups and in partners to develop teamwork. They will also continue to explore basic skills that are needed for different invasion games, including travelling with a ball, passing the ball back and forth to someone, shooting at a target and changing direction when travelling with the ball. They will learn to handle winning and losing and how we show it in a respectable manner, demonstrate fair play and honesty and will motivate others to do their best.</p>	<p>kick, throw, catch, bounce, hit, aim, run, jump, stop, start, skip, balance, dodge, teamwork, respect, motivate, invade, travel, shoot, target, direction, focus, honesty, fair play</p>