



Lower Heath CE Primary School

Cycle B – Spring Term



Spring Term 2025

Skylark Class

English

We are continuing on our Quest with Professor Klunk this term, along with some new "Faithful Friends", new locations and problems. We will explore different text types that spark joy and help us develop our writing.

Year 1s will be:

- Composing sentences orally before writing them.
- Punctuating sentences using a capital letter and full stop.
- Joining words using 'and'.
- Leaving spaces between words.



Year 2s will also be:

- Using subordination (because) and coordination (and)
- Writing expanded noun phrases to describe and specify
- Use punctuation correctly.
- Adding suffixes to words.



Maths

Year 1:

- Recognising, sorting and naming 3D shapes
- Counting, ordering and comparing numbers to 20
- Adding and subtracting two numbers within 20
- Find and make number bonds to 20
- Compare and measure lengths and heights
- Understand the concepts of mass and capacity

Year 2:

- Count and make amounts of money.
- Compare amounts of money.
- Solve problems involving money.
- Recognise and make equal groups.
- Use arrays to solve multiplication problems.
- The 2, 5 and 10 times-table.
- Divide numbers by 2.
- Measure in cm and m.
- Compare mass in grams and kilograms.
- Measure in millilitres and litres.

Science

Comparing Animals

Studying both local and global animals, children recognise common characteristics and physical features. They use this information to make comparisons and classify animals. Pupils consider the most effective way to collect data about class pets and record their findings in a block chart. They develop their understanding of classification by comparing the dietary habits of different animals and role play as Jane Goodall carrying out research into chimpanzees in the wild.

Uses of everyday materials*

Building on their knowledge of everyday materials and their properties, pupils recognise that materials are suited to specific purposes and explore how actions such as stretching and bending affect the shape of solid objects. They compare the suitability of materials; gather and record data in tables and block graphs and use their results to answer questions. Children learn about the harmful effects of plastic and explore eco-friendly alternatives.

*We will be using Allwood World to explore this unit.

<p style="text-align: center;"><u>Geography</u></p> <p style="text-align: center;"><u>What is it like to live in Shanghai?</u></p> <p>Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork.</p>	<p style="text-align: center;"><u>History</u></p> <p style="text-align: center;"><u>How was school different in the past?</u></p> <p>Understanding that although schools have been in the local area for a long time, they have not always been the same; identifying historical similarities and differences; using a range of sources to recognise continuity between children's lives past and present.</p>	<p style="text-align: center;"><u>Religion and World Views (RE)</u></p> <p style="text-align: center;"><u>How do we know some people have a special connection to God?</u></p> <p>Exploring how we know that some people are believed to have a special connection to God through looking for clues in religious stories.</p> <p style="text-align: center;"><u>What is a prophet?</u></p> <p>Investigating stories that show the characteristics of a prophet and what a prophet might mean to some people; identifying similarities between prophets across varying worldviews and what this suggests about their importance to some people.</p>
<p style="text-align: center;"><u>Art</u></p> <p style="text-align: center;"><u>Painting and mixed media: Colour splash</u></p> <p>Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.</p>	<p style="text-align: center;"><u>Design and Technology (D&T)</u></p> <p style="text-align: center;"><u>Mechanisms: Fairground wheel</u></p> <p>Design and create a functional Ferris Wheel, learn how different components fit together so that the wheel rotates and the structure stands freely.</p>	<p style="text-align: center;"><u>Music</u></p> <p style="text-align: center;"><u>Sound Patterns (Fairytales)</u></p> <p>Children are introduced to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases and creating rhythmic patterns to tell a familiar fairytale.</p> <p style="text-align: center;"><u>Musical symbols (Under the sea)</u></p> <p>Children combine all the musical concepts learned for an underwater-themed performance incorporating instrumental, vocal and body sounds.</p>
<p style="text-align: center;"><u>Computing</u></p> <p style="text-align: center;"><u>Online Safety: It's my choice</u></p> <p>Learning about giving and denying permission online.</p> <p style="text-align: center;"><u>Data Handling</u></p> <p>International space station.</p>	<p style="text-align: center;"><u>French</u></p> <p style="text-align: center;"><u>Birthday Party</u></p> <p>New vocabulary themed around a story about a birthday. Nouns for woodland animals, birthday story, numbers and age, birthday gifts, birthday month, instructions.</p> <p style="text-align: center;"><u>Me and my puppy</u></p> <p>New and familiar vocabulary in the context of a puppy. Ask and answer name, favourite things, numbers, commands, what a puppy likes doing/where a puppy likes to go.</p>	<p style="text-align: center;"><u>Personal, Social, Health and Economic Education (PSHE)</u></p> <p style="text-align: center;"><u>Health and wellbeing</u></p> <p>Understanding emotions, setting achievable goals and considering how to overcome difficulties, learning about the importance of activity, a healthy diet and relaxation for our wellbeing, learning how to look after our teeth.</p> <p style="text-align: center;"><u>Economic Wellbeing</u></p> <p>Understanding what money is and different ways that children and adults get it; recognising the difference between needs and wants; considering why different people make different choices about spending and saving money; exploring banks and building societies; understanding that skills and interests influence career choices.</p>
<p style="text-align: center;"><u>Physical Education (P.E.)</u></p> <p style="text-align: center;"><u>Ball Skills: Hands</u></p> <p>Children will develop bouncing and send the ball with control. They will begin to pass the ball with the hands aiming with accuracy. Children will be introduced to power and speed when sending a ball. They will stop the ball using their hands and will combine these with their sending skills.</p> <p style="text-align: center;"><u>Health and Wellbeing</u></p> <p>Children will explore agility and balance by bouncing, rolling and throwing. They will take part in circuit based activities for agility, balance and coordination.</p>	<p style="text-align: center;"><u>Daily Routines</u></p> <p style="text-align: center;"><u>Daily</u></p> <p>Reading books and reading records Coats Water bottles</p> <p>Monday – PE / Book change Friday – Spelling test/ Spelling folders</p>	<p>Keep an eye on our class dojo page for regular updates and key messages.</p> 