

Subject	Learning
History	Taught in Spring 2
Geography	<p>Africa - Kenya</p> <ul style="list-style-type: none"> ● know that Kenya is a country in Africa ● identify the location of hot and cold areas (North and South poles) of the world in relation to the Equator ● understand what life is like for people in Kenya ● compare the similarities and differences between the lives of people in Kenya and the children's own life ● understand some of the key physical features of Kenya ● compare the similarities and differences between Kenya's physical features and the children's local area <p>Skills Suggest simple geographical questions before deciding on a whole-class enquiry, planned by the teacher</p> <p>Key Vocabulary Kenya, Africa, Factory, farm, poverty, crops, field, market, beach, cliff, valley, coast, mountain, ocean, vegetation, river, drought</p>
Art	<p>Printing colligraphy- African prints</p> <p>Knowledge</p> <ul style="list-style-type: none"> ● To link colours to natural and man-made objects. ● To say how other artists have used colour pattern and shape. ● To create a piece of work in response to another artist's work. <p>Skills</p> <ul style="list-style-type: none"> ● To create a print using pressing, rolling, rubbing and stamping. ● To create a print like a designer. <p>Key vocabulary collography, print, texture</p>
RE	<p>Christianity</p> <ul style="list-style-type: none"> ● Why was Jesus given the name 'saviour'? <p>Key Vocabulary Advent, annunciation</p>
Science	<p>Animals including humans (Happy chicks and frogspawn)</p> <ul style="list-style-type: none"> ● Notice that animals, including humans, have offspring which grow into adults. ● Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) ● Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Key Vocabulary reproduce, adult, baby, offspring, kitten, calf, puppy, survival, water, air, food, exercise, hygiene, balanced diet</p>

<p>Working Scientifically</p>	<p>TAPS - Comparing Handspans</p> <p>Review: Using their observations and ideas to suggest answers to questions</p> <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways • Observing closely, using simple equipment • performing simple tests • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions. <p>Key Vocabulary</p> <p>question, answer, observe, observing, equipment, identify, sort, group, compare, differences, similarities, describe, measurements, test, results</p>
<p>PE</p>	<p>Dance</p> <ul style="list-style-type: none"> • Copy, remember and repeat a series of actions. • Select from a wider range of actions in relation to a stimulus. • Use pathways, levels, shapes, directions, speeds and timing with guidance. • Use mirroring and unison when completing actions with a partner. • Show a character through actions, dynamics and expression. • Use counts with help to stay in time with the music. <p>Key vocabulary</p> <p>Dynamics, matching, perform, unison, expression, mirroring, speed, create</p> <p>School games value: respect</p>
<p>PE with Total Sports</p>	<p>Fitness</p> <ul style="list-style-type: none"> • Show balance and coordination when running at different speeds. • Link running and jumping movements with some control and balance. • Show hopping and jumping movements with some balance and control. • Change technique to throw for distance. • Show control and balance when travelling at different speeds. • Demonstrates balance and co-ordination when changing direction. • Perform actions with increased control when co-ordinating their body with and without equipment. <p>Key vocabulary</p> <p>Sprint, weight, take off, hurdle, speed</p> <p>School games value: respect</p>
<p>Computing</p>	<p>Discovery Coding Level 2 Unit 1 – First 3 lessons complete to at least ‘build’ task. (Red Riding Hood, Key to the race and Up in the air)</p> <ul style="list-style-type: none"> • To learn programs, respond to different sorts of inputs, and that the keyboard can be used to control objects on screen. <p>Key Vocabulary</p> <p>output, input, pointer, key press, algorithm.</p> <p>E-Safety</p> <ul style="list-style-type: none"> • Pixl lesson 3 – chatting online <p>Window, message</p>

<p>Music</p>	<p>Title of unit: I Wanna Play in a Band</p> <p>Style of main song: Rock</p> <p>Unit theme: Playing together in a band</p> <p>Performance focus: Play instruments (following given piece)</p> <p>Listening: Find the pulse by being a 'rockstar' and playing the air guitar, or dancing, clapping hands or stamping feet. Recognise and name two or more instruments they can hear e.g. keyboard, bass, drums, electric guitars and vocals. Know that this unit is about Rock music.</p> <p>Find the pulse: Children decide how they will move in time to the pulse.</p> <p>Clapping rhythms: Copy and clap back rhythms. Clap the rhythm of your name. Make up your own rhythms from words, own name, favourite food, colours and animals. Know that rhythm is different to pulse.</p> <p>Sing: In different styles. Sing and dance together in time to the music.</p> <p>Play instruments: A range of untuned percussion and play a glockenspiel accurately and in time, as a performance, using 3 notes (F, D + C).</p> <p>Improvise: using the notes F + G.</p> <p>Compose: A simple melody using simple rhythms, choosing from notes F + G or F, G + A. Know that we add low and high sounds (pitch) when playing instruments.</p> <p>Key Vocabulary</p> <p>Keyboards, drums, bass, electric guitars, rock, pulse, rhythm, pitch, compose, improvise, perform, audience, melody, dynamics, tempo.</p>
<p>PSHE and RSE</p> <p>(highlighted objectives are statutory)</p>	<ul style="list-style-type: none"> ● R4 To identify common features of family life. ● R5 That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. ● R17 About knowing there are situations when they should ask for permission and also when their permission should be sought. ● R18 About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually). ● R19 Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe. ● R20 What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard. ● R12 That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.
<p>DT</p>	<p>Taught in Spring 2</p>
<p>British Values</p>	<p>Democracy</p> <ul style="list-style-type: none"> ● What this means and how it is demonstrated in school. ● The Farmer's Cart fable: Why is democracy important?
<p>SMSC</p>	<ul style="list-style-type: none"> ● Celebrating different cultures. ● Helping others less fortunate - water aid, famine.

- Differences within Africa rich v. poor.