



Subject	Learning
History	<p>History - Local History Study- Significant Person- Edith Cavell What impact did Edith Cavell have?</p> <p>Investigate and Interpret the past</p> <ul style="list-style-type: none"> ● Pupils find out about the past using a variety of types of evidence and different sources, eg- photographs, visit, primary and secondary sources. ● Pupils begin to explain that there are different types of evidence and sources that can be used to represent the past. ● Children use artefacts to ask and answer questions about the past. <p>World history People:</p> <ul style="list-style-type: none"> ● Children can describe how events had an effect on groups of people. ● Children can talk about a range of significant people in the past. ● Children can recognize that there are reasons why people made the choices that they did. <p>Understanding chronology:</p> <ul style="list-style-type: none"> ● Pupils can place events and artefacts on a timeline. Pupils can label timelines with words like: past, present, older, newer and key dates ● Children know when some famous historical events beyond living memory happened. ● Children can sequence events related to the life of a significant person chronologically. <p>Key Vocabulary Edith Cavell, significant person, artefact, past, present, change, recount, chronological order, improvement</p>
Geography	Taught in Spring 1
Art	Taught in Spring 1
RE	<p>Christianity</p> <ul style="list-style-type: none"> ● What are the best symbols of Jesus’ death and resurrection at Easter? <p>Key Vocabulary Resurrection, Good Friday, Good Sunday, celebration</p>
Science	<p>Plants</p> <ul style="list-style-type: none"> ● Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. ● Observe and describe how seeds and bulbs grow into mature plants. <p>Key Vocabulary growth, germinate, light, temperature, reproduce, lifecycle</p>
Working Scientifically	<p>*Asking simple questions and recognising that they can be answered in different ways</p> <p>* Observing closely, using simple equipment (TAPS ‘Do’ – Comparing plant growth)</p> <p>* performing simple tests</p> <p>* Identifying and classifying</p>

	<p>*Using their observations and ideas to suggest answers to questions *Gathering and recording data to help in answering questions.</p> <p>Key Vocabulary describe, measurements, test, equipment</p>
PE	<p>Yoga</p> <ul style="list-style-type: none"> ● Perform balances on different body parts with some control and balance. ● Take body weight on different body parts, with and without apparatus. ● Show increased awareness of extension and flexibility in actions. ● Copy, remember, repeat and plan linking simple actions with some control and technique. <p>Key vocabulary link, pathway, sequence, tuck, straddle, speed, star, pike</p> <p>School games value: passion</p>
PE with Total Sports	<p>Invasion games</p> <ul style="list-style-type: none"> ● Dribble a ball with two hands on the move. ● Dibble a ball with some success, stopping it when required. ● Throw and roll towards a target using varying techniques with some success. ● Show balance when kicking towards a target. ● Catch an object passed to them, with and without a bounce. ● Move to track a ball and stop it using feet with limited success. ● Run, stop and change direction with balance and control. ● Move to space to help score goals or limit others scoring. ● Use simple tactics for attacking and defending. <p>Key vocabulary received, send, team mate, chest pass, possession, goal, dodge, bounce pass</p> <p>School games value: passion</p>
Computing	<p>Switched On Computing 2.6 – We are zoologists - tallies/charts and maps</p> <ul style="list-style-type: none"> ● sort and classify a group of items by answering questions ● collect data using tick charts or tally charts ● use simple charting software to produce pictograms and other basic charts ● take, edit and enhance photographs record information on a digital map. <p>Key Vocabulary data, chart, input, photograph</p> <p>Plus</p> <p>Teach Computing Networking and Computer Systems focus:</p> <p>Year 2– IT around us: Lesson 1 – What is IT</p> <ul style="list-style-type: none"> ● I can identify examples of computers ● I can describe some uses of computers ● I can identify that a computer is a part of IT <p>Key Vocabulary IT, computer, input,</p> <p>E-Safety PiXL E-safety lesson 4 – being a good friend online Online, offline</p>
Music	<p>Title of unit: I Wanna Play in a Band</p>

	<p>Style of main song: Rock Unit theme: Playing together in a band 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 Keyboards, drums, bass, electric guitars, rock, pulse, rhythm, pitch, compose, improvise, perform, audience, melody, dynamics, tempo.</p>
PSHE and RSE (highlighted objectives are statutory)	<ul style="list-style-type: none"> ● L2 How people and other living things have different needs; about the responsibilities of caring for them. ● 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.
DT	Textiles - puppets <ul style="list-style-type: none"> ● Understand how simple 3-D textile products are made, using a template to create two identical shapes. ● Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. ● Explore different finishing techniques ● Know and use technical vocabulary relevant to the project. <p>Key Vocabulary joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish</p>
British Values	Individual Liberty <ul style="list-style-type: none"> ● What is individual liberty? ● What are our human rights? ● Consider the choices we make about ourselves at Werrington Primary School Respect and Tolerance <ul style="list-style-type: none"> ● What do these words mean and how can we show this to one another? ● How to show respect in and around school.
SMSC	<ul style="list-style-type: none"> ● Morals around being kind to all creatures, especially when we are disturbing them in their habitats. ● Preserving the planet – STEM week.