

<b>Year 1</b>	<i>Spring 1</i>	<i>Spring 2</i>
Science	<p><b>Animals including humans</b>            To name some common animals including pets.            There are key differences between fish, amphibians, reptiles, birds and mammals.</p> <p>Carnivores eat meat.            Herbivores eat plants.            Omnivores eat plants and meat.</p> <p>Show how carnivores, herbivores and omnivores are similar and different.            Animals vary in many ways having different structures e.g. wings, tails, ears etc... they also have different skin coverings e.g. scales, feathers, hair.</p> <p>Identify, draw, name and label the main parts of the human body. Humans have key parts in common, but these vary from person to person.            Explore the five senses.            Illustrate the parts of the body associated with the five senses.</p>	<p><b>Animals including humans</b>            To name some common animals including pets.            There are key differences between fish, amphibians, reptiles, birds and mammals.</p> <p>Carnivores eat meat.            Herbivores eat plants.            Omnivores eat plants and meat.</p> <p>Show how carnivores, herbivores and omnivores are similar and different.            Animals vary in many ways having different structures e.g. wings, tails, ears etc... they also have different skin coverings e.g. scales, feathers, hair.</p> <p>Identify, draw, name and label the main parts of the human body. Humans have key parts in common, but these vary from person to person.            Explore the five senses.            Illustrate the parts of the body associated with the five senses.</p>
History		<p><b>Famous Queens</b>            Elizabeth II 1952 - 22            Queen Victoria 1837-1901            Elizabeth I 1558 - 1603</p>
Geography	<p><b>Settlements</b>            Compare villages, towns and cities            Compass Points and directional language</p>	

Computing	<p><b>Digital Writing</b></p> <p>During this unit, pupils will develop their understanding of the various aspects of using a computer to create and manipulate text. Pupils will become more familiar with using a keyboard and mouse to enter and remove text. Pupils will also consider how to change the look of their text, and will be able to justify their reasoning in making these changes. Finally, pupils will consider the differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.</p>	<p><b>Data and Information</b></p> <p>This unit introduces pupils to data and information. Labelling, grouping, and searching are important aspects of data and information. Searching is a common operation in many applications, and requires an understanding that to search data, it must have labels. This unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group and present data. Pupils will begin by using labels to put objects into groups, and labelling these groups. They will demonstrate that they can count a small number of objects, before and after the objects are grouped. Pupils will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different groups to answer questions about data.</p>
RE	<p><b>Judaism</b></p> <p>Who is Jewish and how do they live?</p>	<p><b>God</b></p> <p>What do Christians believe God is like?</p>
Music	<p><b>How does Music Make the World a Better Place?</b></p> <p>Introducing Tempo &amp; Dynamics</p> <p>Listening: Romantic</p>	<p><b>How Does Music Help Us to Understand Our Neighbours?</b></p> <p>Combining Pulse, Rhythm and Pitch</p> <p>Listening: Motown</p>
Art	<p><b>Roy Lichtenstein</b></p> <p>Children will create a pop art word using different mediums (crayon, pencil, paint, rubbers, pastels etc), changing the thicknesses of lines and shapes.</p>	

D&T		<p><b>Structures</b> - Freestanding structures</p> <p>The children will explore the properties of different materials. The children will then generate ideas based on a simple design criteria and their own experiences. They will develop, model and communicate their ideas through talking and drawings. They will plan their design, suggesting what to do next. They will then make their design, selecting and using tools, skills and techniques. The children will finally evaluate their finished products.</p>
RSE	<p><b>Keeping Safe</b>          Super Sleep          Keep my body same          Keeping safe online</p>	<p><b>Rights &amp; Responsibilities</b>          Personal hygiene          Looking after our surroundings          Looking after pets          Money          Basic First Aid</p>
PE	<p><b>Dance:</b> Weather, Pirate themed</p> <p><b>Gymnastics:</b> travelling , balances, rolls, sequences</p>	<p><b>Yoga</b> :Mindfulness, poses, balance</p> <p><b>Target Games:</b> Throwing over and under arm, accuracy and targets</p>