

<b>Science:</b> Animals including humans/Working Scientifically/Seasonal change
Learning objectives (inc <b>key vocab</b> ): EY: Talk about things they have seen; start to use classifications such as plant, animal; draw pictures of animals. Y1: Know and name a variety of <b>animals</b> , including <b>fish</b> , amphibians, reptiles, birds and mammals. Classify and know animals by what they eat ( <b>carnivore</b> , <b>herbivore</b> and <b>omnivore</b> ). Know how to sort animals into categories. Know how to sort living and non-living things. Know how to link the correct part of the human body to each sense.
Learning activities (inc. <b>assessment</b> ): Daily calendar, Y1 weather chart Sorting, classifying games and in provision (Y1 small world animals classified by habitat, add stickers for herbivore etc). Senses hunt. RSPB Great Schools Birdwatch. <b>Assess in discussions and in provision: can children name animals and whether they are herbivore/carnivore/omnivore, sorting activity. End of unit quiz</b>

<b>Religious Education:</b> EY: Which places are special and why? Which times are special and why? Y1: Sacred Places
Learning objectives (inc <b>key vocab</b> ): EY: Say what places and times are special and why. Y1: Identify key features of sacred places and say why Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. Talk about ways in which stories, objects, symbols and actions used in churches, and mosques show what people believe. Vocab: <b>church, mosque, cross, alter, prayer mat, Easter, Eid</b>
Learning activities (inc. <b>assessment</b> ): EY stories about Easter, Shrove Tuesday, Ramadan, Holi Festival Y1: videos about Christian and Muslim beliefs and practices, discussions using photo pack. <b>Ongoing quiz and discussion.</b>

<b>PSHE:</b> Jigsaw
Learning objectives (inc <b>key vocab</b> ): Dreams and Goals Healthy Me
Learning activities (inc. <b>assessment</b> ): <b>Jigsaw circle and discussions</b> <b>Conversations in provision</b> Oracy: Discussion and debate: Ways to achieve goals – how would you start/continue/finish? Does it matter if we do things differently from our friends? Learn BSL: Can Bears Ski? (read and discuss) If You're Happy and You Know It (sing and learn signs)

<b>Geography:</b> Geographical skills and fieldwork
Learning objectives (inc <b>key vocab</b> ): Identify a compass and simple compass directions ( <b>north, south, east, west</b> ). Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the <b>Equator</b> and the <b>North and South Poles</b> . <b>Winter, spring, summer, autumn weather</b> words. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features ( <b>river, lake, soil, valley, vegetation, city, town, village, farm, house, office, shop</b> ); devise a simple map; and use and construct basic symbols in a key.
Learning activities (inc. <b>assessment</b> ): EY weather chart, Y1 keep own weather chart (incl temperature). Map making of school and local area incl simple key, aerial views (drone), routes on a map to record a local journey. Differences between hot and cold places sorting activity. Oracy: Discussion and debate: Where would you like to travel to? Explain and justify your choice. <b>Ongoing quiz and recap meanings when vocabulary is used in stories, sorting activity.</b>

<b>Music:</b> Exploring sounds, pitch and beat
Learning objectives (inc <b>key vocab</b> ): Sing new and familiar songs Use untuned percussion instruments to accompany songs Explore sounds, <b>pitch and beat</b>
Learning activities (inc. <b>assessment</b> ): Music Express EY: Moving Patterns, Working World Y1: Machines, Seasons, Our School, Pattern. <b>Observation of children's performance in class sessions</b>

<b>History:</b> Key individuals/events and monuments in York
Learning objectives (inc <b>key vocab</b> ): EY: Know about someone famous from the past and some famous events in history Y1: Know why there is a <b>statue to George Leeman</b> in York. Vocab: explorers, exploration, important, discover.
Learning activities (inc. <b>assessment</b> ): Stories about famous explorers and their expeditions including Ernest Shackleton, Amy Johnson, Neil Armstrong, Isabella Bird. Place explorers on timeline and discuss their methods of travel. Oracy: Discussion and debate: Which famous person should have a new statue in York? Explain and justify choice. <b>Ongoing quiz, sorting activity</b>

<b>Art &amp; Design:</b> Painting around the world
Learning objectives (inc <b>key vocab</b> ): Name primary and secondary colours and how to make them. Create representations of people (EY) and show how people feel by including mouth facial expressions (Y1). Talk about pictures they have made. Talk about what they can see in the work of artists
Learning activities (inc. <b>assessment</b> ): Look at work of Tingatinga, Frida Kahlo, Jessie Onark Experiment with paint and tools – different thicknesses of brushes, print using everyday objects, colour mixing in continuous provision. Produce own paintings. Oracy: Discussion and debate: Do you like this painting? Why/why not? Explain and justify your opinion. <b>Observation, photos, discussion</b>

<b>Design &amp; Technology:</b> Sliders and Levers
Learning objectives (inc <b>key vocab</b> ): EY: Talk about what they have made and how they made it. Y1: Describe how something works. Make a product which moves. Explain to someone how to make a product. <b>Pivot, lever, bridge/guide, slider, split pin, push, pull, up, down, function, purpose, backwards, forwards, straight, curve</b>
Learning activities (inc. <b>assessment</b> ): Workshop in continuous provision. Investigative task – books with moving parts. Focused task – use of split pins. Y1: Include self-chosen design criteria in their workshop. Make a card or picture with moving parts. Oracy: Explain how you made your product to the class, including materials used. Discuss how products could be improved and whether they fulfil the design criteria – why/why not? <b>Assess: observations, can child make card/picture with moving part(s) which fulfils design criteria? In Y1 can children use their own design criteria in workshop?</b>

<b>Computing:</b> Information technology
Learning objectives (inc <b>key vocab</b> ): Use a camera to take pictures and videos and look at them. Record sound and play back. Store and retrieve digital content. Use a website. <b>Internet, password, search, rules, website, private information, email choices</b>
Learning activities (inc. <b>assessment</b> ): Use Purple Mash website Y1: Create pictogram using 2Count (What type of pets to children have? . Use 2Animate to create a simple animation (link to history, geography, science). Bee Bots – make our own map mats linked to local geography fieldwork. <b>Assess by observation: can children program 3 simple moves/turns? Can they use Purple Mash to complete activity successfully/independently?</b>

<b>Physical Education:</b> EY: Gymnastics, ABC Y1: Health Related Exercise, gymnastics, hockey, dodgeball and weaving games
Learning objectives (inc <b>key vocab</b> ): Develop fundamental movement skills. Engage in co-operative physical activities, in a range of increasingly challenging situations. Basic movements including running, jumping, throwing and catching, develop balance, agility and coordination. Perform gymnastic sequences using simple movement patterns. <b>Ball, bat, run, jump, hop, skip, catch, throw, roll, space, stretch, climb, direction</b>
Learning activities (inc. <b>assessment</b> ): Discrete adult-led PE sessions Continuous provision: outdoors, monkey bars, tyre, bikes <b>Observations</b>

<b>Key vocabulary</b>	<b>Big Concepts</b>	<b>Reading across the Curriculum</b>	<b>Writing across the Curriculum</b>	<b>Enrichment Opportunities</b>
Explore/explorer, discover. Physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Map, key, symbol, east, west, north, south, left, right	Time, change and chronology – when, what order, how have things changed? (old/new, similarities/differences) Place – what makes up a place? (immediate locality) Space – the impact of humans on space and why things are in a certain area Environment – the importance of area (local area observations)	Jack and the Flum Flum Tree Lost and Found Look up! Don't Call Me Grumpycorn History: Little Wings FJ Beerling Man on the Moon, Simon Bartram Ice Trap! Meredith Hooper Fantastically Great Women Who Changed the World, Kate Pankhurst A Picture History of Great Explorers, Gillian Clements	Labels, lists, captions, sentences (Y1 independent books) Narrative Record science investigations in provision, DT evaluation, letter to post in village (shared and independent writing)	Yorkshire Wildlife Park Learn how to respond in an emergency EY: Celebrate Chinese New Year Y1: Learn a Chinese dragon dance Make musical instruments and make an orchestra

# Phase I

## Spring Term (Year B)

### Adventures