

Year 1 / Year 2

Year A

Term: Spring 1



Healthy Body

Healthy Mind

Healthy Planet

Geography

Intent - To learn who Grace Darling was, her heroic rescue, and its lasting impact.

Implementation

Compare and contrast Grace's life to modern day life.

Sequence the events of Grace Darling's rescue in chronological order.

Understand the impact of the events of Grace Darling's rescue.

Understand why Grace Darling is a significant person in history.

Understand the legacy of Grace Darling.

Outcome: to create a 'show what you know' assessment piece to demonstrate their understanding

Impact: Children understand Grace Darling's legacy and link her heroism to today's RNLI efforts.

RE

Intent - To explore Islam, its beliefs, key figures, practices, and what matters most to Muslims.

Implementation

Understand what Islam is and where the religion come from

Introduce and understand Allah.

Name the five pillars, and why they are important.

Understand what Muslims believe and what is important to them?

Name the important book and how Muslims treat it.

Explain who is the Prophet and how do his stories help Muslims to live their lives.

Outcome: to create a 'show what you know' assessment piece to demonstrate their understanding

Impact: Children understand Muslim beliefs, name key practices, and explain the importance of the Qur'an and Prophet.

Computing

Intent - To collect, sort, and present data using tally charts, pictograms, and digital tools.

Implementation

Recognise that we can count and compare objects using tally charts

Recognise that objects can be represented as pictures

Create a pictogram

Select objects by attribute and make comparisons

Recognise that people can be described by attributes

Explain that we can present information using a computer

Outcome: to present information to the class on the computer.

Impact: Children organise data, create pictograms, and confidently present information using a computer.

Physical Education

Intent— Real PE, Unit 3 Cognitive Dynamic Balance: On a line (FUNS 5) Static Balance: Stance (FUNS 4)

Implementation

Warm up:

Every 3 weeks children focus on 1 warm up and progress once the class has mastered the concept of each stage.

Train adventure. Line out.

Cog Learning focus

- Begin to order instructions, movements and skills.

- With help to recognise similarities and differences in performance and explain why someone is working or performing well EXC

- Understand and follow simple rules and can name some things I am good at EXP

- Follow simple instructions WT

Outcome: Children will be able to achieve fun skills at yellow (Year1) and green (Year 2) level.

Impact: Children will use Real Gym (cognitive) to understand how to support their peers and develop their dynamic balance.

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Design and Technology

Intent - To explore, design, and make a healthy smoothie using safe food preparation techniques.

Implementation

Investigate and exam a range of fruits through handling, smell and taste.

Develop the skills cutting low-resistant fruit using a table knife and a fork to secure it.

Develop the skills of using a juicer to extract juice and measure using different size measuring spoons.

Design a healthy smoothie, what fruits they will use and who it will be for through drawings and communication.

Make a fruit smoothie by cutting and juicing chosen fruits.

Evaluate the smoothie explaining what they like and dislike about their product.

Outcome: Make a fruit smoothie for the children to taste

Impact: Children develop tasting, cutting, juicing, measuring, and evaluating skills.

Sports

Intent - To develop travel and shapes using our body.

Implementation

Practise straight, dish and arch shapes and explore how these look mirrored

Investigate how to use previous shapes on low apparatus

Safely move on top, under, hanging, in contact with the large apparatus (HA star, pike and straddle)

Experiment how to travel across the floor; roll, walk and slide

Make an 8 second sequence using jumps on and off the low apparatus

Create an 8 second sequence using a range of movement on the large apparatus

Outcome: Children will be able to create a sequence using a range of movement on and off the apparatus.

Impact: Children will safely be able to use the apparatus.

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PSHE Year 1

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

Implementation

A Problem Shared is a Problem Halved 1 & 2

Understand the outcomes of sharing a problem.
Find the best ways to help with problems.

Communication 1 & 2

Understand why it's important to have good communication skills in life.
How to communicate in tricky situations.

Trust 1 & 2

Understand the importance of trusting someone. Know who we can trust.
Understand how important it is to be trusted.

Outcome: Children will create a poster about someone they can trust.

Impact: Children will be able to explain the importance of communication and how this can help us.

PSHE Year 2

Intent - To explore family care, coping with loss, and understanding emotional responses like fight or flight.

Implementation

To understand how families respect and care for each other.

To find ways of dealing with loss.

To understand how to remember lost loved ones.

To understand fight or flight.

To understand what makes us feel the fight and flight response.

Outcome: Children will be able to reflect on care, loss and managing emotions through discussions and drawings.

Impact: Children learn to express emotions, understand loss, and recognise their body's response to stress.

Science Year 1

Intent - To identify and name a variety of common animals

Implementation

Identify and name some common animals (IGC)

Learn about the differences between animals kept as pet and those who aren't (CFT)

Describe and compare the structure of a variety of common animals (CFT/IGC)

Identify, name and sort animals that are herbivores, carnivores and omnivores (IGC)

Sort animals according to criteria (CFT/IGC)

Outcome: Children will create a fact file based on an animal of their choice.

Impact: Children will be able to group animals based on different features.

Science Year 2

Intent - To identify different uses for materials, know suitable materials to use and understand their properties.

Implementation

Identify use of everyday materials (IGC)

Identify and record uses of everyday materials (IGC)

Compare the use of everyday materials (CFT)

Identify and compare the suitability of everyday materials (CFT)

Understand how the shapes of materials can be changed (O)

Recycling (ICG)

Outcome: to create a 'show what you know' assessment piece to demonstrate their understanding

Impact: Children will know about suitable materials to use, their properties and understand how shapes can be changed.