Foxes new topic for the Spring Term is
Coastline – covering History in Spring 1 and Geography in Spring 2

This project teaches children about the physical and human features of coastal regions across the United Kingdom, including a detailed exploration of the coastal town of Whitby, in Yorkshire.

We will be looking to identify and compare differences between past and present features of the seaside and coastal jobs. There will be a focus on the history of lighthouses and inspirational individuals such as Robert Stevenson and Grace Darling. We will also focus on the life of Christopher Columbus and his role in history.

English Autumn Term

The children will be focusing on their creative writing this term using the following stories as inspiration.

- Mrs Mole, I'm Home

- Bubbles

- The Pirates Next Door

Children will be creating their own weird and wonderful characters, thinking of exciting new plots, and imagining some surprising settings for their stories.

Maths Autumn Term
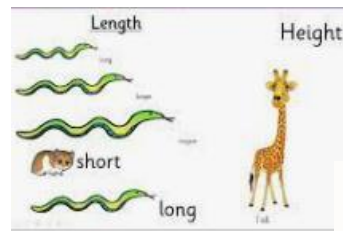
In maths this term we will be looking at -

Place Value to 20 and 50

Addition and subtraction to 20

Multiplication and division

Length and height

Mass, volume and capacity

Science

Spring 1 – Plant Survival

This project teaches children about the growth of plants from seeds and bulbs. They observe the growth of plants firsthand, recording changes over time and identifying what plants need to grow and stay healthy.

Spring 2 – Use of Materials

This project teaches children about the uses of everyday materials and how materials' properties make them suitable or unsuitable for specific purposes. They begin to explore how materials can be changed.

Art – Spring 1

This project teaches children about the visual elements of flowers, including shape, texture, colour, pattern and form. They also explore various artistic methods, including drawing, printmaking and 3-D forms, using paper and clay.

DT – Spring 2

This project teaches children about making and strengthening structures, including different ways of joining materials.

PE – Spring 1 and Spring 2 – Dance, Target Games and Invasion

As in all units, pupils develop physical, social, emotional and thinking whole child objectives.

Dance - Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow.

Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.

This unit links to the following strand of the NC: perform dances using simple movement patterns.

Target Games - Target games are games where players send an object towards a target. In this unit, pupils develop their understanding of the principles of defending and attacking for

target games. Pupils use both underarm and overarm actions and are given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe, learn how to score points and use simple tactics. They show respect towards others when playing competitively and develop communication skills.

This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

Invasion - Invasion games are games where there are two teams and two goals. Teams try to score in the opposition's goal. Examples include football, handball, rugby, netball, basketball, hockey. In this unit, pupils develop their understanding of attacking and defending and what being 'in possession' means. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.

This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

Music Spring 1 - Oceans

This unit embeds pulse and rhythmic skills through performance, improvisation, listening and composition activities. Pupils will be given the opportunity to perform and compose using their bodies, voices and percussion instruments. They will also learn to read simple rhythmic notation including crotchets, paired quavers, minims and semibreves. They will explore instrumentation and how different instruments can be used to represent different aspects of the ocean. Pupils will have the opportunity to sing as part of an ensemble and to listen to and appraise their own and each other's work.

Spring 2 - Folk Song

In this unit, pupils learn to sing and perform folk songs from around the British Isles. They identify features of folk music and explore amongst other musical ingredients: pulse, dynamics, pitch and texture. Pupils begin to understand the difference between rhythm and pulse. They explore dot notation and sing in a round and in parts.

PSHE

Spring 1 - Staying Safe

Foxes will be learning about -

- Harold's picnic
- How safe would you feel?
- What should Harold say?
- I don't like that!
- Fun or not?
- Should I tell?

Spring 2 - Rights and Respect

Foxes will be learning about -

- Getting on with others
- When I feel like erupting
- Feeling safe
- Playing games
- Harold saves for something special
- Harold goes camping (OPTIONAL)
- How can we look after our environment?

Religious Education

Spring 1 – What makes some places sacred?

In this topic we will-

Make Sense of Belief
- Recognise that there are special places where people go to worship, and talk about what people do there
- Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean
- Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship

Understand Impact
- Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe
- Give simple examples of how people worship at a church, mosque or synagogue
- Talk about why some people like to belong to a sacred building or a community

Making Connections
- Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas
- Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.

Spring 2 – Why does Easter matter?

In this topic we will

Make Sense of Belief
- Identify what a parable is
- Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father
- Give clear, simple accounts of what the story means to Christians

Understand Impact
- Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g., by saying sorry, by seeing God as welcoming them back; by forgiving others)
- Give an example of how Christians put their beliefs into practice in worship (e.g., by saying sorry to God)

Making Connections
- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas
- Give a reason for the ideas they have and the connections they make.

Computer Science

Spring 1 – Moving a Robot

This unit introduces learners to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms.

Spring 2 – Grouping Data

This unit introduces pupils to data and information. They will begin by using labels to put objects into groups and labelling these groups. Pupils will demonstrate that they can count a small number of objects, before and after the objects are grouped. They will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different groups to answer questions about data.