

| Half Term: | Spring 1 | | CYCLE: | A | | Year Group/s: | 1/2 | | Core Text: | Think of an Eel | |
|---------------------------------|---|--|--|--|---|--|--|--|------------|-----------------|--|
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | | | | |
| ENGLISH Reading | Think of an Eel Retrieval Retell and summarise previously unknown stories. | Think of an Eel Retrieval Share opinions on main characters | Think of an Eel Retrieval Retell and summarise stories. | Think of an Eel Explore Talk about likes and dislikes of a story. | Think of an Eel Explore Locate information | | | | | | |
| ENGLISH Writing (including GPS) | Fiction Focus: Setting Pattern: Journey story | Fiction Focus: Setting Pattern: Journey story | Fiction Focus: Setting Pattern: Journey story | Fiction Focus: Setting Pattern: Journey story | Non-fiction Focus: Persuasion Form: Guide to owning an eel | Non-fiction Focus: Persuasion Form: Guide to owning an eel | Non-fiction Focus: Persuasion Form: Guide to owning an eel | | | | |
| PHONICS (EYFS/KS1 ONLY) | Phase 5 /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder Tricky Words any many again | Phase 5 /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone Tricky Words who whole where two | Phase 5 /l/ le al apple metal /s/ c ice /v/ ve give Tricky Words school call different | Phase 5 /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey Tricky Words thought through friend work | Phase 5 Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa | REVISIT AND REVIEW | ASSESSMENT | | | | |
| MATHS | Number - place value within 50 | Number - place value within 50 | Number - multiplication (2,5 10) | Number - multiplication (2,5 10) | Number - multiplication and division | Number - multiplication and division | Number - multiplication and division | | | | |
| SCIENCE | Plants Find out what plants need to grow. | Plants Describe what plants need to grow and stay healthy | Plants Observe and record the growth of plants over time. | Plants Understand that plants adapt to suit their environment. | Seasons Identify signs of winter | | | | | | |
| HISTORY | Taught in Spring 2 | | | | | | | | | | |

| | | | | | | | |
|------------------|---|---|---|---|---|---|--|
| GEOGRAPHY | Human and Physical characteristics on UK and Non- European countries Discover features of the UK | Human and Physical characteristics on UK and Non- European countries Identify land features and climate of the local area. | Human and Physical characteristics on UK and Non- European countries Discover land features and climate of Bermuda. | Human and Physical characteristics on UK and Non- European countries Discover land features and climate of Bermuda. | Human and Physical characteristics on UK and Non- European countries Understand geographical similarities and differences. | Human and Physical characteristics on UK and Non- European countries POP Task | |
| DT | Taught in Spring 2 | | | | | | |
| ART | Collage Respond to the work of Andy Goldsworthy | Collage Create Land Art after Richard Long | Collage Sort and select collage materials for texture | Collage Create a collage from the imagination | Collage Use contrasting materials for effect | Collage Develop an abstract collage | |
| MUSIC | In The Groove Sing the song | In The Groove Sing the song and play instrumental parts within the song | In The Groove Sing the song and improvise using voices and/or instruments within the song | In The Groove Sing the song and perform composition(s) within the song | In The Groove Choose what you perform today. Start to prepare for the end-of-unit performance | In The Groove Prepare for the end-of-unit performance | |
| RE | What do Jewish people remember on Shabbat? What is the Jewish creation story? Jewish | What do Jewish people remember on Shabbat? What is the Jewish creation story? Jewish | What do Jewish people remember on Shabbat? What is the Jewish creation story? Jewish | What do Jewish people remember on Shabbat? What is the Jewish creation story? Jewish | What do Jewish people remember on Shabbat? What is the Jewish creation story? Jewish | What do Jewish people remember on Shabbat? What is the Jewish creation story? Jewish | |
| PE | Class Teacher: Dance / Yoga Developing a range of movement patterns .Developing strength, flexibility, balance and coordination. PE Coach Hockey Learning basic hockey skills the children will apply their knowledge from the previous term and continue to develop skills such as dribbling, ball control and spatial awareness. | Class Teacher: Dance / Yoga Developing a range of movement patterns .Developing strength, flexibility, balance and coordination. PE Coach Hockey Learning basic hockey skills the children will apply their knowledge from the previous term and continue to develop skills such as dribbling, ball control and spatial awareness. | Class Teacher: Dance / Yoga Developing a range of movement patterns .Developing strength, flexibility, balance and coordination. PE Coach Hockey Learning basic hockey skills the children will apply their knowledge from the previous term and continue to develop skills such as dribbling, ball control and spatial awareness. | Class Teacher: Dance / Yoga Developing a range of movement patterns .Developing strength, flexibility, balance and coordination. PE Coach Hockey Learning basic hockey skills the children will apply their knowledge from the previous term and continue to develop skills such as dribbling, ball control and spatial awareness. | Class Teacher: Dance / Yoga Developing a range of movement patterns .Developing strength, flexibility, balance and coordination. PE Coach Hockey Learning basic hockey skills the children will apply their knowledge from the previous term and continue to develop skills such as dribbling, ball control and spatial awareness. | Class Teacher: Dance / Yoga Developing a range of movement patterns .Developing strength, flexibility, balance and coordination. PE Coach Hockey Learning basic hockey skills the children will apply their knowledge from the previous term and continue to develop skills such as dribbling, ball control and spatial awareness. | |
| PSHE | Theme: Super/best Core value: Responsibility Golden rule: Do look after property/ do work hard Friendships | Theme: Super/best Core value: Responsibility Golden rule: Do look after property/ do work hard Loneliness | Theme: Super/best Core value: Responsibility Golden rule: Do look after property/ do work hard Emotions | Theme: Super/best Core value: Responsibility Golden rule: Do look after property/ do work hard Online Safety | Theme: Super/best Core value: Responsibility Golden rule: Do look after property/ do work hard Mental Wellbeing | | |