

## Computing

NC: To understand digital writing and how this can be used to improve presentation. Children will be taught basic word processing skills in this unit of work.

- To exploring the keyboard and to know that we can use a computer to write.
- To add and remove text using a keyboard.
- To make changes to text including adding capital letters.
- To be able to explore the toolbar and be able to change the style of text in a word processor.
- To use formatting to make changes and to undo mistakes.
- To compare digital writing to using a pencil and explain when each is appropriate.

## RE

How should we care for others and the world, and why does it matter?

## Geography: Let's go to the Arctic!

NC: To compare seasonal and daily weather patterns in the UK and a cold area of the world in relation to the Equator and North and South Poles. Use geographical vocabulary. Explore similarities and differences between UK and non-EU area.

- To locate the Arctic Circle.
- To describe the climate in the Arctic.
- To explore the Arctic's physical features.
- To explore the animals living in the Arctic.
- To explore cities and towns in the Arctic Circle.
- To compare an Arctic town with Newton Abbot.

## Let's go to the Arctic!



Year 1 and 2:  
Cycle A, Spring 1

## Art: Formal Elements of Art

NC: Exploring the formal elements of art: pattern, texture and tone; take rubbings using different media and learn how to make their drawings three dimensional. To observe artists work.

- To explore cold colours
- To explore different textures
- To create a picture using frottage
- To observe repeated patterns
- To explore tone by shading
- To create an Arctic scene using skills learnt inspired by Eric Carle

## **Science: Human Body Parts**

### **Animals, including Humans**

**NC:** Exploring the different parts and functions of the human body including the five senses and how they are important to us. To work scientifically by undertaking careful observations and simple investigations involving our senses

- To know that humans are mammals.
- To be able to name different parts of the outside of the human body and know what jobs they do.
- To be able to name the different parts on the inside of the human body and talk about what jobs they do.
- To be able to explain which parts of the human body we use for our five senses.
- To be able to use the sense of sight, smell and sound to identify things.
- To be able to use the sense of taste and touch to identify things.

## **Let's go to the Arctic!**



**Year 1 and 2:  
Cycle A  
Spring 1**

## **PE**

**Basketball**

**Team games**

## **Music**

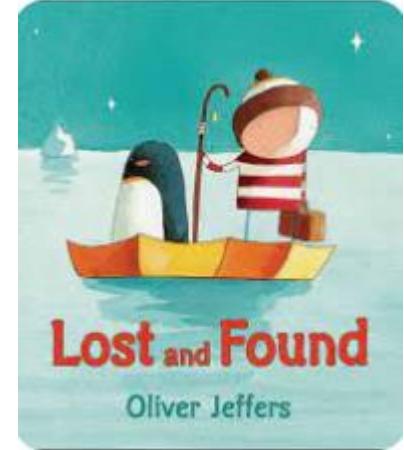
### **Trains**

Children will listen to music inspired by travel and talk about what they hear, using musical terms like *dynamics* (volume) and *tempo* (speed). They will create their own class composition inspired by a train journey, focusing on changes in dynamics and tempo, and following a conductor. Children will also sing a range of call-and-response songs to practise accurate pitch matching.

## **DT: Mechanisms – Moving Winter Characters**

**NC:** Explore and use mechanisms. Evaluate. Use a range of tools and materials. Design purposeful, functional appealing products. Generate, develop, model and communicate ideas.

- To explore wheel mechanisms and design a wheel
- To select appropriate materials
- To build and test a moving part
- To make and evaluate a structure with a moving part

| <b>Maths</b>  | <b>Literacy</b>  |
|---|--|
| <p><b>Year 1</b></p> <p><b>Place value (within 20)</b></p> <ul style="list-style-type: none"> <li>• To count within 20</li> <li>• To understand numbers from 10-20</li> <li>• To find 1 less and 1 more from numbers up to 20</li> <li>• To understand and use the number line</li> <li>• To estimate on a number line to 20</li> <li>• To compare and order numbers up to 20</li> </ul> <p><b>Starting addition and subtraction within 20</b></p> <p><b>Y2 Shape</b></p> <ul style="list-style-type: none"> <li>• To recognise 2-D and 3-D shapes</li> <li>• To count the sides on 2-D shapes.</li> <li>• To count the vertices on 2-D shapes.</li> <li>• To draw 2-D shapes.</li> <li>• To identify lines of symmetry on shapes.</li> <li>• To use lines of symmetry to complete a shape.</li> <li>• To sort 2-D shapes and 3-D shapes</li> <li>• To count the faces edges and vertices on 3-D shapes.</li> <li>• To make patterns with 2-D and 3-D shapes.</li> </ul> <p><b>Year 2 Money</b></p> <ul style="list-style-type: none"> <li>• To count money in pence, pounds and pounds and pence.</li> <li>• To choose notes and coins.</li> <li>• To make amounts of money and compare them.</li> <li>• To calculate with money.</li> <li>• To make a pound and find change</li> <li>• To solve two step problems with money.</li> </ul> <p><b>Y2 Multiplication and division</b></p> <ul style="list-style-type: none"> <li>• To recognise, make and add equal groups</li> <li>• To know the multiplication symbol.</li> <li>• To use and make multiplication sentences.</li> <li>• To use arrays</li> </ul> | <p><b>'Lost and Found' by Oliver Jeffers</b></p> <p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>• Full stops and capital letters</li> <li>• Sequencing a story</li> <li>• Expanded noun phrases and adjectives</li> <li>• Similes</li> <li>• Contractions</li> <li>• Adverbs</li> <li>• Coordinating conjunctions ('and' 'but')</li> </ul> <p>The final outcome is to create a travelling story using our new knowledge of the Arctic.</p> <p><b>Vocabulary focus</b></p> <p>floated<br/>decided<br/>Lost and Found Office<br/>ignored<br/>disappointment<br/>discovered<br/>South Pole<br/>cautiously<br/>detective<br/>except<br/>lonely<br/>searched</p>  |