



*Challenge, Equality & Opportunity*

## **HALF TERM OVERVIEW FOR KEY STAGE 1 – SPRING TERM 2 – 2022**



# **History/Geography**

## *What is deep down under our feet in Gosforth?*



Through the topic the children will...

- know that our local area is different to the way it used to be a long time ago
- differentiate between things that were here 100 years ago and things that were not
- describe where people and events fit within a timeline and identify some change and continuity between ways of life in different periods
- find answers to some simple questions about the past from simple sources of information
- use maps and globes to locate the UK
- use basic vocab to refer to key physical features and human features
- be able to study pictures of localities in the past and present and ask 'How has it changed?'
- To express own views about a place, people and environment

Through the topic the children will investigate the following key questions...

- What is coal and where does it come from?
- What does 'It's like carrying coals to Newcastle' mean?
- How has Gosforth changed?
- What is deep down underground our feet now?
- What is deep down underground our feet in Gosforth?

# SCIENCE-Plants



Through the topic the children will...

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees
- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies

Through the topic the children will investigate the following key questions...

- What are the signs of spring you can spot?
- What is the weather like today?
- Can you grow a Sunflower?
- How can I keep my plant healthy?
- What are the parts of a plant called?
- Can you identify the plants growing in our school grounds?
- Is your sunflower growing/ changing?
- What do plants need to grow and stay healthy?

## RE – Easter

Through the topic the children will be able to...

- describe some of the main festivals or celebrations of a religion
- explain the meaning of some religious symbols
- identify the things that are important in their own lives and compare these to religious beliefs

## PE

Through the topic the children will...

### Invasion Games and Skipping

- develop practical skills in order to participate, compete and lead a healthy lifestyle
- move with control and care
- repeat and explore actions with control and co-ordination

### NUF: Multi-Skills

- show control and co-ordination when travelling or balancing
- move with careful control, co-ordination and care
- balance on different points of my body
- roll a ball or a hoop
- develop throwing and catching skills
- identify how a performance could be improved
- develop resilience and teamwork skills
- move in different ways, weaving, dodging and changing direction

<b>COMPUTING- Beebot Programming</b>	<b>DT- Designing and Making a Model Vehicle (Primary Engineer)</b>
Through the topic the children will...	Through the topic the children will learn to...
<ul style="list-style-type: none"> <li>• understand what algorithms are</li> <li>• understand how algorithms are implemented as programs on digital devices</li> <li>• understand that programs execute by following precise and unambiguous instructions</li> </ul>	<ul style="list-style-type: none"> <li>• cut materials safely using tools provided</li> <li>• measure and mark out to the nearest centimetre</li> <li>• demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling)</li> <li>• demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen)</li> <li>• design products that have a clear purpose and an intended user</li> <li>• make products, refining the design as work progresses</li> <li>• create products using levers, wheels and winding mechanisms</li> <li>• suggest improvements to existing designs</li> </ul>
<b>PSHE- Healthy Me</b>	<b>MUSIC – Zootime</b>
Through the topic the children will learn to...	Through the topic the children will learn...
<p>Year 1:</p> <ul style="list-style-type: none"> <li>• understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy</li> <li>• know how to make healthy lifestyle choices</li> <li>• know how to keep myself clean and healthy, and understand how germs cause disease/illness</li> <li>• know that all household products including medicines can be harmful if not used properly</li> <li>• understand that medicines can help me if I feel poorly and I know how to use them safely</li> <li>• know how to keep safe when crossing the road, and about people who can help me to stay safe</li> <li>• tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>• know what I need to keep my body healthy</li> <li>• show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed</li> <li>• understand how medicines work in my body and how important it is to use them safely</li> <li>• sort foods into the correct food groups and know which foods my body needs every day to keep me healthy</li> <li>• make some healthy snacks and explain why they are good for my body</li> <li>• decide which foods to eat to give my body energy</li> </ul>	<ul style="list-style-type: none"> <li>• how they can enjoy moving to music by dancing, marching, being animals or pop stars</li> <li>• how songs can tell a story or describe an idea</li> <li>• about voices singing notes of different pitches (high and low)</li> <li>• that they can make different types of sounds with their voices – you can rap (spoken word with rhythm)</li> <li>• to find a comfortable singing position</li> <li>• to start and stop singing when following a leader</li> <li>• to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part)</li> <li>• to play the part in time with the steady pulse</li> <li>• to listen to and follow musical instructions from a leader</li> </ul> <p>(Following Charanga music scheme)</p>