KS1   Spring 2019 Cycle A

Curriculum Subject	Activities and Learning Challenges
English	**Writing** Writing will be mostly linked to the topics, focussing on: • Non-chronological reports • Instructions **Grammar/ sentence structures** • Capital letters • Full stops • Question marks • Commas in list • Apostrophe • Using different sentence types • Suffixes **Spelling** • Year 1 and 2 word list • Phase 2-6 phonics words and sounds **Reading** • Individual reading • Guided reading • Comprehension
Maths	**Year 1** • Number and place value • Mental addition and subtraction • Problem solving, reasoning and algebra • Geometry: properties of shapes • Statistics • Measurements • Mental multiplication and division • Fractions

	Year 2 • Number and place value • Mental addition and subtraction • Problem solving, reasoning and algebra • Geometry: properties of shapes, position and direction • Measurement • Mental multiplication and division • Fraction, ratio and proportion • Statistics
Science	**Animals including humans** • Notice that animals, including humans, have offspring which grow into adults • Find out and about and describe the basic needs of animals, including humans, for survival **Plants** • Observe and describe how seeds and bulbs grow into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. **Seasons** • Observe changes across Spring • Describe and observe weather associated with the seasons
ICT	**Data handling** • Modelling digital research **Introduction to coding** • Programming • Algorithms • Sequencing
History	
Geography	**Locational knowledge** • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding sea **Human and physical geography** • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Use basic geographical vocabulary **Geographical skills and fieldwork** • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

Art and Design	**Sculpture** • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space **Van Gogh** • Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Design and Technology	**Design** • Research and design products based on design criteria • Generate, develop, model and communicate their ideas through a variety of means. **Make** • Select from and use a range of tools and equipment to perform practical tasks • Select from and use a wide range of materials and components according to their characteristics **Evaluate** • Explore and evaluate a range of existing products • Evaluate their ideas and **Technical Knowledge** • Build structures and assess their suitability • Explore and use mechanisms in their products
Physical Education	**Ball games** • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending **Using small equipment** • Master basic movements including throwing and catching
Religious Education	**Retelling stories, identifying religious materials and asking questions** • Use religious words and phrases to identify some features of religion and its importance for some people. • Begin to show awareness of similarities in religions **Recognising and talking about religion** • Identify how religion is expressed in different ways. • Ask, and respond sensitively to questions about their own and others' experiences and feelings.

	Describing religion and making links to their own experience • Begin to identify the impact religion has on believers' lifestyles. • Describe some forms of religious expression	
Music	**Music Express Scheme:** • Exploring sounds • Exploring instruments and symbols	
PSHE	**Relationships** • Knowing myself • Understanding my feelings • Managing my feelings • Understanding the feelings of others **Change** • Knowing myself • Planning to reach a goal • Making choices	