



## Spring 2 Overview 2024

### Cycle A KS1

Week	1	2	3	4	5
	26.02.24	04.03.24	11.03.24	18.03.24	25.03.24 (29.03.24 Good Friday)
<b>History</b> <b>The Greatest Explorers</b> <b>Who were the greatest explorers?</b>	<p>WALT: understand what explorers did in history and do now, and explain their achievements.</p> <p>WILF: I know what an explorer is and what they do.; I can locate some explorers on a timeline; I can describe what the explorers achieved and why their achievements are important.</p> <p>Resources: Teaching slides; Pupil resource – Map comparison; Pupil resource – Explorer images; Pupil resource – Explorer timeline; Pupil resource – Explorer fact file; World map or globe</p>	<p>WALT: understand the life of Ibn Battuta and why his travels are important.</p> <p>WILF: I can identify key events in the life of Ibn Battuta; I know when Ibn Battuta lived, and can locate him on a timeline.; I can explain why Ibn Battuta's exploration was important.</p> <p>Resources: Teaching slides; Pupil resource – Ibn Battuta biography; Pupil resource – Ibn Battuta key fact cards; Any props for your role play (optional); Travelling Man by James Rumford (Houghton Mifflin, 2001) (optional); Large space (if available)</p>	<p>WALT: understand Captain Cook's achievements, and why there are differing views about him deserving the title of a great explorer.</p> <p>WILF: I know the key events in the life of Captain Cook; I can explain why Captain Cook's exploration was significant; I understand that there are differing views about Captain Cook's achievements.</p> <p>Resources: Teaching slides; Pupil resource – Captain Cook's travels cards; Pupil resource – Battuta and Cook comparison</p>	<p>WALT: understand why Roald Amundsen reached the South Pole before Captain Scott.</p> <p>WILF: I know the key events in the expeditions of Roald Amundsen and Captain Robert Falcon Scott; I understand why Roald Amundsen reached the South Pole before Captain Scott.; I can compare the achievements of Amundsen and Scott.</p> <p>Resources: Teaching slides; Pupil resource – Captain Scott diary extracts</p>	<p>1) WALT: know and understand Sunita Williams' achievements as an explorer.</p> <p>WILF: I can explain the achievements of Sunita Williams; I understand why her achievements are significant; I can give valid reasons why in the past there have been fewer female explorers than male explorers.</p> <p>Resources: Teaching slides; Pupil resource – Sunita Williams photo gallery; World map or globe</p> <p>2) WALT: consider who is the greatest explorer, and be able to explain the reasons.</p> <p>WILF: I can explain what it means to be a great explorer.; I can provide valid reasons for why I have made my selection; I understand that other people may have differing and equally valid viewpoints.</p> <p>Resources: Teaching slides; Pupil resource – Explorer ratings; Key assessment opportunity; Unit quiz; Materials to make memorials to the greatest explorer (optional)</p>
<b>Science</b> <b>Polar Places (plants and animals)</b>	<p>WALT: identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals); describe and compare the structure; identify if the</p>	<p>WALT: identify if animals are carnivores, herbivores or omnivores.</p> <p>WILF: describe what camouflage is; identify if an</p>	<p>WALT: identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals); describe and compare the structure; identify if the</p>	<p>WALT: observe closely using simple equipment; use observations and ideas to suggest answers to questions.</p>	<p>WALT: observe and describe weather associated with the seasons and how day length varies</p>



	<p>animals are carnivores, herbivores or omnivores.</p> <p>WILF: name a range of animals and can talk about their differences e.g. beaks, legs, fins; can sort animals into carnivore, herbivore and omnivore and say what each animal eats.</p> <p>In table groups, research different animals (polar bear, penguin, snowy owl, reindeer, arctic grayling). Label the parts of the body and its structure using vocabulary (paws, beak, ears, teeth, fins, claws etc) and decide which animal group it belongs to. Research what the animals eat and decide if it is a carnivore, herbivore or omnivore.</p> <p>(RS 3.2 2 and 3)</p> <p>In plenary, discuss an orca and why this is a mammal and not a fish!</p> <p>Resources: ipads</p>	<p>animal is a carnivore, omnivore or herbivore, begin to understand what predator and prey mean; explain why camouflage may help each group of animal.</p> <p>(RS 3.2.3)</p> <p>Resources: pictures of animals, different coloured paper</p>	<p>animals are carnivores, herbivores or omnivores.</p> <p>WILF: can identify a range of polar animals and talk about carnivores, herbivores and omnivores.</p> <p>Resources: ipads, green screen app, coats, hats and gloves, toy microphone, green screen</p> <p>In groups, children create a short documentary about their favourite polar animal.</p> <p>(RS 3.2 5)</p>	<p>WILF: can discuss changes observed when the soup mix is added to water; ask questions related to observations</p> <p>Resources: dried soup mix; hot water; microscopes, clear jugs</p> <p>(RS 3.3 3)</p> <p>Identify different vegetables in the dry mix, mix with cold and hot water and describe the difference, observe changes in the dry mix when hot water is added.</p>	<p>WILF: can describe changes across the seasons in weather, daylight hours and temperature.</p> <p>Resources:</p>
<p><b>Art and Design</b> Formal elements of art (abstract art, line and making colour)</p>	<p>WALT: create abstract art.</p> <p>WILF is for you to:</p> <ul style="list-style-type: none"> <li>-know what abstract art is</li> <li>-know that abstract art uses a lot of shapes</li> <li>-create an abstract piece using different colours and shapes in an interesting way</li> <li>-use circles and ovals in my work to make abstract compositions</li> </ul> <p>Resources:</p> <p>Pupil video: Abstract compositions</p> <p>Link: 'WikiArt - Beatriz Milhazes' – this is an external website and we do not have control over its content – please check before showing it to the children.</p> <p>Presentation: Beatriz Milhazes (see Attention grabber). The presentation contains links that</p>	<p>WALT:know how to create different types of lines.</p> <p>WILF is for you to:</p> <ul style="list-style-type: none"> <li>-describe the lines in the work of an artist and in my own work</li> <li>- understand that there are different types of lines and can experiment with different resources to create them</li> <li>-hold a pencil and chalk in different ways to experiment with the line I create and work in the style of a modern artist</li> </ul> <p>Resources:</p> <p>Link: 'WikiArt - 'Arrest 1', 1965, by Bridget Riley' *</p> <p>Link: 'Bridget Riley - Google Art &amp; Culture ' *</p> <p>Link: 'Tate - Who is Bridget Riley?' *</p> <p>Presentation: Exploring line (see Attention grabber)</p>	<p>WALT:explore line and mark-making to draw water.</p> <p>WILF is for you to:</p> <ul style="list-style-type: none"> <li>- use different materials and lines to make different types of marks, reflecting what I can hear in music.</li> <li>-know that there are many different ways of drawing lines, and that they feel different to make, and that they look different</li> <li>- add plants and creatures to bring art to life</li> <li>-evaluate my art and the work of others using the language I have learnt</li> </ul> <p>Resources:</p> <p>Pupil video: Making waves Music on the theme of water e.g. Claude Debussy's 'La Mer'</p> <p>Link: Zaria Forman - Maldives' – this is an external website and</p>	<p>WALT: investigate how to mix secondary colours.</p> <p>WILF: is for you to:</p> <ul style="list-style-type: none"> <li>-name the primary colours: red, yellow and blue</li> <li>-mix primary colours to make secondary colours</li> <li>- say which two primary colours are needed to mix each of the secondary colours</li> </ul> <p>Resources:</p> <p>Link: 'Sesame Street Lego - Three primary colours' on VideoLink – this is an external website and we do not have control over its content – please check before showing it to the children.</p> <p>Plasticine or play dough in: red, yellow and blue – two balls of each per child</p> <p>Crayons and coloured pencils</p> <p>Coloured tissue or cellophane in primary colours</p>	<p>WALT::apply knowledge of colour mixing when painting</p> <p>WILF is for you to:</p> <ul style="list-style-type: none"> <li>- use primary colours to paint</li> <li>- mix primary colours to make secondary colours</li> <li>-choose a suitable brush for the marks I want to make</li> </ul> <p>Resources:</p> <p>Presentation: Numbers in Color, 1958-59 by Jasper Johns (see Attention grabber)</p> <p>A selection of coloured bricks or other small classroom objects in red, yellow and blue</p> <p>Ready-mixed primary paints in palettes/plates – one per pair of pupils</p> <p>Palettes – one per pupil</p> <p>Water pots</p> <p>Brushes (a range of sizes)</p> <p>Protective aprons/shirts</p> <p>Paper or plastic on the tables</p>



	<p>you should check before the lesson, including links to the work of artists that inspired Beatriz Milhazes.</p> <p>Pre-cut circles of different sizes, enough for multiple circles to be used by pairs of pupils</p> <p>Glue sticks</p> <p>Scissors</p> <p>Black marker pens</p> <p>Either dark or light A3 sugar paper for mounting the work</p> <p>Digital or iPad cameras</p>	<p>Cut black sugar paper or card into 12cm squares – one per pupil</p> <p>Cut thin white string into 12cm lengths, and others into random shorter lengths (selection per pupil)</p> <p>Thin white and coloured chalks (selection per table)</p> <p>HB pencils – one per pupil</p> <p>* These are external websites and we do not have control over their content – please check before showing them to the children</p>	<p>we do not have control over its content – please check before showing it to the children.</p> <p>A roll of white paper or lining paper</p> <p>Masking tape to secure the paper to a row of tables</p> <p>A range of materials: HB pencils and softer pencils (2B or 3B), coloured pencils, chalks, pastels, oil pastels</p> <p>Aprons or painting shirts</p>	<p>Paper or sketchbooks</p> <p>A paint palette</p> <p>Red, yellow and blue ready-mixed paint</p> <p>A piece of A3 paper (mid to heavy quality)</p>	<p>A3 off-white sugar paper (per child)</p> <p>Pencils</p> <p>Chalks or marker pens for outlining numbers</p>
<p><b>Music</b></p> <p><b>Animals (respond to music; learn and perform a song and compose a short section of music)</b></p>	<p>WALT: use percussion and my body expressively in response to music</p> <p>WILF is for you to:</p> <ul style="list-style-type: none"> <li>- move my body appropriately when music is played</li> <li>-experiment with percussive instruments to make sounds for different animals</li> <li>-explain the sounds I have chosen for different animals</li> <li>-suggest ways to improve my performance</li> </ul> <p>Resources:</p> <p>Audiofiles. (See Attention grabber)</p> <p>Presentation: Percussive animals (see Main event)</p> <p>If possible, a digital camera/iPad</p> <p>A large space, such as the hall</p> <p>A selection of untuned percussion instruments, e.g. drums, maracas (shakers), wood blocks, tambourines</p>	<p>WALT: sing a song in sections</p> <p>WILF is for you to:</p> <ul style="list-style-type: none"> <li>-chant a line I hear spoken</li> <li>- think of actions that represent the words I hear</li> <li>-sing back a melody line</li> <li>- sing back a section of a song from memory</li> <li>-stay in time with the other people in the group</li> </ul> <p>Resources:</p> <p>Presentation: Singing animals (see Attention grabber)</p> <p>A song that you feel confident to sing with your class, such as: Link: 'BBC Teach - The animals went in two by two'</p> <p>Link: 'BBC Teach - I went to visit a farm one day'</p> <p>Link: 'BBC Teach - Yellow bird'</p>	<p>WALT:perform a song.</p> <p>WILF is for you to:</p> <ul style="list-style-type: none"> <li>clap a simple rhythm</li> <li>I know what it means to 'perform'</li> <li>I can think about the dynamics of a song: what parts should be sung quietly which should be sung loudly</li> <li>I can sing from memory</li> <li>I can clap/play a percussion instrument in time.</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>-selection of handheld percussion instruments</li> <li>-Link: 'A selection of the best choir auditions' on VideoLink (choose a few you like best)</li> <li>-A means of recording the performance</li> </ul> <p>Strictly optional: a picture of Simon Cowel</p>	<p>WALT:use instruments to create different sounds.</p> <p>WILF is for you to:</p> <ul style="list-style-type: none"> <li>-move in the style of different animals</li> <li>-plan an instrument to sound like an animal</li> <li>-When playing my instrument I can change the tempo (fast/slow) of my playing</li> <li>-When playing my instrument I can change the dynamics (loud/quiet) of my playing.</li> </ul> <p>Resources:</p> <p>Untuned percussion instruments, e.g. drums, tambourines, maracas</p> <p>Presentation: Composing animals (see Attention grabber)</p>	<p>WALT: create and choose sounds.</p> <p>WILF is for you to:</p> <ul style="list-style-type: none"> <li>- use an instrument to tell part of a story</li> <li>-play my instrument at the right time</li> <li>-When I'm not playing my instrument I can help to tell the story</li> <li>-take part in a group performance</li> </ul> <p>Resources:</p> <p>Presentation: The story of the lion (see Main event)</p> <p>Untuned percussion instruments</p> <p>A means of recording the performance if possible</p>
<p><b>R.E</b></p> <p><b>What does it mean to belong to a faith community?</b></p>	<p>Do we all belong to something?</p> <p>WILF: understand that we all belong to something and belonging is an important part of our lives.; Understand that religious people have signs we can notice about the fact that they belong to a religion.</p> <p>Resources:</p>	<p>How do Christians show they belong?</p> <p>WILF: Describe what Christians believe about God caring for them.</p> <p>Find out more about Christian signs of belonging</p> <p>Resources:</p>	<p>How do Muslims know that they belong?</p> <p>WILF: Describe what a story about the prophet shows about belonging to the Muslim community</p> <p>Find out more about how calligraphy shows what is important to Muslims</p> <p>Resources:</p>	<p>How do Jewish people show they belong together as a community?</p> <p>WILF: Describe what happens at Shabbat</p> <p>Give simple reasons for why Jewish people get together every Friday to spend special time together</p> <p>They share challah bread as a sign of being together.</p>	<p>1) How do Christians welcome a new baby? How do Muslims welcome a new baby?</p> <p>WILF: Think of reasons why many Christian families baptise their babies</p> <p>Look for similarities and differences between two different baptisms</p> <p>Find out more about welcoming ceremonies in Islam.</p>



				Resources:	<p>Look for similarities and differences between baptism in Christianity and belonging ceremonies in Islam.</p> <p>Resources:</p> <p>2) How do some people show they belong to one another?</p> <p>WILF: Find out more about elements of Christian and Jewish weddings; rings and vows Think of reasons why people choose to make promises to one another when they get married Give simple reasons for why Jewish people get married under a chuppah</p>
P.E Yoga	<p>WALT: be able to copy and remember poses</p> <p>WILF: Breathe as you hold your poses to help you to stretch further and stay balanced.</p> <p>Resources: YOGA MAT x 30 BREATHE Audio THE RACE Audio THE RACE Video THE RACE STORY</p>	<p>WALT: develop flexibility when holding poses</p> <p>WILF: Stretch a little further each breath.</p> <p>Resources: YOGA MAT x 30 BREATHE Audio WILD WEST Video WILD WEST SCENE Document</p>	<p>WALT: develop balance whilst holding poses.</p> <p>WILF: Focus on something still. Use your breath to help you to remain stable.</p> <p>Resources: YOGA MAT x 30 CIRCUS Audio CIRCUS Document CIRCUS POSES Document</p>	<p>WALT: create yoga poses using a hoop.</p> <p>WILF: Concentrate on breathing whilst in the pose. Focus on something still when balancing.</p> <p>Resources: HOOPS x 30 JOURNEY THROUGH SPACE Video JOURNEY THROUGH SPACE Audio SPACE FLOW Document</p>	<p>WALT: create a yoga flow with a partner.</p> <p>WILF: Hold each pose for three breaths in and out.</p> <p>Resources: YOGA MAT x 30 PIRATE POSES Document PIRATES Audio WAVES Audio</p>
P.E. Net and Wall	<p>WALT: defend space using the ready position.</p> <p>WILF: Feet hip width apart and knees bent; Return to the ready position after each roll or throw.</p> <p>Resources: 60 cones; 15 tennis balls</p>	<p>WALT: play against an opponent and keep the score.</p> <p>WILF: Say the score out loud every time someone scores a point; Shake hands with your opponent at the end of each game.</p> <p>Resources: 90 cones; 15 hoops; 15 tennis balls</p>	<p>WALT: explore hitting with a racket.</p> <p>WILF: Hold the racket towards the bottom of the handle; Keep the ball in the centre of the racket face.</p> <p>Resources: 15 cones; 30 rackets; 30 small sponge balls</p>	<p>WALT: develop racket and ball skills.</p> <p>WILF: Keep the ball in the centre of the racket face; Use small movements to hit the ball.</p> <p>Resources: 30 cones; 30 rackets; 30 small sponge balls; racket skill video</p>	<p>WALT: develop sending a ball using a racket.</p> <p>WILF: Move your feet to the ball; Stand sideways on and push the ball back using the centre of the racket face.</p> <p>Resources: 60 cones; 30 rackets; 15 small sponge balls</p>
Computing	WALT: recognise the parts of a computer.	WALT: recognise how technology is controlled.	WALT: recognise technology.	WALT: create a design for an invention.	WALT: understand the role of computers.



<p><b>What is a computer?</b></p>	<p>WILF: I can name the key parts of a computer. I can explain the purpose of different computer parts. I can explain that a keyboard contains lots of buttons.</p> <p>Resources: Presentation: Computer parts. Presentation: Computer diagram. Presentation: Types of computers. Laptops or desktop computers (at least one between two). Sticky notes for each table group (approximately 10 per group). Link: Sketchpad</p>	<p>WILF: I can understand that people control technology. I can understand that technology follows instructions. I can predict what technology will do.</p> <p>Resources: Presentation: Brain dump. Presentation: Inputs. Presentation: Robot design. Resource: Technology photos (one between two). Activity: Robot sheet (one each) Resource: Remote control children (optional - one for the teacher).</p>	<p>WILF: I can suggest what might have a computer inside. I can explain why I think this. I can suggest what the technology does.</p> <p>Resources: Presentation: Explain the answer. Presentation: Identifying computers. Presentation: Technology safari. Clipboard (one per group of four). Device with a camera capability (one per group of four). A planned route around the school to show the children different examples of technology. Activity: Safari sheet (one per group of four).</p>	<p>WILF: I can include an input and output as part of my invention. I can explain how it works, including how to control it. I can label my design clearly</p> <p>Resources: Presentation: Gimme five! Presentation: Rocket-powered chair. Presentation: Invention. Activity: Invention design (one each)</p>	<p>WILF: I can explain where computers are used. I can suggest what their job is. I can understand that computers work together.</p> <p>Resources: Presentation: Opposites. Presentation: Shopping technology. Presentation: Real-world role play. 10 whiteboards and pens. 5 devices with video capabilities (see Main event). 5 clipboards (optional – see Main event). Activity: Supermarket items (optional - five copies, see Main event). Activity: Supermarket items database (five copies)</p>
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