

Chase Lane

Primary School and Nursery



Half Termly Curriculum Plan Spring 1 2024

Year 2 Superheroes									
	Prior knowledge	Key Vocabulary	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment
Science	<u>Year 1</u> Identifying materials Simple material properties Simple comparison of properties	man-made Natural original material physical suitable use/useful characteristics opaque properties reflective non-reflective transparent translucent rigid flexible strong weak	L.I. – I can identify and describe what an object is made of. Children are to identify and compare the properties of materials and their uses.	L.I. – I can describe and compare the properties of materials The children will describe the properties of an item and suggest why that property is suitable.	L.I. – I can Understand that the shapes of objects can be changed by twisting, bending, squashing or stretching. Children are to test a range of objects, judging their ability to be able to be bent, squashed, twisted or stretched.	L.I- I can compare the suitability of materials. Using a poem as a lesson stem, children are to explore the suitability of materials for different purposes.	L.I. – I can investigate materials that are waterproof (Charles Macintosh) Children are to receive a letter from a 'superhero', asking them to design a new waterproof suit. Learn about the scientist. Plan an experiment to test different materials for their waterproof properties.	L.I. – I can evaluate the results from an investigation. Children are to carry out their planned experiments, and evaluate what material was the most waterproof and suitable material for being a 'superheroes suit'.	Hexagon hot task. Assessment of children's learning. Children to be give visual prompts of the lessons covered. Children to evidence their learning in a mind map style.
Computing	<u>Year 1</u> -We are Collectors	-Digital Camera -Image -Photo -Photograph -Pixel -Close-up -Zoom in -Landscape -Portrait	<u>We are Photographers</u> L.I. – To use a digital device to take a photograph - I can recognise what devices can be used to take photographs - I can talk about how to take a photograph - I can explain what I did to capture a digital photo	<u>We are Photographers</u> L.I. – To make choices when taking a photograph - I can explain the process of taking a good photograph - I can take photos in both landscape and portrait format - I can explain why a photo looks better in portrait or landscape format	<u>We are Photographers</u> L.I. – To describe what makes a good photograph - I can identify what is wrong with a photograph - I can discuss how to take a good photograph - I can improve a photograph by retaking it	<u>We are Photographers</u> L.I. – To decide how photographs can be improved - I can explore the effect that light has on a photo - I can experiment with different light sources - I can explain why a picture may be unclear	<u>We are Photographers</u> L.I. – To use tools to change an image - I can recognise that images can be changed - I can use a tool to achieve a desired effect - I can explain my choices	<u>We are Photographers</u> L.I. – To recognise that photos can be changed - I can apply a range of photography skills to capture a photo - I can recognise which photos have been changed - I can identify which photos are real and which have been changed	Children to pick their best photograph and be able to explain: 1. The format they have chosen and why; portrait or landscape 2.What features make their photo a good photo. ie. Subject, lighting and clarity.
Art and Technology	<u>Year 1:</u> . primary colours . mixing primary	Colour wheel Primary colours Secondary colours	L.I. – I can learn about the work of Roy Lichtenstein	L.I – I can explore and describe work by Lichtenstein	L.I. – I can mix a range of secondary and tertiary colours.	L.I. – I can explore art techniques – Ben-Day dots	L.I. – I can use the work of Lichtenstein to make links to my	L.I. – I can talk about why I have selected certain	Children are to complete a comic book cover in the

	colours to create secondary colours	Tertiary Colours Ben-day dots Pop Art	Children to learn facts about the artist Roy Lichtenstein and what style of art he is famous for	Children to use their sketch books to explore Lichtenstein's work and style of art.	Children are to develop their understanding of the colour wheel, including how to mix secondary and tertiary colours.	Children to use a variety of tools to try out different methods of creating Ben-Day dots	own work. Children are to create their own comic book Art (linked to Literacy) using Lichtenstein's style e.g. pop art, 4 main colours, Ben-Day dots.	colours for my artwork. Children are to hold an art exhibition across the year gp, sharing each other's work and discussing why they have used certain colours, techniques, styles.	style of Roy Lichtenstein. Assess their understanding of the style of art through their use of colour and technique. 4 key colours Ben-Day dots Lines Onomatopoeias Inspired by comics (Linked to Literacy-cover for their comic books)
Religious Education	Year 1: How do we bring community together? What does the cross mean to Christians? Why is light important to Christians? (Y2)	-Christianity -Christening -Baptism -Belonging -Faith -Font -Prayers -Symbols	L.I.- I can describe how it feels to belong Children with then identify a group they belong to like a swimming team. They will then make a paper chain of people	L.I.- I can classify the meaning of symbols used in Christian baptism Children to re-enact a baptism with props and labels to prompt key vocabulary.	L.I.- I can create a symbol which represents belonging Children to complete a scavenger hunt for Christian symbols and their meanings and design their own.	L.I.- I can design a church which includes symbols of Christianity Recap on Christian symbols and the functions of a church then complete design.	L.I.- I can compose an artwork to express how Christians belong to a faith family Recap on ways we belong, the meaning of symbols and the role of the church to complete artwork	L.I.- I can reflect on what I have learned about Christianity Descriptive text that includes key vocabulary from the unit to show understanding	Children to complete an end of unit outcome that will include key vocabulary taught throughout the unit as well as their personal reflection of belonging as well as how this feels for Christians.
Music	EYFS: Learning to recognise / respond to simple patterns of musical notation. Year 1: Learning to write patterns of simple notation into Rhythm Grids.	-Pulse. -Rhythm. -Notation (Fly / Spider / Moth). -Time Signature. -Untuned Percussion. -Claves. -Rehearse. -Perform.	Recognising & responding to the rhythm patterns of well know children's song. Learning about Pulse / Rhythm & how they work together.	Reinforce previous weeks learning on Pulse / Rhythm. Individually compose / rehearse / perform (untuned percussion instruments). rhythmic patterns using simple musical notation onto a rhythm grid.	Recognise that the lyrics of songs form the written rhythmic patterns. Learning to write down rhythmic patterns of well-known songs / Rhymes using simple musical notation.	Reinforce previous learning that the lyrics of songs form the written rhythmic patterns. Improving writing down of well-known songs / rhymes using simple musical notation & start to add lyrics	Build on & extend previous learning on musically writing down rhythm patterns & matching with lyrics using simple notation. patterns with Recognising that the lyrics of songs form the written rhythmic patterns. Improving write down rhythmic patterns of well-known songs / Rhymes in simple musical notation & start to add lyrics.	Revisit all the used activities as a general recap of this half terms work. Using Claves, everyone to rehearse & perform an African circle group game using the previously learned ' Ob-wi-san-nah Sah ' song from earlier in this unit.	During this unit of work, children will complete various 4 bar Rhythm Grids of varying difficulty using simple musical notation & matching to given / rehearsed lyrics.
PSHE	Year 1: Setting goals and identifying achievements Learning styles Identifying and overcoming obstacles	-Realistic -Proud -Success -Celebrate -Achievement -Strengths -Persevere -Challenge -Partner	L.I.- I can choose a realistic goal and think about how to achieve it Children to set a goal of what they'd like to achieve in the next year and then	L.I.- I can persevere when I find tasks difficult Children to work in partners and choose something that they find more challenging. Their	L.I.- I can recognise who it is easy or more difficult for me to work with Children will agree a list of what makes a helpful or unhelpful learning partner then	L.I.- I can work cooperatively in a group to create an end product Children will feed back what makes for good team work and then complete a team	L.I.- I can explain some of the ways I worked cooperatively in my group to create an end product Children will reflect on the photos from	L.I.- I know how to share success with other people Children will make their own "dream birds" that includes two stars and a wish (two things they are	Children will show an ability to assess their own strengths and weaknesses throughout the unit.

		-Teamwork -Goal	break this down into three steps on a ladder	partner will help them to problem solve and mind map how they could overcome the challenge.	choose someone in the class to work with and explain why.	challenge with a small group (photo evidence).	last week's team challenge and choose their favourite image to describe different aspects of team work.	great and one thing they would like to improve) and place these in an outside area in reflection.	
Foreign Languages	Vocabulary: Numbers to 10 Colours Say your name, age where you live Phonics; Silent final consonants Mouth shaping for unfamiliar sounds Skills: Listen with care Repeat what you hear Turn taking in conversation	Woodland animals for repetition and recognition Je voudrais = gift Je préfère + animal	Listen to a story about a birthday party Practice the name of woodland animals	Recall some names for animals – say which you prefer L'anniversaire d'Henri – listen and join in the retelling of the story.	Remember numbers and say how old I am in French	Understand the name of birthday gifts and say which you'd like	Say which month your birthday is in	Listen to a sequence of instructions and respond to colours.	Self, [peer and teacher assessment – readiness for listening and repeating
PE		Travel Movements Methods Beat Dance Partner	To explore different levels and speeds of movement	Explore ideas by experimenting with actions, dynamics, directions and levels	Explore patterns of movement with a partner	To work to music, creating movements that show rhythm and control	Link contrasting movements together to make a short dance sequence	Perform a complete dance with clarity and flow, showing changes in levels and speed	