

Year 1/2 Monster Seasons Winter Wonderland & A Taste of Spring Learning Sequence Spring 2026

Synopsis: Children will consolidate and develop their understanding of different world climates, recognising seasonal changes and making comparisons between countries from around the world.

In **English**, children will explore a range of non-fiction texts to find out about world climates. They will learn about the features of explanations texts and then create their own fact files about a cold climate animal. We will look at stories from different cultures and cultures around the world.

In **Science**, children explore seasonal changes and monitor the weather as well as making observations of the changes from Winter to Spring. We will be exploring different materials and their properties and learning about Animals including Humans.

In **Geography**, children use maps and atlases to locate continents, countries, oceans and hot/cold places. We will be comparing the UK to both European and non-European countries.

In **Art**, children will be learning about the work of Matisse and creating seasonal collages. We will be making 3D sculptures linked to our science unit of Animals including Humans

In **D&T**, children will create a stable structure to be able to hold a certain weight linked to our science unit of 'Everyday Materials'. We will be planning, designing and evaluating a textile love heart. In cooking and nutrition, we will be making some healthy dishes using our knowledge of where food comes from.

In **Computing**, children will programme the BeeBots, following a set of instructions to move the BeeBot around the world's continents and oceans. We will use purple mash to further developing our programming skills. As part of our 2BeSafe units, the children will be learning about online safety, bullying, health and well-being. As part of our statistics unit in maths, we will be using spreadsheets to present and interpret information.

In **PE**, children will explore different movement patterns through dance, being inspired by a range of sources such as art and music. They will be developing their game skills by exploring the fundamentals of rugby, Kwik cricket and dodgeball.

In **Music** children will be inventing their own musical story and learning to listen. We will be responding to a range of different types of music and explore percussion instruments. We will be incorporating different types of music into our weekly PE and daily singing sessions.

In **PSHE** children discuss 'Dreams and Goals' and 'Healthy Me'.

In RE children will be learning about the faith of Christianity, learning about the stories and messages that Jesus told. We will be reading, writing and role-playing the Easter story, thinking about the most important parts and giving reasons to our suggestions. We will be looking at how Easter is celebrated across the whole world.

Length of theme: 11 weeks

English

Write an explanation text - animals in cold climates

Year 2 English Objectives	Year 1 English Objectives	English Learning Sequence
<p>Comprehension</p> <ul style="list-style-type: none"> Retrieve and record information from non-fiction books that are presented in different ways <p>Text Structure & Features</p> <ul style="list-style-type: none"> Understand the structure of non-fiction books Write for different purposes (historical comparison) <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required Use subordination (as, when, because) Use co-ordination (and, so, but) <p>Plan, Draft, Edit & Evaluate</p>	<p>Comprehension</p> <ul style="list-style-type: none"> Discuss meanings of new words/vocab provided Self-check to make sure text makes sense and correct inaccurate reading <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> Leave spaces between words Use punctuation for sentences using capital letters, full stops, question marks and exclamation marks Use “and” to join words and clauses Use capital letter for names of people, places, days of the week and pronoun I <p>Transcription</p> <ul style="list-style-type: none"> Spell words containing the 	<ul style="list-style-type: none"> Show children a range of non-fiction books (linked to different climates and animals) What do they notice? Examine front covers, contents, index and glossary and discuss the function of each Discuss different ways in which the information is presented – use of photographs, diagrams, headings and sub-headings etc. - are the books all set out the same or are there differences? Within book, choose a specific animal to find out about - what do children notice about the structure and features of text eg photos to support, headings, subheadings Chop up some information about animals and ask children to reorganise it under chosen headings Research into Emperor Penguins – create a whole class information text with each group/pair being responsible for each subheading Independently, children to choose a cold climate creature, eg polar bear, to research Using websites, photos and books, children find answers to key questions about appearance, habitat, food etc. Jot key ideas in note form and rehearse making these into complete sentences ensuring that each sentence is demarcated correctly Notice that some conjunctions add information (and), some explain (so, because) and some contrast (but)

- Plan/say aloud what they are going to write
- Write down key words/ideas/vocabulary
- Evaluate own writing with teacher/other pupils
- Re-read for sense and check that verbs that indicate time are used correctly, including verbs in the continuous form
- Proof-read for errors in spelling, grammar and punctuation

Transcription

- Form lower-case letters of correct size/proportion
- Start using diagonal/horizontal strokes to join and know which are best left unjoined
- Write capital letters of the right size, orientation and proportion
- Use correct spacing between letters and words
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
- Spell common exception words and those with

40+ phonemes, common exception words and days of the week

- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
- Sit correctly at table holding pencil correctly
- Understand which letters belong to which handwriting families
- Using letter names to distinguish between alternative spellings of same sound

In addition to the above, teachers should apply general spelling rules and guidance, as listed in [English Appendix 1](#) and ensure concepts and skills outlined in [English Appendix 2](#) are also addressed.

- Write report focusing on organisation and layout of text

Guided Reading

- Linked to non-fiction texts / The Emperor's Egg

Weekly diary entries

- Children to write their own diary entries, recounting the events from their weekend (Mondays)

<p>contractions</p> <p>In addition to the above, teachers should apply general spelling rules and guidance, as listed in English Appendix 1 and ensure concepts and skills outlined in English Appendix 2 are also addressed.</p>		
<p><i>Reading, Phonics and SPAG</i></p>		
<p>Word Reading</p> <ul style="list-style-type: none"> • Continue to apply phonic knowledge to decode most words quickly and accurately when they have been frequently encountered • Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes • Sound out unfamiliar words accurately, automatically and without undue hesitation • Read words containing common suffixes • Read common exception words <p>Comprehension</p> <ul style="list-style-type: none"> • Predict what might happen on the basis of what has been read so far • Make inferences on the basis of what is being said and done • Ask and answer questions • Participate in discussions about texts, explaining their 	<p>Word Reading</p> <ul style="list-style-type: none"> • Respond with correct sound to graphemes for all 40+ phonemes • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • Read other words of more than one syllable • Read words with contractions and understand role of apostrophe • Read aloud accurately books that are consistent with taught phonic knowledge and re-read to build fluency <p>Comprehension</p> <ul style="list-style-type: none"> • Listen to a wide range of challenging stories, poems and non-fiction • Discuss these and make links to own experiences drawing on what they know • Take turns to explain clearly their understanding of what is read to them 	<p>Twinkl Phonics Programme</p> <p>As a school all children from Nursery to Year 2 follow the Twinkl Phonics Programme.</p> <p>This ranges from level 1 – level 6.</p> <p>All children in Year 1 are taking part in 5 lessons a week focusing on objectives from the phonic level in which they are working at (Level 2 – Level 5). Children are also receiving same-day interventions, when required, to help them keep up not catch up.</p> <p>Lessons are structured in the following way.</p> <ul style="list-style-type: none"> • Revisit and review– previous sounds and tricky/common exception words taught • Teach –new sounds and tricky/common exception words • Practise – blend/segment words focusing on new phoneme or words • Apply – read and write a caption or sentences focusing on new phonemes taught and tricky/common exception words • Assess – formatively assess during each session how the children are progressing and adapt planning and teaching accordingly. Summative assessments take place at the end of every half term. <p>Reading Opportunities</p> <ul style="list-style-type: none"> • Weekly guided reading using the Twinkl Phonic mini-books • Yr 2 – use of previous SAT papers to further develop

<p>understanding of what they have read so far</p> <ul style="list-style-type: none"> • Draw on what they already knows or on background information and vocabulary provided by the teacher 	<ul style="list-style-type: none"> • Take turns in high-quality discussions about what they have heard/read 	<p>comprehension skills</p> <ul style="list-style-type: none"> • 1:1 reading using Rhino Reader books and another book that is specifically matched to their phonic level. • Access to our classroom 'Reading Cosy' area • Story time and paired reading • Weekly library session <p>SPAG</p> <ul style="list-style-type: none"> • Weekly spelling tests set according to phonic phase and stage. • Punctuation- reinforce 'perfect sentence obligatory expectations; capital letters, finger spaces and full stops. Extend punctuation with exclamation marks and question marks. • Build vocabulary with knowledge of nouns, verbs and adjectives <p>Understanding different types of sentences</p> <ul style="list-style-type: none"> • Statement • Command • Question • Exclamation <p>Writing sentences using different punctuation – linked to topics (Thursdays)</p>
--	--	---

Maths

Addition/Subtraction – problem solving
Multiplication and Division
Measurement

<p>Year 2 Maths Objectives</p> <ul style="list-style-type: none"> • Recall and use multiplication and division facts for the 2, 5 and 10 	<p>Year 1 Maths Objectives</p> <ul style="list-style-type: none"> • Count to and across 100, forwards and backwards, 	<p>Maths Learning Sequence – Power Maths</p> <p>All year groups follow the Power Maths mastery programme.</p> <p>These curriculum objectives are covered in daily lessons through a small step, progressive approach.</p>
--	---	--

<p>multiplication tables, including recognising odd and even numbers</p> <ul style="list-style-type: none">• Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs• Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts• Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and 1s, a two-digit number and 10s, 2 two-digit numbers, adding 3 one-digit numbers• Choose and use	<p>beginning with 0 or 1, or from any given number</p> <ul style="list-style-type: none">• Given a number, identify 1 more and 1 less• Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least• Read and write numbers from 1 to 20 in numerals and words• Read, write and interpret mathematical statements involving addition ($+$), subtraction ($-$) and equals ($=$) signs• Add and subtract one -digit and two -digit numbers to 20, including 0• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$• Represent and use number bonds and related subtraction facts within 20• Solve one -step problems involving multiplication and	
---	---	--

<p>appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <ul style="list-style-type: none"> Compare and order lengths, mass, volume/capacity and record the results using >, < and = 	<p>division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p> <ul style="list-style-type: none"> Compare, describe and solve practical problems for lengths and heights long/short, longer/shorter, tall/short, double/half Compare, describe and solve practical problems for mass/weight heavy/light, heavier than, lighter than Compare, describe and solve practical problems for capacity and volume full/empty, more than, less than, half, half full, quarter Measure and begin to record length, mass/weight and capacity/volume 	
---	---	--

Science

Seasonal Changes and Everyday materials

<p>Year 2 Science Objectives</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> Ask and raise their own scientific questions Use first-hand practical experiences to find answers 	<p>Year 1 Science Objectives</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> Start to ask and suggest answers to simple scientific questions 	<p>Science Learning Sequence</p> <p>Seasonal Changes: Autumn to Winter, Winter to Spring</p> <ul style="list-style-type: none"> Focus on key vocabulary for this area by learning months of year song etc. Use season book 'Winter/Spring' to learn about changes and compare with previous seasons of Summer/Autumn.
---	--	--

- Gather and record data using diagrams, words and charts
- Perform simple tests
- Observe closely
- Discuss what they have found out
- Use simple equipment

Scientific Knowledge

- Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, stretching and twisting

- Use first-hand practical experiences to find answers
- Start to observe closely
- Begin to gather and record data simply using pictures and words
- Perform simple tests with support
- Start to discuss what they have found out
- Begin to use simple equipment

Scientific Knowledge

- Distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- 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

- Use observational skills to look for signs of Winter/Spring around them.
- Create a class chart to record information from observations of changes the season. Record weather and temperature daily on class calendar. Children create a season's tree which changes through the year as the seasons change on class window. Match months of the year to each season – describe and compare weather, temperature etc.
- Measure temperature and discuss weather. Compare and create pictogram to show patterns in weather/temperature
- Look at temperatures in different climates and compare e.g. Antarctica and Stainton (-58 / 4 degrees C)
- Use photographs, videos and the internet to further observe changes across the seasons.

Science Learning Sequence

Everyday Materials

- Go on an outdoor hunt to look at different objects and the materials that they are made from – distinguish between the object and the material that it is made
- Sort objects/pictures according to what they are made from
- Talk about the properties of each material and discuss what would be a good use for each material. Explain their choices
- Think about making a structure that would be strong enough to hold an object/weight
- Link to DT (making a bridge)
Children to design and create their own bridge choosing materials that would be suitable.
Test the bridges to see which is the strongest and can hold the most weight (Number of penguins who want to get across the sea using a bridge)

		<ul style="list-style-type: none"> • Link to DT (Sculptures) – think about how we can create a penguin model – what would be the best material? • Explore different materials and choose a material to create their own penguin 3D/2D model. Explain their choices
Animals Including Humans		
<p>Year 2 Science Objectives</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> • Ask and raise their own scientific questions • Use first-hand practical experiences to find answers • Gather and record data using diagrams, words and charts • Perform simple tests • Observe closely • Discuss what they have found out • Use simple equipment <p>Animals including humans</p> <ul style="list-style-type: none"> • Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene • Describe the basic needs of animals, including humans, for survival • Understand that animals, including humans, have offspring which grow into adults 	<p>Year 1 Science Objectives</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> • Start to ask and suggest answers to simple scientific questions • Use first-hand practical experiences to find answers • Start to observe closely • Begin to gather and record data simply using pictures and words • Perform simple tests with support • Start to discuss what they have found out • Begin to use simple equipment <p>Animals including Humans</p> <ul style="list-style-type: none"> • To identify, name, draw and label the basic parts of the human body • To explore and observe using their different senses • To name the 5 senses and to link the part of the body with each sense • To identify, name, describe 	<p>Science Learning Sequence</p> <ul style="list-style-type: none"> • Discuss the different ways of keeping healthy – link to PSHE • Children to create posters about keeping healthy and leading a healthy lifestyle • Design and create a health snack and packed lunch – think about the different food groups and where our food comes from – use the eat well plate (use Phunky Food recipes – link to following and writing instructions) • Draw around ourselves and label the parts of the body – link to senses • Go on a senses walk and record what we find • Children to match young and adult animals – sequence life cycles of humans and animals (link to polar animals) • Sort animals into groups fish, amphibians, reptiles, birds and mammals) • Create information fact files about different animals (recap on polar animals fact files)

features of and compare common vertebrates (fish, amphibians, reptiles, birds and mammals)

Geography

Use maps and atlases to locate countries, oceans and hot/cold places.

Year 2 Geography Objectives

- Name and locate the world's 7 continents and 5 oceans
- Name, locate and identify the four countries of the UK, their capital cities and the surrounding seas
- Develop geographical vocabulary
- Locate and name hot and cold areas in the world using atlases and globes in relation to Equator and the North/South Poles
Identify
- Use world maps, atlases and globes
- Use simple compass directions and locational language to describe the location of features and routes on a map

Year 1 Geography Objectives

- Know names of 7 continents and 5 oceans
- Name four countries of the UK, their capital cities
- Begin to use basic geographical vocabulary e.g. town, city, beach, forest, sea, mountain
- Talk about daily weather and seasonal weather patterns in the UK
- Find hot and cold areas in world using atlases
- Locate and name hot and cold areas in the world using atlases and globes in relation to Equator and the North/South Poles
- Begin to use simple compass directions and locational language

Geography Learning Sequence

- Recap map of Britain – naming/locating four countries and their capital cities
- Children to label map of Britain with four countries and capital cities
- Use of large world mat – naming and locating 7 continents and 5 oceans – use of Beebots to navigate around the world map
- Use a world map to add symbols of sunshine for hot locations and snowflake for cold locations (continue to record daily weather and temperature – monitor changes in weather/seasons)
- Discuss the equator and locate hot/cold places on the world map – learn about different climates by labelling maps and watching videos
- Research and find out about the first Arctic explorer
- Discuss and research what would somebody have to pack if going to a cold place and same if going to a hot destination
- Set of different animals – those that live in warm water/cool waters and plot these on a map using atlases to support
- Look at British seaside resorts and compare these – focus on physical features (eg sand, rocks, shingle) and human feature (eg shops, tourism etc.)

<ul style="list-style-type: none"> • Talk about similarities/differences in physical/human geography between an area of the UK and non-European area 	<ul style="list-style-type: none"> • Use arial photos and plans to recognise landmarks • Talk about similarities/differences in physical/human geography between an area of the UK and non-European area 	<ul style="list-style-type: none"> • Compare this to a non-European area • Record and present findings
---	--	--

History

Learn about polar explorers – visits to the Arctic and Antarctica

<p>Year 2 History Objectives</p> <ul style="list-style-type: none"> • Describe and understand the significance of historical events beyond living memory (nationally or globally) • Describe key people from the past who have contributed to national and international achievements and understand their significance 	<p>Year 1 History Objectives</p> <ul style="list-style-type: none"> • Describe and discuss historical events beyond living memory • Describe significant people from the past 	<p>History Learning Sequence</p> <ul style="list-style-type: none"> • Research and discuss polar explorers • Discuss the different climates and how they would need to prepare – role play that we are explorers going to Arctic/Antarctic • Watch videos to further understanding
--	--	--

Art

*Create a seasonal / arctic collage using a range of materials
Learning about the artist Matisse*

<p>Year 2 Art Objectives</p> <ul style="list-style-type: none"> • In collage, mix materials to create texture eg coiling, overlapping and montage 	<p>Year 1 Art Objectives</p> <ul style="list-style-type: none"> • In pencil, draw lines of different lengths and thickness 	<p>Art Learning Sequence</p> <ul style="list-style-type: none"> • Experiment with different techniques (eg crimping, crumpling, scrunching and ripping) to create different pictures by ripping paper and overlaying shapes – create an emperor penguin
---	--	---

<ul style="list-style-type: none"> • In painting, use a variety of thick and thin brushes to produce lines and shapes, textures and patterns • In painting, mix colours to make secondary colours • In print, use repeat or overlapping shapes (using objects to create print) • Use correct artistic vocabulary • Use and apply art and design techniques in using colour, patterns, texture, line, shape, form and space with a range of materials • Describe differences and similarities and make links to own work • Know about the work of a range of artists, craft makers and designers. 	<ul style="list-style-type: none"> • In collage, sort and use a range of materials that are cut, torn and glued • Begin to develop artistic vocabulary • Begin to use art and design techniques in using colour, patterns, texture, line, shape, form and space with a range of materials • Talk about the work of an artist, craft maker or designer • Discuss their own and others' work 	<ul style="list-style-type: none"> • Look at hot and cold colours – linked to climates around the world • Create abstract collages of different climates – discuss choice in colour and explain what their picture demonstrates • Learn about the life of Matisse and study some of his artwork • Compare his collages to their own creations • Recap of 2D shapes – draw and cut out shapes to create a collage • Discuss final product, using artistic language with groups (eg What did you like about it? Which bit was most tricky? What different techniques did you use?)
---	---	--

D&T

Build a bridge to be able to hold an object

<p>Year 2 D&T Objectives</p> <ul style="list-style-type: none"> • Design products for others and themselves that are purposeful, functional and appealing • Generate, develop, model and communicate ideas 	<p>Year 1 D&T Objectives</p> <ul style="list-style-type: none"> • Design simple products that work and look appealing • Discuss and draw ideas and use ICT to communicate • Explore simple mechanisms 	<p>D&T Learning Sequence</p> <ul style="list-style-type: none"> • Explore a range of bridges using non-fiction and images/video clips via the internet. Discuss materials and properties. • Take children on a walk around Stainton and look at the bridge to gain first-hand experience. What other bridges have they observed or been over? Use London bridge and images from Tower of London (linked to Historical Heroes topic - Autumn term)
---	---	--

<p>through talking, drawing, templates and ICT</p> <ul style="list-style-type: none"> • Explore and use mechanisms • Select from and use a wide range of materials and components according to their characteristics • Select from and use a wide range of tools and equipment to perform practical tasks • Evaluate own ideas and designs against given design criteria • Explore and evaluate a range of existing products 	<ul style="list-style-type: none"> • Use a range of a wide range of materials and components • Use a range of tools and equipment to perform practical tasks • Explore existing products • Discuss own ideas and designs 	
<p><i>Use produce to create a healthy dish</i></p>		
<p>Year 2 D&T Objectives</p> <ul style="list-style-type: none"> • Design products for others and themselves that are purposeful, functional and appealing • Generate, develop, model and communicate ideas through talking, drawing, templates and ICT • Select from and use a wide range of materials and components according to their characteristics 	<p>Year 1 D&T Objectives</p> <ul style="list-style-type: none"> • Design simple products that work and look appealing • Discuss and draw ideas and use ICT to communicate • Use a range of materials and components • Use a range of tools and equipment to perform practical tasks • Discuss own ideas and 	<p>D&T Learning Sequence</p> <ul style="list-style-type: none"> • Create a colourful fruit salad (phunky food) looking at where the different fruits come from. Sort food according to growing conditions. • Begin to grow some of our produce for use later in the year (link to Mr McGregor's Garden – Summer Term) • Learning about healthy eating and living through Jigsaw PSHE • Learn about the Eat Well Healthy Plate – matching foods to the correct food groups

<ul style="list-style-type: none"> • Select from and use a wide range of tools and equipment to perform practical tasks • Evaluate own ideas and designs against given design criteria • Explore and evaluate a range of existing products • Use basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from 	<p>designs</p> <ul style="list-style-type: none"> • Prepare simple dishes using knowledge of healthy food • Begin to understand where food comes from 	
--	---	--

Computing

Coding

Year 2 Computing Objectives	Year 1 Computing Objectives	Computing Learning Sequence
<ul style="list-style-type: none"> • Understand that algorithms are implemented as programmes on digital devices • Use technology to create, store, retrieve, organise and manipulate digital content • Use technology safely and respectfully, keeping personal information 	<ul style="list-style-type: none"> • Begin to understand that algorithms are implemented as programmes on digital devices • Use technology to create, store and retrieve digital content • Develop an understanding of how to use technology 	<ul style="list-style-type: none"> • Programming the BeeBots around a world map – using names of continents and oceans • Practise logging onto own Purple mash accounts using iPad and laptop • Programme using set of instructions – use 2Do for children to programme a aeroplane to take off and follow a set route • Understanding collisions in coding – use 2Do for children to guard the castle

<p>private</p>	<p>safely</p>	<ul style="list-style-type: none"> • Understanding the use of time in programming – use 2Do for children to programme the monkeys to jump for the bananas • Understanding different objects can be included within a programme – use 2code and select own objects for a programme • Use of buttons when programming to provide an action – understanding testing and debugging
----------------	---------------	---

PE

Dance

<p>Year 2 PE Objectives</p> <ul style="list-style-type: none"> • Evaluate own and others performances • Identify how to improve in different physical activities • Master basic movements including running and jumping • Perform dances using simple movement patterns 	<p>Year 1 PE Objectives</p> <ul style="list-style-type: none"> • Discuss own performances • Discuss how to improve in different physical activities • Master basic movements including running and jumping • Perform simple dances 	<p>PE Learning Sequence</p> <ul style="list-style-type: none"> • Dance routines – linked to weather patterns • Use a range of music for children to respond to with movement/patterns • Use of Ice Dance (Frozen) / Penguin Routine (Happy Feet) linked to Monster Seasons topic (cold climates) • Evaluate own and others dance routines • Present dance routine to EYFS/Yr1
--	---	---

*Rugby Fundamentals , Kwik Cricket and Dodgeball
Attacking and Defending – introduce through games*

<p>Year 2 PE Objectives</p> <ul style="list-style-type: none"> • Master basic movements including throwing, catching, running and jumping • Participate in team games following simple rules 	<p>Year 1 PE Objectives</p> <ul style="list-style-type: none"> • Master basic movements including throwing, catching, running and jumping • Participate in team games 	<p>PE Learning Sequence</p> <p><u>Rugby Fundamentals</u></p> <ul style="list-style-type: none"> • Recap on throwing skills using beanbags – independently and then into partner/group work • Practise throwing a beanbag at an object – use of hoops etc. • Develop throwing and catching to range of different sized balls i.e. basket balls, tennis balls etc. • Practice running and throwing in relays
---	--	---

<ul style="list-style-type: none"> • Develop simple tactics for attacking and defending • Identify how to improve in different physical activities 	<ul style="list-style-type: none"> • Begin to develop simple tactics for attacking and defending • Discuss how to improve in different physical activities 	<ul style="list-style-type: none"> • Introduce a third person to begin to develop attaching/defending skills <p><u>Hitting a ball</u></p> <ul style="list-style-type: none"> • Recap on hitting/throwing a ball to a partner using tennis rackets • Introduce use of cricket bats and throwing/hitting a ball to a partner <p><u>Games – application of ball skills</u></p> <ul style="list-style-type: none"> • Using space well in team games • Understanding how to mark players • Defending by intercepting • Using different tactics to get past a defender • Precision passing – passing to a player(s) <p>Using attacking and defending skills in a game – rugby, Kwik Cricket and dodgeball</p>
--	--	---

Music

Inventing a Musical Story – linked to literacy theme of traditional tales

<p>Year 2 Music Objectives</p> <ul style="list-style-type: none"> • Create music in response to non-musical stimulus • Recognise dot notation and match it to 3 note tunes • Say what they like/dislike and give reasons for their opinions 	<p>Year 1 Music Objectives</p> <ul style="list-style-type: none"> • Create musical sound effects / short sequences of sounds • Use music technology to capture, change and combine sounds • Recognise graphic notation and explore / invent own symbols • Begin to say what they like/dislike and give reasons for their opinions 	<p>Music Learning Sequence</p> <ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Singing and learning to play instruments within a song • Share and perform the learning that has taken place (the sequence of lessons take the above formation) <p><u>Inventing a musical story</u> – link to change in seasons and weather and literacy topic of polar animals</p> <ul style="list-style-type: none"> • Use the penguin dance
---	--	---

		<ul style="list-style-type: none"> • Discuss and evaluate musical stories with peers • Recap on use of percussion instruments and incorporate these into our stories
<i>Learning to Listen</i>		
Year 2 Music Objectives <ul style="list-style-type: none"> • Understand and identify beat grouping, including within familiar music • Sing range of songs regularly with increasing vocal control • Know the meaning of simple musical vocabulary • Listen to a combination of high-quality recorded and live music • Improvise simple question and answer phrases, sung and played or untuned percussion 	Year 1 Music Objectives <ul style="list-style-type: none"> • Understand steady beat and repeated rhythms • Sing collectively a range of simple songs, chants and rhymes • Respond to simple visual prompts • Listen to and compare sounds in the school environment • Improvise simple vocal chants, understanding rhythm / pitch 	Music Learning Sequence <ul style="list-style-type: none"> • Dance Routines and movement patterns in PE – using instruments to recognise beat/rhythm (recap on pulse and rhythm) • Respond to different pieces of music by movement and then using instruments – linked to seasonal weather patterns • Accompany well known songs from weekly singing worship and add instruments to perform to others • Daily singing of songs – classroom routine • Use of walks ‘sign of spring/summer’ to inspire use of instruments and voice to create short music performance
PSHE		
<i>Dreams and Goals / Healthy Me</i>		
PSHE Objectives	PSHE Learning Sequence – Jigsaw	

<p>These can be found on our website</p> <p>https://stainton-cofe-primary-school.secure-primariesite.net/puzzle-overviews/</p>	<p>All year groups follow the Jigsaw Teaching programme.</p> <ul style="list-style-type: none"> • These curriculum objectives are covered in weekly lessons, circle times and topics are celebrated through a weekly celebration assembly
---	--

RE

Christianity – What is the good news that Jesus told? Understanding Christianity

<p>Year 2 RE Objectives</p> <ul style="list-style-type: none"> • To think about sharing and spreading good news • To learn about what Bible stories tell us about Jesus. • To be able to retell some stories from the bible. • To be able to explain what the stories in the bible mean • To talk about some things in stories that make people ask question about what Jesus teaches us in his stories. 	<p>Year 1 RE Objectives</p> <ul style="list-style-type: none"> • To think about sharing and spreading good news • To learn about what Bible stories tell us about Jesus. • To be able to retell some stories from the bible. • To be able to explain what the stories in the bible mean. • To talk about some things in stories that make people ask question about what Jesus teaches us in his stories. 	<p>RE Learning Sequence – Carlisle diocese</p> <ul style="list-style-type: none"> • Who was Jesus? Recap on Christmas and Jesus’ birth • Talk about the angels and the good news that they brought to Mary and Shepherds from last half term • Think about a time when the children have heard or received good news – write and draw this. <i>How did it make you feel?</i> • Think about Jesus after he was born. <i>What did he do? Where did go? Who did he meet?</i> <p>Share a range of different stories from the bible with the children and introduce children to stories that they have not heard of before – explore through videos, story times and role-play</p> <ul style="list-style-type: none"> • Focus on Jesus friends – 12 disciples. Discuss how Jesus might have chosen these faithful friends? • Explore What makes a good friend? • Work together to come up with a list of people who we would choose to be disciples that might help Jeus to share the good news • Explore the story of Jesus choosing Matthew – the Tax Collector (role-play) • Learn through the miracles of Jesus and the words that he shared which we know if in the bible and highlight the key messages of each parable or story
--	---	---

		<ul style="list-style-type: none">• National story telling week – range of stories from the bible explored through worship and visits from Rev. Cathy (CofE Church), Ruth (NISQU) and Church in the Barn
--	--	--