

'Fire and Dragons Overview – Year 1/ 2

Spring Term B

Spring B – Fire and dragons				
Subject	Learning questions	Products	Vocabulary	Curriculum links
History	<p>Composite – Chinese New Year Components</p> <ul style="list-style-type: none"> • What is Chinese New Year • What is it also known as? • When is Chinese New Year? • What is the story of Chinese New Year? • Which animal won the race? • Which animal lost the race? • Which animal year were you born in? • How do you say Happy New Year in Chinese? • How do Chinese people celebrate Chinese New Year – Name three ways. <p>Composite- Great Fire of London Components</p> <ul style="list-style-type: none"> • What year did the fire begin? • Where did it begin? • Who started the fire? • What day did the fire begin? • How many days did the fire burn through London? • How did the fire spread so quickly? • When did the fire stop spreading? • How was the fire stopped? • How do we know all of this? • What good did the fire do? 	<p>Re-enact to story of the Chinese New Year using puppets/ masks.</p> <p>Create a leaflet/ poster with information on the Chinese New Year. *CC English</p> <p>Create a timeline to show events of the great fire of London.</p> <p>Write a diary extract from the perspective of S. Peyps.</p>	<p>Lunar Calendar Lanterns Festival Zodiac Year Guo Nian Hao Celebration</p> <p>Time line Long time ago Years ago Present day Pudding Lane London Thomas Farriner Baker Days of the week – English link Wooden Thatch Leather Samuel Pepys Diary Plague Rats</p>	<p>Events beyond living memory that are significant nationally or globally (events commemorated through festivals or anniversaries)</p> <p>Events beyond living memory that are significant nationally or globally.</p>
Geography	Composite – Components	Match pictures to simple London landmarks.		To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;

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		Create a unique key to go with a simple map. (Forest school// Whiddon Valley/ London		devise a simple map; and use and construct basic symbols in a key. Use basic geographical vocabulary to refer to key physical features.
Science	<p>Year 1 Composite – Materials Components</p> <ul style="list-style-type: none"> • What materials can we find in the classroom? • What are different materials like? • What is magnetic and how can we check? • What makes certain materials suitable for their purpose? • What materials are good for building a house? • Why did the houses in London burn so quickly? <p>Year 2 Composite – Materials Components</p> <ul style="list-style-type: none"> • What do we already know about materials? • What materials are good for absorbing liquid? • Are bricks absorbent? • Which materials are waterproof? • How can material be changed? • What happens when we heat and cool wax? 	<p>Complete a task involving sorting materials and their uses.</p> <p>To use the correct vocabulary when discussing properties of materials.</p> <p>Explain which materials are magnetic and how you find out</p> <p>To record simple findings from practical investigations (waterproofing, absorbency)</p> <p>To have some awareness of fair testing.</p>	<p>Yr1 Materials Plastic Glass Metal Wood Rock Water Properties Magnets/ magnetic Suitable Purpose</p> <p>Yr2 Suitability Absorbing/ absorbent Solid Liquid Waterproof Squashing Bending Twisting Stretching Melt/melting Congealed State of matter</p>	<p>YR1 Pupils should be taught to: 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.</p> <p>Yr2 Pupils should be taught to: 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, twisting and stretching.</p> <p>Working Scientifically Yr1/2 Pupils should be taught to: Identify and classify Use observations and ideas to answer questions. Observe closely. Gather data to help answer questions</p>

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<p>Art</p>	<p>Composites – Painting: (Van Gogh) Components: *Observational drawing, choosing 2 colours from a range for a purpose. (3 marker challenge) <i>*What is an observational drawing? Why are you choosing certain colours? Warm cool etc</i> *Painting V.Gogh Sunflowers using only primary colours (identifying changes when mixing) <i>What happens when I combine 2 primary colours?</i> *Drawing profiles and experimenting with Brown by adding lighter colours) <i>How do you change/ alter a colour? What happens when you add a lighter colour?</i> *Pastel and water colour combination. (links to waterproofing) *Creating a landscape painting using V.Gogh style. <i>What is a landscape? How is it different to a portrait?</i></p>	<p>To identify primary and secondary colours through experimenting and exploring colour mixing.</p> <p>To create their own Van Gogh inspired work using Starry night as a stimulus (using a variety of media with purpose/ colour washing)</p> <p>To create a landscape of what they can see from the playground.</p>	<p>Media Light and dark Pattern Texture Shade Tones Layering Mixing</p>	<p>To use painting to develop and share ideas, experiences and imagination To develop a wide range of aert and design techniques in using colour, pattern, texture, line, shape, form and space. To discuss own work and work of others, expressing thoughts and feelings Explore the work of Artists describing similarities and differences whilst linking to their own work.</p> <p>Yr1 Experiment with a variety of media; brushes sizes, and tools Explore lightening and darkening paint with and without using black and white Explore different marks made to explore pattern and texture Paint on different surfaces with a range of media</p> <p>Yr2 To begin to mix colour to create shade and tones To begin to control marks with a range of painting techniques</p>
<p>Design and Technology</p>	<p>Composites: Creating a moving picture through flaps and sliders. Components: *Children to make own slider backgrounds suitable for each moving piece. *Children to play with other moving pictures to discuss.</p>	<p>Great fire of London houses (Free standing structures) Add: -Sliders -Flaps</p> <p>Own slider moving for effect.</p>	<p>Slider Lever Pivot Push Pull fasten Moving picture Backdrop Design Plan Review Direction</p>	<p>Design, make and evaluate. (see planning) *investigate and evaluate activities on completion (IEA's) *Ft's *Complete the DMEA.</p>

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<p>Computing</p>	<p>Composite: Digital Painting Components: *To use a computer/ device to paint a picture. *To choose from options for a desired effect. *To use basic tools to create a picture</p> <p>Composite: Digital Photography Components: *To use a digital device to capture a picture. *To identify features of a good photograph.</p> <p>*Navigate the Great fire of London games BBC. *Film their DT sliders in action to show the fire spreading.</p>	<p>To create their own fire picture selecting red, yellow and orange. To show an awareness of tools by selecting a different thickness of brush/ pencil.</p> <p>To take a photograph of their partner holding their finished DT product.</p>	<p>Tools Undo Fill Brush Thickness</p> <p>Focus Landscape Portrait Capture Camera Edit Process</p>	<p>See Keychain Computing.</p>
<p>Religious Education</p>	<p>Composite- How should we care for others and the world and why does it matter?</p> <p>Components What do Christians and Jews believe about the creation of the world?</p> <p>What do Christians, Jewish and non-religious people believe about caring for people?</p> <p>How do people with a faith/no faith show they care?</p> <p>Composite-Why does Easter matter to Christians?</p> <p>Components What is New Life?</p>	<p>Illustration showing how we are valuable and unique</p> <p>Thank you notes to 'behind the scenes' members of school community</p>	<p>Christian Jew Unique Valuable Golden Rule Inspired Charity</p>	<p>PSHE-Feeling and Emotions Being Responsible Our World</p> <p>Citizenship-Preparing to take an active role as Citizens Developing good relationships and respecting the differences between people</p>

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	<p>What happened in Holy Week?</p> <p>How did Jesus' feeling change?</p> <p>How did something bad change into something good?</p>	<p>Sequencing events of Holy Week/the Crucifixion-Resurrection</p> <p>Signs and symbols of Easter</p>	<p>Salvation Resurrection Tomb Disciples Cross Palm Sunday Good Friday Heaven</p>	<p>PSHE-Feelings and Emotion</p>
PSHE	<p>Composites – feelings and emotions Components Jealousy/ worry/ anger/ grief</p> <ul style="list-style-type: none"> • Can you name a physical effect of an emotion? • What is pleasant emotion? • What is an unpleasant emotion? • How do you cope with unpleasant/uncomfortable emotions? • Without words, how else can emotions be expressed? 		<p>Recognising Experience Loneliness Frustration Calm Grief Annoyed Jealousy Fidgety Worry Anger Manage Control Trust Confusion Memory box</p>	<p>To develop pupils' skills, knowledge and attributes they need to keep themselves healthy, safe and prepared for life and work.</p>
Music	<p>Composites - Components – Round and Round Y1</p> <ul style="list-style-type: none"> • Round And Round by Joanna Mangona: P • Livin' La Vida Loca by Ricky Martin: • The Imperial March, Darth Vader's Theme (March Of The Empire) by John Williams • Listen and Appraise - It Had Better Be Tonight by Michael Bubl�: • Why Don't You by Gramophonedzie • - Oye Como Va by Santana: 	<p>Each session Listen and appraise Musical activities Perform</p>	<p>Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Notation</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>

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	<p>Yr2</p> <ul style="list-style-type: none"> • I Wanna Play In A Band by Joanna Mangona: • We Will Rock You by Queen • Smoke On The Water by Deep Purple: • Rockin' All Over The World by Status Quo • Johnny B. Goode by Chuck Berry • - I Saw Her Standing There by The Beatles: 			
Experiences	Barnstaple town historical visit			
PE	<p>Spring 1: Tag Rugby:</p>	<p>Spring 1: Netball:</p> <ul style="list-style-type: none"> • Use running, jumping, and catching skills in combination. • Children learn to catch a large ball without cradling it. • Use the terms 'opponent' and 'team-mate'. • Catch a large ball without cradling or trapping it. • Change direction. • Recognise space on a court. 	<p>Spring 2: Basketball:</p> <ul style="list-style-type: none"> • Use running, jumping and catching skills in combination. • Use the terms 'opponent' and 'team-mate'. • Dribble a ball while moving slowly in their own space. • Decide when and where to pass. • Change direction. • Recognise space on a court. 	<p>Spring 2: Gymnastics:</p>
Citezenship	Primary Picture News Weekly.			