

**Spring term 1 – 2023 – 2024      Topic: Kings and Queens**

We will be exploring the story of George and the Dragon by Chris Wormell. They will be creating their own version of the story using a similar structure.

Please continue to read daily with your child and record this in their reading diary. A few pages every day makes a big difference to both a child’s confidence and their fluency and progress with reading.

The focus of writing skills for each year group this half term will be...

Year 1 – They will sound out words when writing, use finger spaces between words, use a full stop to end a sentence and form letters correctly.

Year 2 – They will make regular use of a full stop and capital letter in a sentence, use ‘and’ and other conjunctions such as ‘so’ and ‘because’ to extend sentences and use different techniques such as similes and alliteration to make their writing exciting.

<p align="center"><b><u>Maths - Year 1</u></b> <b>(Multiplication and Division)</b></p> <p align="center"><i><u>National Curriculum References</u></i></p> <p>- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p>	<p align="center"><b><u>Maths - Year 2</u></b> <b>(Multiplication and Division)</b></p> <p align="center"><i><u>National Curriculum References</u></i></p> <p>-recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers -calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs -show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot -solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p>
<p align="center"><b><u>Maths – Year 1</u></b> <b><u>Position and Direction</u></b></p> <p align="center"><i><u>National Curriculum References</u></i></p> <p>-describe position, direction and movement, including whole, half, quarter and three-quarter turns</p>	<p align="center"><b><u>Maths – Year 2</u></b> <b><u>Position and Direction</u></b></p> <p align="center"><i><u>National Curriculum References</u></i></p> <p>-order and arrange combinations of mathematical objects in patterns and sequences -use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</p>

### Science- Everyday Materials

In this unit, the children will extend their knowledge from our materials unit at the start of the year. They will begin to think more about the properties of materials and what they might be used for. Through exploring the question 'Which material would be best for making a King's raincoat?', they will learn about absorbent and waterproof materials.

#### National Curriculum References

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

#### Working Scientifically:

- Know that materials can be absorbent, solid and runny; these descriptions denote the properties of the material
- know that matter (stuff) is made from tiny building blocks

### History

The children will be learning about the chronology of various significant British kings and queens. We will be learning some key facts about different monarchs and make comparisons between the lives of Elizabeth I and Queen Victoria. We will talk about how we know about the lives of some significant people in history, such as Richard III and use historical facts to support our opinion about them.

#### National Curriculum references

##### Chronological Understanding

- Sequence 3 people, events, or objects in order on a simple timeline.
- Use words and phrases related to topic vocabulary to do with time: before, after, years, in my lifetime, in my parents'/carers' lifetime, modern, old fashioned, timeline, time scale, in ..... times

##### Knowledge and Understanding

- Recognise why people did things, why events happened and what happened as a result.
- Talk about similarities and differences between ways of life in different periods.
- Use and understand words such as: find out, explain, reasons, events, causes, consequences, actions, time periods.

##### Historical Interpretation

- Compare pictures or photographs of people or events in the past. Identify ways that the past is represented and discuss reliability of evidence e.g., photos, paintings, accounts, stories.

##### Historical Enquiry

- Looks carefully at pictures or objects to find information about the past.

##### Organisation and Communication

- Draw labelled diagrams and write about them to tell others about people, objects and events from the past.

### Art

The children will be using their drawing/painting skills to create a city scape in the style of Lowry. They will make use of shapes, lines and patterns and will explore different types of pencil. They will also explore the artist Vincent Van Gogh and will recreate his famous sunflower picture using collage and layering techniques.

#### National Curriculum references

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Know 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.

**Subjects which are not directly related to the topic**

<p align="center"><b><u>P.E.</u></b></p> <p>In dance, they will <u>exploring</u> movement to music linked to our topic of 'Kings, Queens and Castles. In games they will be taking part in 'playground games', learning how to follow rules and show good sportsmanship in games.</p> <p align="center"><u>National Curriculum references</u></p> <ul style="list-style-type: none"> <li>- Perform dances using simple movement patterns.</li> <li>- Participate in team games, developing simple tactics for attacking and defending</li> </ul>	<p align="center"><b><u>R.E.</u></b></p> <p align="center"><b><u>Who is Muslim and How do they Live?</u></b></p> <p>This unit supports the principal aim of RE: The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. This systematic study of Islam sets the foundations for pupils' learning about Muslims and the religion of Islam.</p> <p align="center"><u>Agreed Syllabus outcomes</u></p> <p><u>Make sense of belief:</u></p> <ul style="list-style-type: none"> <li>• Recognise the words of the Shahadah and that it is very important for Muslims</li> <li>• Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean</li> <li>• Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</li> </ul> <p><u>Understand the impact:</u></p> <ul style="list-style-type: none"> <li>• Give examples of how Muslims use the Shahadah to show what matters to them</li> <li>• Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</li> <li>• Give examples of how Muslims put their beliefs about prayer into action.</li> </ul> <p><u>Make connections:</u></p> <ul style="list-style-type: none"> <li>• Think, talk about and ask questions about Muslim beliefs and ways of living</li> <li>• Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</li> <li>• Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too</li> </ul>	<p align="center"><b><u>P.S.H.E.</u></b></p> <p>In this unit, 'anti-bullying', we will continue to explore how our behaviour can affect others and spend time working and listening to others. We will find out what bullying is and think of ways to make sure we can all stay safe and happy.</p> <p align="center"><u>National Curriculum references</u></p> <p><u>Developing confidence and responsibility and making the most of their abilities</u></p> <p>1a Recognise what they like and dislike, what is fair and unfair, and what is right and wrong</p> <p>1b Share their opinions on things that matter to them and explain their views</p> <p>1c Recognise, name and deal with their feelings in a positive way</p> <p>1d Think about themselves, learn from their experiences and recognise what they are good at</p> <p><u>Developing good relationships and respecting the differences between people</u></p> <p>4a Recognise how their behaviour affects other people</p> <p>4b Listen to other people, and play and work cooperatively</p> <p>4c Identify and respect the differences and similarities between people</p> <p>4d Know that family and friends should care for each other</p> <p>4e Know that there are different types of teasing and bullying, that bullying is wrong, and how to get help</p> <p><u>Breadth of opportunities</u></p> <p>5b Feel positive about themselves</p> <p>5f Develop relationships through work and play</p> <p>5g Consider social and moral dilemmas that they come across in everyday life</p> <p>5h Ask for help</p>
<p align="center"><b><u>French</u></b></p> <p>The children will be learning the numbers to 20 in French and they will also explore the words used to describe colours.</p> <p align="center"><u>National Curriculum references</u></p> <p>There are no National Curriculum References as French is not part of the Key Stage One curriculum.</p>	<p align="center"><b><u>Music</u></b></p> <p>The children will be focusing on rhythm. They will begin to recognise rhythmic patterns found in speech, demonstrate the differences between pulse and rhythm through physical movement, playing and singing and perform with a good sense of pulse and rhythm. They will begin to use graphic notation to record rhythms</p> <p align="center"><u>National Curriculum references</u></p> <ul style="list-style-type: none"> <li>- Use their voices expressively and creatively by singing songs and speaking chants &amp; rhymes</li> <li>- Play tuned and untuned instruments musically</li> <li>- Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>- Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	<p align="center"><b><u>Computing</u></b></p> <p>The children will be introduced to on-screen programming through ScratchJr. They will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. The children will also be introduced to the early stages of program design through the introduction of algorithms.</p> <p align="center"><u>National Curriculum references</u></p> <ul style="list-style-type: none"> <li>-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>-Create and debug simple programs</li> <li>-Use logical reasoning to predict the behaviour of simple programs</li> </ul>