



## Topic: Holidays

### Spring Cycle 2

#### Personal, Social, Health and Emotional Development (including Relationships and Sex Education):

Pupils will have the opportunity to learn:

##### Dreams and Goals:

- Setting goals
- Identifying successes and achievements
- Learning styles
- Working well and celebrating achievement with a partner
- Tackling new challenges
- Identifying and overcoming obstacles
- Feelings of success

##### Healthy Me:

- Keeping myself healthy
- Healthier lifestyle choices
- Keeping clean
- Being safe
- Medicine safety/safety with household items
- Road safety
- Linking health and happiness

#### Religious Education:

1.7 Who is Jewish and how do they live?

Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.

##### PE:

- Multi-skills: co-operation games; use of space games
- Dance: linking movements (beginning/middle/end); control and co-ordination; variety of movement (BBC time to move/let's move Pied Piper; Hare and the tortoise; other story resources)
- Gymnastics: balance, jumps, roll, travel and applying to sequences

Please see PE skills sheets for further guidance

##### As historians we will:

- Learn about holidays in the 1950s and 1960s, particularly seaside holidays.
- Continue to develop our use of sources, with a particular focus on the use of oral history (from classroom visitors, friends and family) and images.
- Consider the use of story as a source of evidence.
- Learn about changes within living memory.
- Understand historical concepts such as continuity and change, similarity and difference.
- Ask historically valid questions.
- Identify similarities and differences between ways of life in different periods.
- Ask and answer questions.
- Understand some of the ways in which we find out about the past.
- Identify different ways in which the past is represented.
- Use a wide range of everyday historical terms .
- Use parts of stories and other sources to show they know and understand key features of events.
- Use sources to show they know and understand the past.
- Suggest reasons why changes took place.

##### As geographers we will:

Link the everyday experience of buying and eating food within the UK with the children's growing geographical understanding of the world. We will:

- Identify shops selling food locally or on the high street; start to understand that shops sell foods from many different locations; role play going to the shops and buying fresh, frozen and fast-food items.
- Know that food comes from either plants or animals; understand that the food we eat has a food story; understand it has been changed (processed).
- Understand what farming is, what a farmer does and where the plants and animals we eat come from.
- Understand that animals are reared in the UK and used for dairy and meat.
- Understand that some traditional foods originate in the UK.
- Understand the geography of the UK, and the types of food produced here.
- Trip to a working farm or factory to discover a food journey.

Please see Geography skills sheets for further guidance.

##### As designers we will focus on:

Analysing books with moving parts, using detective skills to find out how they work.

We will then learn how to make a slider and lever in a focused practical task. We will learn about the correct tools and materials to use.

Finally, we will design, make and evaluate a page from *George and the Dragon* using sliders and levers to make the characters move.

Please see DT skills sheets for further guidance.

##### As artists we will focus on:

- Knowing that art can exist in 3D (clay) and 2D (paint and pastel).
- Collecting natural materials to create a temporary collage portrait or character (consider art of Andrew Goldsworthy or Giuseppe Arcimboldo)
- Exploring more abstract portraits (e.g. Picasso) and use geometric shapes in our portraits. The children will use oil pastels to create their own Picasso inspired portraits.
- Explore sculpture portraits (including Jacob Epstein). Visit Shrewsbury museum to find out about the subjects who sat for portraits and the artists that created them and create our own portraits using clay.
- Creating portraits inspired by Modigliani using pencil and paint. Please see Art skills sheets for further guidance.

##### As musicians we will:

Explore sounds and learn how music can be used to tell a story.

Identify musical elements of fast and slow and loud and quiet

Participate in a group performance

Explore pitch movements through movement, singing, tuned percussion and listening games

Apply their learning to pitch shapes and perform these with a variety of musical arrangements

(Music Express Storytime and Seasons resources for Y1 and Y2. Please see music skills sheets for further guidance)

##### As experts in computing, we will:

Revisit online safety and consider inappropriate searches, sharing things on a display board and beginning to consider emailing safely and reporting inappropriate content (2.2)

Create an animated story book (2create 1.6). They will use images, animations, sound, typing, copying, pasting. Children will save, overwrite and retrieve their saved work.

Make music (including creating, uploading and using their own sounds), edit, amend (2.7 2 sequence)

##### As scientists we will focus on:

##### Working Scientifically:

- 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

##### Animals Including Humans

- Identify and name a variety of common British animals including fish, amphibians, reptiles, birds and mammals. (Identifying and classifying investigation)
- Describe and compare the structure of a variety of common animals focusing on mammals, reptiles and birds.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores, particularly farmyard and British animals.
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults, looking at the life cycle of chickens and frogs.
- Investigate "Do older children have bigger hands?" (Pattern seeking investigation)
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air), focusing on humans and farmyard animals (Researching using secondary sources).
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Main focus - exercise and hygiene)

##### Seasons:

- Observe changes across the 4 seasons.
- Observe and describe weather associated with the seasons and how day length varies.
- The above will be done with a specific focus on changes from Winter to Spring.

Please see Science skills sheets for further guidance

##### Literacy:

##### Develop our English skills through the stimuli of:

- A traditional story based on "The Elves and the Shoemaker".
- A recount of our class trip to Shrewsbury Museum.
- A story based on the text "George and the Dragon" by Christopher Wormell.
- An information text about exercise or the life cycle of a frog.
- Instruction writing.
- Writing about the strange events in David Weisner's book 'Tuesday'.

##### Reading texts from our reading spine.

- Who's Afraid Of The Big Bad Book and The Storybook Wolves by Lauren Child
- Emily Brown and the Thing by Cressida Cowell
- George and the Dragon by Christopher Wormell
- Traditional tales: Rumpelstiltskin
- Traditional tales: Rapunzel
- The Very Smart Pea and the Princess to be by Mini Grey
- The pea and the princess by Mini Grey
- Poem: Ten Things a Real Princess can do by Clare Bevan
- The wolf story: What really happened to Little Red Riding Hood by Toby Forward

##### Develop our Maths skills through key foci of:

Mental fluency, reasoning and problem solving using:

- Geometry (naming and describing the properties of 2d and 3d shapes.
- Regrouping to Add and Subtract (Bridging strategies).
- Choices for Addition and Subtraction (which strategy to use)
- Problem Solving with Addition and Subtraction
- Doubling and Halving (using multiplication knowledge).
- Multiplication -Counting, Multiples and Repeated Addition
- Multiplication -Number of Groups, Group Size and Product
- Division -Sharing and Grouping
- Problem Solving with Multiplication and Division (including bar modelling and scaling)
- Using number scales to record our temperature in science.
- Using bar charts and tally charts to record the frequency of human and physical features in geography.
- Using measuring in cm and mm when making our sliders and levers when making our books with moving parts.
- Using the language of position and direction in our geography map work.

Please see skills and knowledge in the year group assessment grids.