

Year 1 / Year 2

Year A

Term: Spring 2



Healthy Body

Healthy Mind

Healthy Planet

## Geography

**Intent** - Children will become confident at using directional language, be able to draw simple sketch maps and understand their local area.

### Implementation

To draw a simple sketch map of our local area.

To use simple compass directions.

To use an Atlas to find human and physical features of the UK.

To use locational and directional language to identify key physical and human features of the world.

To use aerial photos to recognise landmarks and basic human and physical features.

To map our local area with human and physical features.

**Impact:** The children will become confident in their geographical skills and fieldwork knowledge. They will be able to draw simple maps of local areas, understand simple compass directions and describe the location of features and routes on a map.

## RE

**Intent** - To help children understand the main events of Holy Week and Easter and why they are important to Christians.

### Implementation

To know what the main events of the Bible story of Holy week and Easter

To recall the six biggest moments in the story of Easter

To understand how Christians feel about the main events of the Bible stories of Holy week and Easter

To explain why Christians say 'Good Friday' for the day Jesus died

To understand the impact the Easter story has on many Christians

To know why Easter matters to Christians

**Impact:** Children can recall the key Easter events, explain Good Friday, and understand why Easter matters to Christians

## Computing

**Intent** - will develop foundational programming skills using Scratch Jr by exploring sprites, backgrounds, and programming blocks, and begin to understand simple algorithms through creating and modifying projects.

### Implementation

To use commands to move a sprite.

To show that a series of commands can be joined together by blocks.

To identify the effect of changing a value

To explain that each sprite has its own instructions

To design the parts of a project

To use my algorithm to create a program

**Impact:** will be able to create and modify simple programs in Scratch Jr, demonstrating an understanding of sprites, backgrounds, programming blocks, and basic algorithmic thinking.

## Physical Education

**Intent**— Children will develop their Creative skills. To continue to apply and develop a broader range of skills, learning how to use them in different ways, to link them to make actions and sequences of movement in Dance.

### Implementation

Physical Education  
Warm up: Every 3 weeks the children focus on 1 warm up and progress once the class has mastered the concept of each stage. Grand Prix and On the mat.

Funs Skills: Our sequence of 6 depends on the control, confidence and competency of the individual's ability to perform the skill. Ball Skills (FUNS 9) and Counter balance with a partner (FUNS 4).

Cog: For 6 weeks we are working on our Creative Skills.

Implementation—Sport: Dance

To form solo shapes.  
To form shapes with a partner  
To form solo circles  
To form partner circles  
To form Artistry abstractions

**Impact:** Children will be able to make up their own rules and versions of activities, respond to a variety of tasks and be able to recognise similarities and different in movements and expression.  
Dance—they will be able to create multiple standing and floor shapes, create a range of movements fluently

## Art

**Intent** - To inspire children to explore, reimagine, and transform sticks into creative sculptures, inspired by the work of Chris Kenny.

### Implementation

To look at the work of Chris Kenny and talk about how he transforms sticks into something new.

To explore different ways of arranging and joining sticks

To use my imagination to transform a stick into something new.

To plan an idea for a final piece that transforms a stick in a creative way.

To make a sculpture from sticks that shows how I can reimagine and transform the world around me.

To evaluate how I transformed my stick and how my work links to Chris Kenny's ideas.

**Impact:** Children can plan, create, and evaluate their own stick sculptures, showing creativity and making links to Chris Kenny's artistic ideas.

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### PSHE Year 1

**Intent** - To develop resilient and emotional literate children who can process different situations.

#### Implementation

To learn about different types of families including those that may be different to their own.

To develop an understanding about the roles different people play in our lives.

To recognise the ways they are the same as, and different to, other people.

To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.

To respect water.

To know how to be safe around water.

**Impact:** Children will be able to understand the concept of trust, know what respect is and understand how to use safety symbols to stay safe.

### PSHE Year 2

**Intent** - Children to create a positive mind-set and know basic survival needs as well as understanding how keep a healthy planet.

#### Implementation

To understand the basic survival needs.

To create a positive mind and body for survival.

To understand pollution and global warming.

To understand recycling.

To understand how we find our way to unfamiliar places.

To know how to use the night sky for navigation.

**Impact:** Children will know how to keep a healthy a healthy mind, basic survival skills and how to keep and promote a healthy planet.

### Science Year 1

**Intent** - To identify, name, draw and label the basic parts of the human body.

#### Implementation

To recognise and name basic parts of the human body

To identify and name the five senses

To match each sense to the correct body part

To identify and label the main parts of the human body

To draw and label a simple diagram of the human body showing key body parts

To explain which body part is used for each sense and describe how we use them.

**Impact:** Children will be able to name the five senses and the body part which is associated with each.

### Science Year 2

**Intent** - To explore life cycles.

#### Implementation

R To notice that animals have offspring which grow into adults.

O To understand and explore the lifecycle of a butterfly.

O To understand and explore the lifecycle of a frog.

O To understand and explore the lifecycle of a sheep.

O To observe butterflies/frog's overtime through observation.

**Impact:** Children will understand different types of habitats, suitability and how they provide basic needs to different kinds of animals and plants. They will understand how food is obtained.