

Writing

The Day the Crayons Quit

- Why did the crayons quit?
- What difference did their actions make?
- How did this encourage change?
- Will the crayons be heard?

Kenning poem about campaigning

e.g. World changer,
Noise maker

History

- Who in history has influenced life today?
- How did they make a change?
- What would you like to do to change the world?
- Are campaigners issues still relevant today?

Campaigners

How can I change the world?

Art -
Camille Walala

- Used on leaflets
- Decorate on cakes
- Bunting for cake sale

WOW DAY!

Campaign – at the end of the topic the Sensory Room.

- Hook to introduce topic -
- Cake sale – art work to be used on the leaflet to send to locals

PSHE

Year 1 - Me and other people
Year 2 – Me and my world

Spring 1

Maths

Money:

- Count money - pence
- Count money - pounds (notes and coins)
- Count money - pounds and pence
- Choose notes and coins
- Make the same amount
- Compare amounts of money
- Calculate with money
- Make a pound
- Find change

Multiplication and Division

- Recognise equal groups
- Make equal groups
- Add equal groups
- Introduce the multiplication symbol
- Multiplication sentences
- Use arrays
- Make equal groups – grouping
- Make equal groups – sharing

Writing

Setting Description:

- Commas in a list
- Exclamation Sentence

Letter:

- Question Marks
- Conjunction 'but'

Story:

- Past Progressive
- Conjunction 'when'
- Apostrophes for contraction
- Apostrophes for possession

Reading

Books:

- The Nutcracker
- The Day the Crayons Quit

Word reading:

- Read words containing common suffixes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

Comprehension:

- Introduced to non-fiction books that are structured in different ways
- Recognising simple recurring literary language in stories and poetry
- Discuss and clarify the meanings of words, linking new meanings to known vocabulary
- Discuss their favourite words and phrases
- Answer and ask questions
- Predict what might happen on the basis of what has been read so far

VIPERS reading scheme:

- Vocabulary
- Infer
- Predict
- Explain
- Retrieve
- Sequence

Science

Everyday Materials

- 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.

Key Vocabulary

Names of materials – wood, metal, plastic, glass, brick, rock, paper, cardboard

Properties of materials – as for Year 1 plus opaque, transparent and translucent, reflective, non-reflective, flexible, rigid

Shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching



Computing

Digital Photography

- Taking Photographs
- Landscape or portrait
- What makes a good photograph?
- Lighting
- Effects
- Is it Real?



Inventing a Musical Story

Music is used for many reasons and can help us to tell a story and express our feelings. Music can be loud or soft, fast or slow, smooth and connected, or short and detached. We can also use instruments with different sounds to help communicate a story and different emotions. Explore the music in this unit and try to connect your feelings with what you hear. Do any of the songs tell a story? Use the music in this unit to explore loud and soft sounds.

Social Question: How Does Music Make the World a Better Place?



Art

Artist: Camille Walala

Art skills taught in this topic:

- Use a variety of tools and techniques including different brush sizes and types
- Mix and match colours to artefacts and objects
- Work on different scales
- Experiment with tools and techniques e.g. layering, mixing media, scraping through
- Name different types of paint and their properties

Colour

- Identify primary and secondary colours by name
- Mix primary shades and tones
- Mix Secondary colours



PSHE

Me and My World

Understand what improves and harms their local natural and built environments and about some of the ways people look after them.

- describe some of the positive and negative features of the local environment
- take part in a discussion with the whole class
- describe positive things about the local area and how people look after it
- describe negative things about the area and understand that they can contribute to making it better.



PE

Basketball:

- Dribbling
- Throwing
- Shooting/ defending
- Play a game of basketball



RE

Belonging to a group



What does it mean to belong?

What difference does it make to belong to a faith community?

How might people show they belong to a faith community in the things they do?

What groups do you belong to?

Christian text: Jesus is baptised.

Islamic Link: 5 pillars (Prayer)– cleansing before praying

Vocab:

Christianity
Islam
Bible
Qur'an
Belonging
Baptism
Wudu
Ummah



History

- I can identify and explore a range of sources to find out about the past.
- I can analyse a source to find out about an element of the past.
- I can question the past, suggesting ways to find answers to my question.
- I can use artefacts, online sources and databases to explain significant events of the past.
- I can describe the past, using key words and phrases to refer to chronology, including: before, after, past, present, then, older, newer.
- I can explain why people did the things they did.
- I can explain why events happened.
- I can compare significant people within a period of history or within a topic studied.
- I can reflect on how a significant person has changed life for me.
- I can evaluate the impact of a significant person and the change they instigated.
- I can identify and describe the different ways the past is represented.
- I can argue that change over time was good or bad thing.