**RE:** What makes some places sacred and special?

Create their own special place and talk about why it is

**Spring 2** Easter celebrations

EYFS in *italics*

**Our topic is ‘Go outdoors’**

**The Spring term’s novel is: Poppy and the blooms by Fiona Woodcock**

Possibilities

Diversity

Spirituality

Recognise and understand own cultural & social assumptions & values

Appreciate cultural & social diversity

Value equality & challenge inequality

Appreciate the diversity and interdependence of cultures

Regard for the heights of human achievement from all

cultures & societies

Reflect on the wonders of the natural world – harmony and interdependence

Appreciation of the intangible, eg beauty, truth love, goodness etc

Understand and engage in feeling and values on literature

Challenge constraints, injustice, aggression, greed, racism etc

Creating positives from negatives

Learning from mistakes

Aspirations

Flexibility

Adaptability

Openness to new ideas

Challenging stereotypes

Looking to the future

**Design & Technology:**

Design, make and evaluate our own parachute for Poppy.

Making bug hotels, small world outside.

* What would you improve it?

Understands that different media can be combined to create new effects.

Manipulates materials to achieve a planned effect.

Constructs with a purpose in mind, using a variety of resources.

Uses simple tools and techniques competently and appropriately.

**Computers:** During e-safety week the children to do posters on keeping safe online.

* Communicate safely and respectfully online. Keeping personal information private and recognise common uses of information technology beyond school.

*Uses ICT hardware to interact with age-appropriate computer software.*

**PSHE**:

* Why do we have rules in school?
* I can talk about my feelings.
* How are we the same/ different?

History:

* Amelia Earhart – First woman to fly solo across the Aocean.
* Christopher Colombus – explorer – create their own boat (floating and sinking)

Art & Design:

**Spring 1:** Kandinsky

**Spring 2:** Andy Goldsworthy – creating their own small world etc using the shapes.

*Chooses particular colours to use for a purpose.*

Science – plants (first half term) and animal classifying and growing (Easter time)

* Naming trees and a variety of plants.
* Animal classifying and food chains.

*Looks closely at similarities, differences, patterns and change*

Geography: name and locate the world’s seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.

*Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.*

**Fine motor skills:**

* Making bumble bees with pipe cleaners.

Building models out of natural materals such as pegs, lollypop sticks and pinecones.

**Literacy: EYFS**

*Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.*

*Write simple sentences in a meaningful context.*

*Attempts to write short sentences in meaningful* *contexts*

**Grammar to be covered:**

Learn and consolidate: Full stops, capital letters, spaces.

* Simile- ‘like’ ‘as’
* Speech bubble
* Prepositions
* Adjectives

**PE:**

**Spring 1:** Dance and orienteering

**Spring 2:** Multi skills Jumping, Running and Leaping and Invictus

**Styles of writing to be covered: Year 1**

**Fiction:** Create their own adventure story

**Non-fiction:** Non chronological report

**Poetry:** Limericks – Dr Foster and perform them

**Music:**

Easter celebrations – Using their voices expressively by singing songs and rhymes.

To use tuned and un tuned instruments to create music to actions.

**Maths**

Place value within 50

Multiples of 2, 5, 10

Addition and subtraction within 20

*In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain.*

*Begins to identify own mathematical problems based on own interests and fascinations.*