

## Brief outline of Learning Journey

A geography based topic which teaches the children about the physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city, London.

## English

**Key Texts-** The Queens hat, Beegu, The Great Fire of London,.

**Reading** - We will be exploring both fiction and non-fiction books.

**Writing** - We will be writing in a range of styles including story writing, non- chronological reports and recounts.

The children will be continuing to use capital letters, full stops and adjectives in their writing. They will also be introduced to alliteration, verbs and conjunctions to expand their sentences.

## Design technology

**Context:** Taxi!

**Knowledge:** During this project the children will learn about wheels, axles and chassis and how they work to make a vehicle move. We will investigate a range of existing products, experimenting how they move and work. We will then design and build our own model taxis which we move.

## Jigsaw- Life Skills

**Spring 1:** Dreams and Goals

**Spring 2:** Healthy Me



## Maths

**Main focus-** Place value, Addition and Subtraction, Length and Height, Mass and Volume.

**Spring 1 KIRF-** I know doubles and halves to 10.

**Spring 2 KIRF** - I know how to recite numbers to 50.

## Music

**Spring 1:** Musical conversation

Music is full of conversations between instruments. Ideas are often passed back and forth, copied, and developed. This unit describes how to create musical conversations with your children. Pupils will invent and compose short pieces based around question-and-answer interactions/dialogue. They will also learn to take turns playing, lead and follow, read a 'score', and create their own simple graphic scores.

**Spring 2:** Football

Football is a lively, rhythmic chant about football. This unit sees children echo singing, composing word patterns, improvising with mi-re-do, and playing a percussion ostinato. Activities will support pupils to understand the difference between pitched patterns and rhythm patterns, higher and lower. This unit also contains progression snapshot 2, revisiting the song Rain is falling down covered in Term 1. This is the second of three progression snapshots that will be returned to again and developed in Term 3 in order to collect evidence of pupils' progress.

## Art & Design

**Spring 1 Context:** Rain and Sunrays

**Knowledge:** This project teaches children about collagraph printing, including how to develop a motif to make single and repeated prints. The children will use these techniques to create a weather motif creation inspired by their favourite season.

**Key vocabulary:** motif, transient art, pattern, design.

# Bright Lights, Big City

## Spring Term



## Science

**Context:** Seasonal Changes.

**Knowledge:** This project teaches children about the seasons, seasonal changes and typical seasonal weather and events. They learn about measuring the weather and the role of a meteorologist. Children begin to learn about the science of day and night and recognise that the seasons have varying day lengths in the UK.

**Key Vocabulary:** Seasons, Summer, Spring, Winter, Autumn, Deciduous, Evergreen, Dormant, Beaufort Scale, Migrate, Meteorologist, Windsock, Weather.

## Computing

**Spring 1:** Moving a robot

This unit introduces learners to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner.

**Spring 2:** Grouping data

This unit introduces pupils to data and information. They will begin by using labels to put objects into groups and labelling these groups. Pupils will demonstrate that they can count a small number of objects, before and after the objects are grouped.

## RE

**Spring 1:** In spring the children will look at the religion of Judaism, specifically looking at the celebration Purim.

**Keywords:** Celebration, Esther, gragger, Haman, King Ahasuerus, Mishloach Manot, mitzvah, Mordecai, Purim.

**Spring 2:** In Spring 2 we will look at the Arabic festival of Milad un Nabi. We will explore why this festival is no celebrated by all Muslims.

**Keywords:** Allah, Arabic, beliefs, calligraphy, honest, Mecca, Muhammad, prophet, Saudi Arabia, trustworthy

## PE

**Spring 1:** Cog 3: Cognitive

The children will work on their balance during this half term, looking at both dynamic and static balance. We will focus on ordering instructions, movements and skills.

**Spring 2:** Cog 4: Creative

The children will be working on their coordination using ball skills and counter balancing with a partner.

## Geography

**Context:** Bright Lights, Big City!

**Knowledge:** In the Bright Lights, Big City project, your child will take part in a royal garden party and learn about Queen Elizabeth II. They will learn about the countries that make up the United Kingdom, including their location, capital cities and some of their physical and human features. They will have the opportunity to do map work, using compasses and positional and directional language to plan routes around London. They will research the cause and impact of the Great Fire of London and look at some famous London landmarks. They will learn about other capital cities around the world, including Kuala Lumpur, and compare how they are similar and different to London.

**Keywords:** London, Landmark, Capital City, Monarch, Physical Feature, Human Feature, City, Town, Tourism, Comparison.