



Focus Text

Paddington (linked to London)



Year One Spring 2 Step into Spring

Visits: Park Visit

Visitors:

PSHE

Focus Areas Healthy Me

Obj – I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy.

Commando Joes: The Queen, Mission 1, Excellence is not a skill its an attitude.

History / Geography

Focus Areas: UK Focus

- Differences between a town/city and the countryside focusing on human and physical features.
- Name and locate the UK and its four countries using atlases and maps.
- Describe key features and characteristics for the four countries of the UK.
- Name capital cities of the four countries of the UK.
- Focus on London being the capital city of England and describe features.
- Compare another capital city from a different country in the world with London focusing on their features and different ways of life.

National Curriculum Links

- Name and locate the UK and its four countries.
- Use a range of maps to locate places and landmarks.
- Use aerial photographs to identify human and physical features.
- Use world maps and globes.

Science

Focus Areas

- Plants (link to UK, plants from England, Ireland, Scotland and Wales)
- Seasonal Change

National Curriculum links

Plants

- I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- I can identify and describe the structure of a variety of common flowering plants, including trees.

- I can observe changes across the four seasons
- I can observe and describe weather associated with seasons and how day length varies.

Art / DT

Focus Areas

Levers and sliders linked to plants (a plants life cycle on a wheel, a plant growing on a lever)

National Curriculum Links

- I can design a purposeful, functional product for others based upon design criteria.
- I can select and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing).
- I can explore and evaluate a range of existing products.
- I can develop and model my ideas through templates
- I can evaluate my ideas against design criteria.
- I can explore and use mechanisms (levers and sliders) in my product.

Computing

Focus Areas

- Finish Unit 1.6 Animated Storybooks, start Unit 1.7 Coding

National Curriculum Links

- I can use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- I can recognise common uses of information technology beyond school.

Music

Play a clapping game while singing, sing a song recognising changing speeds, add new lyrics to clapping patterns.

PE – Games Focus Area

- Games (team games)

National Curriculum Links

- I can 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

- I can participate in team games, developing simple tactics for attacking and defending

RE

Agreed Syllabus Links Unit 1.7 Who is Jewish and how do they live?

- Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah).
- Make links between Jewish ideas of God found in the stories and how people live.