



## KS1 Spring 2018 Cycle B

Curriculum Subject	Activities and Learning Challenges
English	<p><b><u>Writing</u></b> Writing will be mostly linked to the topics, focussing on:</p> <ul style="list-style-type: none"><li>• Fairy tales (Narratives)</li><li>• Instructions</li></ul> <p><b><u>Grammar/ sentence structures</u></b></p> <ul style="list-style-type: none"><li>• Capital letters</li><li>• Full stops</li><li>• Question marks</li><li>• Commas in list</li><li>• Apostrophe</li><li>• Using different sentence types</li><li>• Suffixes</li></ul> <p><b><u>Spelling</u></b></p> <ul style="list-style-type: none"><li>• Year 1 and 2 word list</li><li>• Phase 2-6 phonics words and sounds</li></ul> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"><li>• Individual reading</li><li>• Guided reading</li><li>• Comprehension</li></ul>
Maths	<p><b><u>Year 1</u></b></p> <ul style="list-style-type: none"><li>• Number and place value</li><li>• Mental addition and subtraction</li><li>• Problem solving, reasoning and algebra</li><li>• Geometry: properties of shapes</li><li>• Statistics</li><li>• Measurements</li><li>• Mental multiplication and division</li><li>• Fractions</li></ul>

	<p><b><u>Year 2</u></b></p> <ul style="list-style-type: none"> <li>• Number and place value</li> <li>• Mental addition and subtraction</li> <li>• Problem solving, reasoning and algebra</li> <li>• Geometry: properties of shapes, position and direction</li> <li>• Measurement</li> <li>• Mental multiplication and division</li> <li>• Fraction, ratio and proportion</li> <li>• Statistics</li> </ul>
Science	<p><b><u>Material uses and properties</u></b></p> <ul style="list-style-type: none"> <li>• Identify and compare the suitability of a variety of everyday materials</li> <li>• Find out how the shapes of solid objects made from some materials can be changed through force</li> </ul> <p><b><u>Animals including humans</u></b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals</li> <li>• Identify and name some carnivores, herbivores and omnivores</li> <li>• Describe and compare the structure of a variety of animals</li> <li>• Identify, name, draw and label basic body parts of the human body and say which parts of the body is associated with each sense.</li> </ul> <p><b><u>Observe growth of plants</u></b></p> <ul style="list-style-type: none"> <li>• Observe and describe how seeds and bulbs grow into mature plants</li> <li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul> <p><b><u>Seasons</u></b></p> <ul style="list-style-type: none"> <li>• Observe changes across Spring</li> <li>• Describe and observe weather associated with the seasons</li> </ul>
ICT	<ul style="list-style-type: none"> <li>• Introduction to coding</li> <li>• Programming</li> <li>• Algorithms</li> <li>• Sequencing</li> </ul>
History	<p><b><u>The life of a significant individual in the past</u></b></p> <ul style="list-style-type: none"> <li>• Queen Victoria</li> </ul> <p><b><u>Events beyond living memory</u></b></p> <ul style="list-style-type: none"> <li>• Castles/houses from the past</li> <li>• Home life in the past</li> </ul>
Geography	<p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• Maps and local features of area using aerial images</li> <li>• Identify key human and physical features of the surrounding environment</li> <li>• Use world maps, atlases and globes</li> </ul> <p><b><u>Human and physical geography</u></b></p>

	<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the UK and other areas in relation to the Equator and the North and South Poles.</li> <li>Use basic geographical vocabulary</li> </ul>
Art and Design	<p><b><u>Pablo Picasso</u></b></p> <ul style="list-style-type: none"> <li>Portraits</li> <li>Self-portraits</li> </ul>
Design and Technology	<p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>Research and design products based on design criteria</li> <li>Generate, develop, model and communicate their ideas through a variety of means.</li> </ul> <p><b><u>Make</u></b></p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks</li> <li>Select from and use a wide range of materials and components according to their characteristics</li> </ul> <p><b><u>Evaluate</u></b></p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products</li> <li>Evaluate their ideas and</li> </ul> <p><b><u>Technical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Build structures and assess their suitability</li> <li>Explore and use mechanisms in their products</li> </ul>
Physical Education	<p><b><u>Dance</u></b></p> <ul style="list-style-type: none"> <li>Carnival of animals</li> <li>Simple movement patterns</li> </ul> <p><b><u>Using small equipment</u></b></p> <ul style="list-style-type: none"> <li>Master basic movements including throwing and catching</li> </ul>
Religious Education	<p><b><u>Retelling stories, identifying religious materials and asking questions</u></b></p> <ul style="list-style-type: none"> <li>Retell and suggest meanings for religious stories, actions and symbols</li> </ul> <p><b><u>Recognising and talking about religion</u></b></p> <ul style="list-style-type: none"> <li>Can recall religious stories, actions, and celebrations and recognise religious symbols, words, gestures and artefacts.</li> <li>Talk about their own experiences, feelings and celebrations.</li> </ul>
Music	<p><b><u>Music Express Scheme:</u></b></p> <ul style="list-style-type: none"> <li>Exploring pitch</li> <li>Exploring instruments and symbols</li> </ul>
PSHE	<p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>Knowing myself</li> <li>Understanding my feelings</li> <li>Managing my feelings</li> <li>Understanding the feelings of others</li> </ul> <p><b><u>Environmental Education</u></b></p> <ul style="list-style-type: none"> <li>Understand the features of my local environment</li> </ul>

- Understand things that impact my local environment
- Understand how I can affect change