

### Computing: Programming Scratch Jr

NC: To 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. To use logical reasoning to predict the behaviour of simple programs. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

- To explore a new application.
- To create an animation.
- To use characters as buttons.
- To follow an algorithm.
- To plan and use code to create an algorithm.
- To understand the importance of being careful about what we post and share online.

### History: The story of our High Street

NC: Changes within living memory. Significant historical places in their own locality.

- To use photographs to identify changes in our high street
- To use maps to find out how our high street has changed
- To combine information from sources to find out what uses the shops on our high street have had over time
- To make deductions from sources to find out what it used to be like to shop for food on our high street in 1950
- To explain why food storage and packaging has change over time
- To identify similarities and differences in paying for purchases from 1950 to now
- To demonstrate factual knowledge and understanding about how shopping has changed on our high street from 1950 to now

### PE

Yoga

Net and wall

### Once upon a time.....



Year 1 and 2: Cycle A

Spring 2

### Music

Glockenspiels - To learn to play the glockenspiel and develop children's reading of pitch and rhythm notation.

### DT: Food- Fruit and Veg.

NC: to understand where food comes from. Explore and evaluate a range of existing products. To use the basic principles of a healthy, varied diet. To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. To 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 construction materials, textiles and ingredients, according to their characteristics. To evaluate their ideas and products against the design criteria.

- To identify if a food is a fruit or a vegetable.
- To identify where plants grow and which parts we eat.
- To taste and compare fruit and vegetables.
- To make a fruit and vegetable smoothie.

### Once upon a time.....



Year 1 and 2: Cycle A  
Spring 2

### Science: Super scientists!

NC: using their observations and ideas to suggest answers to questions, performing simple tests, asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment

- To predict the results of an investigation
- To make an investigation fair
- To record the results of an investigation
- To evaluate the results of an investigation
- To design and carry out my own investigation.

### RE

1.8: What makes some places sacred to believers?

Christianity and Islam.

## Maths

### Year 1

#### Addition and Subtraction (within 20):

- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \square - 9$ .

#### Place value (within 50):

- count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 50 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

#### Measurement - Length and height:

- compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- measure and begin to record lengths and heights

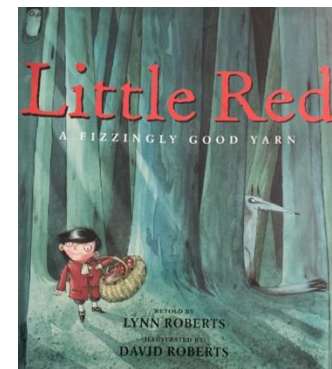
#### Measurement - mass and volume:

- compare, describe and solve practical problems for:
  - mass/weight [for example, heavy/light, heavier than, lighter than]

## Literacy

### 'Little Red' by Lynn Roberts

#### **Fiction**



- To write in the past tense
- To use exclamation marks correctly
- To use adjectives to describe
- To use capital letters for names of people and places

#### Year 2

- To be able to write direct speech and punctuate it correctly.
- To use commas in a list

The final outcome is to create my own traditional tale in a different setting, with different characters.

- capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- measure and begin to record the following:
  - mass/weight
  - capacity and volume

## Year 2

### Multiplication and Division

- To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
- To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs.
- To show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
- To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

### Measurement - Length and height + Mass, capacity and temperature

- To choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
- To compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$ .

## Vocabulary focus

dilly-dally  
 keg  
 greedily  
 pounced  
 smacking lips  
 shrieked  
 snatching  
 guzzled  
 greedy  
 mighty  
 strange  
 blows  
 unfortunately  
 pawed  
 fiercely