Year 1&2 Medium Term Plan Spring 2025...				
Theme Wonderland		**NATIONAL CURRICULUM OBJECTIVES**	**SKILLS PROGRESSION**	**CURRICULUM OVERVIEW**
Maths	The children will be taught in mixed ability groups. Both year groups will be covering the White Rose objectives, which link to the National Curriculum.	Yr 1: place value (20), length and height, addition and subtraction, mass and volume, place value (50) Yr2: Addition and Subtraction, shape, money, multiplication and division, length and height, mass, capacity and temperature		
English	Character Description Setting Description	Twice daily phonics/spelling lessons will be taught using the scheme Little Wandle. Reading fluency skills are taught through LW group and whole class reading. Across the curriculum we will be reading and responding to a variety of fiction texts, non-fiction texts and poetry. Grammar will be integrated within our teaching of reading and writing as well as in discrete lessons. We will continue to focus on improving handwriting practising correct letter formation in handwriting lessons and throughout all writing. We will read and explore 'The Barnabus Project' as part of Kaleidoscope Week. The children will learn to use their senses, along with expanded noun phrases to write a character description. During the process they will also create a word mat to grow their vocabulary and consider describing from another character's perspective.		

	Balanced argument/debate Poems on a theme-nonsense and humorous poetry – performance Non-fiction-letter	We will read and explore an abridged version of the classic 'Alice's Adventures in Wonderland' by Lewis Carroll. The children will use the illustrations to make predictions, write a setting description. Finally, they will innovate the story, create their own story maps and write their own narratives. When exploring the themes in Alice in Wonderland the children will debate the characters actions/dilemmas. Should Alice follow the white rabbit down the rabbit hole? Should she drink the potion and eat the cake? We will explore and recite a range of poetry. The children will build up a bank of poems in their poetry journals. We will read a range of non-sense poetry. When studying the poem, 'The Owl and the Pussycat' by Edward Lear the children will explore the themes, create fictitious interviews, create lists of items they can take on their honeymoon and build upon their learning of rhyming poetry by innovating the poem to create their own version. When completing the sequence of learning for the poem 'The Owl and the Pussy cat 'by Edward Lear the children will write a love letter from the owl to the pussycat, or the pussy-cat to the owl. We will also learn about letter writing when writing invitations to parents inviting them to our Mad Hatters tea party.		
Geography	Locational Knowledge Geographical skills and fieldwork	Locational knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Geographical skills and fieldwork	**<u>Identify the UK</u>** Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. **<u>Human and Physical geography</u>** Identify the key features of a location, in order to say whether it is a city, town, village, coastal or rural area **<u>Communicate Geographically</u>.**	Looking at maps and globes, identifying the UK and it's position within the European continent. Looking at the component countries of the UK. They will look for: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

		use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	Use basic geographical vocabulary to refer to key physical features **<u>Investigate places</u>** Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use aerial images and plan perspectives to recognise landmarks and basic physical features.	key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). The children will carry out fieldwork in their local environment.
Science	Living things - Animals	**1b1**: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals **1b2**: Identify and name a variety of common animals that are carnivores, herbivores and omnivores **1b3**: Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) **1b4**: Identify, name, draw and	Children will develop their scientific skills by: Asking simple questions and recognising that they can be answered in different ways Observing closely Identifying and classifying Using observations and ideas to suggest answers to questions We will work scientifically by: Using our observations to compare and contrast animals at first hand or through videos and photographs, describing how we identify and group them; grouping animals according to what they eat; and using our senses to compare different textures, sounds and smells.	Children will learn about the different categories of animals, where they live, their habitats, what they eat and their offspring. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets. They will learn what the terms, carnivore, herbivore and omnivore mean and what categories of animals fall under these headings. Pupils will learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. They will revisit their learning about the 5 senses and which parts of the body we use for them. When learning about the body and our senses the children will carry out a test. Listening for the teacher's whistle (that marks the end of playtime) is a familiar context for looking at fair testing. A range of factors might affect how well they can hear the sound. The children will explore some simple factors to develop the concept of only changing one thing at a time in order to make the tests fair and complete a chart of their observations.

		label the basic parts of the human body and say what part of the body is associated with which sense		
History	Queens	Children will be taught about: Changes within living memory to reveal aspects of change in national life Events beyond living memory that are significant nationally The lives of significant individuals in the past who have contributed to national and international achievements. - Significant historical events, people and places in their own locality.	Pupils are able to grasp idea of 500, 200 and 75 years ago and can use words to describe passage of time e.g. recent, modern Pupils are able to give characteristic of each monarch's character Pupils are able to identify three long - lived queens and give a few reasons why they are remembered e.g. length of reign, important events that happened in their reign e.g. Spanish Armada, coming of the railways, Moon landing Pupils are able to see main differences in how Britain would have looked in three distinct periods Pupils can identify 4 different types of evidence and see that some are different, and some are the same over the three reigns e.g paintings, photographs, film Pupils are able to identify 2 iconic events or changes that took place in each of the reigns Pupils are able to cite at least 3 important ways in which monarchs from the past are commemorated They then select one event from their chosen reign to show their understanding of significance	This topic builds on young pupils' intrinsic interest in kings and queens as well as offering great opportunities to build progression into the learning of history by enabling pupils to move from 'similarity and difference' to look at change and also, importantly, continuity through time. The choice of Elizabeth I, Queen Victoria and Elizabeth II not only focuses on three of the longest-lived monarchs, it also gives scope to look at three contrasting periods of history. It also helps pupils to see how strong rulers' women were at a times when their work is less well documented than men's. Children will strengthen their chronological understanding, helping pupils compare the recent with the more distant and very distant past. A focus on clear differences between the character of the monarchs, their personal lives and features of life during the three reigns.

Art	**Spring 1** Enquiry Question: How can we transform the materials around us into sculpture? **Spring 2** Enquiry Question: How can we use the properties of watercolour to make experimental images?	**Take inspiration from the greats** To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To know about 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.	**Sculpture** To identify what sculpture can be through discussion and drawing. To explore the qualities of a large range of making materials through open ended prompts. To use materials to take creative risks, discover and invent without working towards a predefined outcome. To display the work made through the half term and reflect on the outcomes. Key Concepts: That when we make art in 3 dimensions it is often called Sculpture. That we can generate ideas through playful exploration. That we can build understanding of the properties of materials through manipulation. That making sculpture is a partnership between materials, ideas, hands and tools. That we can reflect upon our intention when we see our ideas made physical. **Painting (Watercolour)** To identify the properties of watercolour. To identify and discuss the work of artists who use watercolour. To use watercolour to work towards developing imagery from imagination.	**Sculpture** The children will be introduced to what sculpture can be, and invited to explore the work of other sculptors whilst taking a playful and inventive approach to making their own sculptures. Children will be encouraged children to start voicing their response to sculptural artworks, including their own, and to give them time and space to explore properties of materials, and what happens when you join one or more materials together to construct new forms. **Painting (Watercolour)** Children will be introduced to watercolour. Through an open and exploratory approach, children will not only discover what watercolour can do, how it acts and how they can "control" it, but also how the watercolour itself can help reveal the "story" of the painting.

			To display the work made through the half term and reflect on the outcomes. Key Concepts:That watercolour paint has special characteristics. That we can use the elements of surprise and accident to help us create art. That we can develop our painting by reflecting upon what we see, and adding new lines and shapes to help develop imagery.	
Music	**Spring 1** Inventing a Musical Story **Spring 2** Recognising Different Sounds	Listening Finding a steady beat Copy-back Improvisation Singing Pulse/beat Rhythm Pitch Tempo Dynamics Experiment with, create, select and combine sounds using the interrelated dimensions of music. Singing/Rapping Words and meaning Movement Pulse Rhythm Pitch	To move in time and keep a steady beat together. Experiment with, create, select and combine sounds using the interrelated dimensions of music. To create their own rhythmic and melodic patterns. To understand the difference between creating a rhythm pattern and a pitch pattern. Continue to copy back simple rhythmic patterns using long and short. Continue to copy back simple melodic patterns using high and low. To sing short phrases independently Continue to learn to watch and follow a steady beat.	Music is used for many reasons and can help us to tell a story and express our feelings. Music can be loud or soft, fast or slow, smooth and connected, or short and detached. We can also use instruments with different sounds to help communicate a story and different emotions. The children will explore the music in this unit and try to connect their feelings with what they hear. Do any of the songs tell a story? We will use the music in this unit to explore loud and soft sounds. Listen with concentration and understanding to a range of high-quality live and recorded music. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Experiment with, create, select and combine sounds using the interrelated dimensions of music. Experiment with, create, select and combine sounds using the interrelated dimensions of music.

		Tempo Dynamics Structure Performing Listening Playing Singing Improvising Composing	Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo) To play copy-back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion To create rhythms using word phrases as a starting point. recognise long and short sounds, matching them to syllables and movements. To find and try to keep a steady beat To invent different actions to move in time with the music. To move, dance and respond with their bodies in any way they can. To describe their thoughts and feelings when hearing the music. To describe what they see in their individual imaginations when listening to the piece of music To talk about why they like or don't like the music. To identify a fast or slow tempo. To identify loud and quiet sounds as an introduction to understanding dynamics. Begin to understand the concept of there being different styles of music. To discuss the style of the music. To discuss together what the song or piece of music might be about. To talk about any other music, they have heard that is similar.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically **Musical Learning:** Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B♭, B

			To mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo. To walk in time to the beat of a piece of music. To describe differences in tempo and dynamics with more confidence. To recognise some band and orchestral instruments. Continue to talk about where music might fit into the world	
DT	**Food** – Mad Hatter's tea party	Design design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups 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, including	**FOOD** Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. Cut, peel or grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales. Assemble or cook ingredients. **Design, make, evaluate and improve** Design products that have a clear purpose and an intended user. Make products, refining the design as work progresses. **Take inspiration from design throughout history**	When preparing for our Mad Hatter's tea party we will explore existing products and taste sandwiches. The children will design a sandwich for our tea party, considering tastes and needs of their peers. They will consider what the base, spread and fillings might be, how to create a healthy sandwich that contributes to a balanced diet. Finally, they will taste and evaluate their sandwich.

		construction materials Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria	Explore objects and designs to identify likes and dislikes of the designs. Suggest improvements to existing designs. Explore how products have been created.	
Computing	Programming - **Moving a robot** Data - **Pictograms**	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs	Recognising that robots (Beebots etc) can be controlled through simple algorithms Considering ways to present information.	**Spring 1** Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms. **Spring 2** Learners will begin by using labels to put objects into groups, and labelling these groups. Pupils will demonstrate that they can count a small number of objects, before and after the objects are grouped. They will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different groups to answer questions about data.
RE	Spring 1 Christianity **How do Christians**	The children will study Christianity in accordance with the 'Saffron Academy Trust' programme.	**Spring 1** How Christenings and baptisms show Christians belong to	**Spring 1** The children will Identify how Christian beliefs impact on their worship and sense of belonging. Identify some Christian symbols and artefacts. Identify different ways Christians show they belong to their faith family. Recognise that some people call themselves Christians.

	belong to their faith family? Spring 2 Judaism **How do Jewish people celebrate Passover?**		their faith families. How artifacts are used to show Christians belong to their faith families. The use of light and water in both infant and adult baptisms. Different symbols that show belonging. The church is a group of people and not just a building. **Spring 2** What is the Seder meal. The story of Passover in the context of Exodus. Symbolism of each part of the Seder plate. Jewish family traditions related to Passover. The importance of Moses within Judaism.	**Spring 2** Recognise that Passover (Pesach) is a Jewish festival. Identify ways in which Passover can have an impact on Jewish daily life and family. Identify evidence of religion and belief especially in the local area.
PSHE	Being healthy; hygiene; medicines; people who help us with health PoS refs: H1, H5, H6, H7, H10, H37 Living in the wider world Money; making	**What helps us stay healthy?** **What can we do with money?**	**What helps us stay healthy?** We will learn: what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor), that things people put into or onto their bodies can affect how they feel, how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy, why hygiene is important and how simple hygiene routines can stop germs from being passed on, what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing **What can we do with money?**	Using information and resources from the PSHE Association we will cover the unit on being healthy and living in the wider world

	choices; needs and wants PoS refs: L10, L11, L12, L13		We will learn: what money is - that money comes in different forms, how money is obtained (e.g. earned, won, borrowed, presents), how people make choices about what to do with money, including spending and saving, the difference between needs and wants - that people may not always be able to have the things they want, how to keep money safe and the different ways of doing this	
PE	Gymnastics- Linking	The focus of the learning is to apply 'champion gymnastics' to explore different movements that pupils can link together. Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of	**Gymnastics- linking** What parts of their bodies can pupils move on? Can pupils move out of a roll with either a balance or move? If pupils make a shape is it a champion shape? Can pupils ensure their movements are 'Champion' movements? Do pupils understand what a champion is? Do pupils understand what linking is and how to link? What parts of their bodies can pupils use to roll? What movements can pupils use to link to a roll? Do pupils understand what flow is? Can pupils listen to each other's ideas? Can pupils be brave and think of their own ideas for moving? **Net and Wall** Children develop the range and quality of their skills when playing games using rackets. They also learn specific tactics and skills for games such as short tennis. In all activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In net/wall games, players achieve this by sending a ball (or other implement) towards a court or target area which their opponent is defending. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it. **Football**	**Gymnastics-Linking** The children will start to explore different ways they could move or balance after a roll. They will be taught to ensure the movements they choose link together and incorporate 'flow'. Working with a partner, pupils will watch each other's movement and roll combination. Then they will create a movement combination together that they can perform one after the other. **Net and Wall** The children will play games with help, e.g., someone to catch the ball when it is hit, someone to feed them; use a small range of basic shots on both sides of the body; with help, get games to flow; apply some of the basic tactics; recognise the need to warm up and carry out exercises safely; recognise when they and others are playing well and identify why, with help. Use forehand shots increasingly well in the games they play; use the skills they prefer with competence and consistency; start to choose and use some tactics; play cooperatively with a partner; apply rules consistently and fairly; recognise how these games make their bodies work; pick out what they and others do well and suggest ideas for practices. **Football** The children will learn to keep control of a ball, dribble with various parts of their feet. Dribble into spaces with my eyes

		increasingly challenging situations. Pupils should be taught to: 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	Participate in team games, developing simple tactics for attacking and defending. Use the terms 'opponent' and 'team-mate'. Develop tactics. Lead others when appropriate. **Invasion Games** Key Skills: Move with ease and show control in a range of physical contexts Generate & implement ideas and strategies to solve problems Communicate clearly and cooperatively with others.	up. Change direction with a ball, change speeds whilst dribbling, recognise when and where to dribble, dribble past a defender, use dribbling skills in a game situation, pass with accuracy, pass with either foot, use the inside of the foot to pass, pass to a team mate, recognise when and where to pass, pass in a game situation, change direction with the ball, use various turns, recognise when and where to turn. use a turn in a game situation, shoot with accuracy, shoot with either foot, shoot after a dribble, be an effective team member and recognise defence and attack. **Invasion Games** The children will take part in simple games involving individual and co-operative play. Pupils will make quick decisions based on movement of the ball into space and choice of skill execution. They will understand the concept of a team and working with a small group (i.e. what a team is, how it is made up and the different roles in it).
Visits/ Visitors	**Spring 1** Exotic Explorers will visit and provide educational talks, linked to the National Curriculum for Science (animals). The children will have the chance to get up close to and handle a variety of animals. **Spring 2** Wyvernwood (TBC)			