



*Challenge, Equality & Opportunity*

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



# **History/Geography**

## *How did Newcastle get its name?*

Through the topic the children will...

- To name a famous place close to where we live (Yr1)
- To describe significant places locally (Yr2)
- To know that our local area is different to the way it used to be a long time ago (Yr2)
- To differentiate between things that were here 100 years ago and things that were not (Yr2)
- To describe where people and events fit within a timeline and identify some change and continuity between ways of life in different periods.
- To use maps and globes to locate the UK (Yr1 & 2)
- To be able to identify the 4 countries in the UK and label capital cities (Yr1 & Yr2)
- To be able to use basic vocab to refer to key physical features and human features (Yr2)

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

- *Where in the world do we live?*
- *Did Newcastle always have this name?*
- *What are the different parts of a Motte and Bailey castle?*
- *How did Newcastle get its name?*
- *How could the Scots attack a castle?*
- *How did Newcastle get its name?*

# SCIENCE-Materials

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 changes across the four seasons
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- distinguish between an object and the material from which it is made.
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties.
- identify and compare the suitability of a variety of everyday materials for particular uses  
find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

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

- What is changing in our school grounds?
- What material is it made of?
- What are the properties of the materials?
- What is the best material for...?
- What is paper used for?
- What are objects in our classroom made from and why?

## RE – Beliefs and Practices

Through the topic the children will learn...

- To understand beliefs and teachings
- To understand practices and lifestyles
- To understand how beliefs are conveyed
- To reflect
- To understand values

## PE

Through the topic the children will...

### Gymnastics

- Recap the 5 basic body shapes: Straight, tucked, straddle, star and pike.
- Transfer ideas of body shape onto low apparatus.
- Explore different ways of travelling on feet, walking, skipping, sidestepping and galloping.
- Explore different ways of travelling on hands and feet, monkey walk, crab walk, caterpillar walk and bunny hop.
- Transfer ideas of how to travel onto apparatus.
- Explore balancing on large parts of the body.
- Explore different ways of jumping and landing on the floor on and off low apparatus.
- Select and link movements together on the floor and apparatus.
- Observe and comment on their work.

### 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.

COMPUTING- Coding	ART- Collage
Through the topic the children will...	Through the topic the children will learn to...
<ul style="list-style-type: none"> <li>• understand what an algorithm is</li> <li>• write their own algorithms for somebody to follow</li> <li>• use an algorithm</li> <li>• spot patterns in an algorithm</li> <li>• explain what a block of code is</li> <li>• read through combined blocks of code</li> </ul>	<ul style="list-style-type: none"> <li>• Record from first-hand observation, experience and imagination, and explore ideas.</li> <li>• Investigate the possibilities of a range of materials and processes.</li> <li>• Try out tools and techniques and apply these to materials and processes.</li> <li>• Represent observations, ideas and feelings, and design to make artwork.</li> <li>• Review what they and others have done and say what they think and feel about it.</li> <li>• Identify what they might change in their current work or develop in their future work.</li> <li>• Visual and tactile elements, including colour, pattern and texture, shape, size, form &amp; space.</li> <li>• Materials and processes used in making art.</li> <li>• Differences and similarities in the work of artists, craftspeople and designers in different times and cultures.</li> </ul> <p>Learn about different collage techniques through using different materials.</p>
PHSE- Dreams and Goals	MUSIC – I wanna be in a band (Rock)
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>• set simple goals</li> <li>• set a goal and work out how to achieve it</li> <li>• understand how to work well with a partner</li> <li>• tackle a new challenge and understand this might stretch their learning</li> <li>• identify obstacles which make it more difficult to achieve their new challenge and can work out how to overcome them</li> <li>• tell us how they felt when they succeeded in a new challenge and how they celebrated it</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>• choose a realistic goal and think about how to achieve it</li> <li>• carry on trying (persevering) even when they find things difficult</li> <li>• recognise who they work well with and who it is more difficult for them to work with</li> <li>• work well in a group</li> <li>• tell us some ways they worked well with their group</li> <li>• know how to share success with other people</li> </ul>	<ul style="list-style-type: none"> <li>• about 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 treat instruments carefully and with respect</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 and follow musical instructions from a leader</li> </ul> <p>Following Charanga music scheme</p>