

SPRING C – Let's Explore/Explorers	Class 1	Class 2
ENGLISH	<ul style="list-style-type: none"> • Stories by the same author • Non-chronological reports • Traditional tales • Recounts 	<ul style="list-style-type: none"> • Stories by the same author • Non-chronological reports • Traditional tales • Recounts
SCIENCE	<p><u>Materials - Statutory (Y1)</u></p> <ul style="list-style-type: none"> • 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><u>Non Statutory (Y1)</u></p> <ul style="list-style-type: none"> • <i>explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent</i> • <i>explore and experiment with a wide variety of materials, including</i> 	<p><u>Materials - Statutory (Y1)</u></p> <ul style="list-style-type: none"> • 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><u>Non Statutory (Y1)</u></p> <ul style="list-style-type: none"> • <i>explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent</i> • <i>explore and experiment with a wide variety of materials, including</i>

eg: brick, paper, fabrics, elastic, foil.

Working Scientifically

- ask simple questions and recognising that they can be answered in different ways
- perform simple tests to explore questions eg: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'

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Statutory (Y2)

- 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.

Non Statutory (Y2)

- identify and discuss uses of different everyday materials so they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons

		<p>can be made from plastic, wood, metal, but not normally from glass).</p> <ul style="list-style-type: none"> • think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials • find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • observing closely, using simple equipment • performing simple tests • identifying and classifying using their observations and ideas to suggest answers to questions • compare the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs) • observe closely, identify and classify the uses of different materials, and record their observations.
HISTORY	<p>Exploring events beyond living memory</p> <ul style="list-style-type: none"> • the lives of significant individuals in the past who 	<p>Exploring events beyond living memory</p> <ul style="list-style-type: none"> • the lives of significant individuals in the past who

	<p>have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [eg Christopher Columbus & Neil Armstrong]</p>	<p>have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [eg Christopher Columbus & Neil Armstrong]</p>
GEOGRAPHY	<p>Locational Knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Human and Physical Geography</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
ART	<p><u>Collage</u></p> <ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to use a range of materials creatively to design and make products 	<p><u>Collage</u></p> <ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to use a range of materials creatively to design and make products
DESIGN TECHNOLOGY	<p><u>Boats – Floating and sinking</u></p> <ul style="list-style-type: none"> explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	

R.E.	<p><u>Quesiful R.E. Scheme (BDBofE)</u></p> <p>Theme: Special people Jesus was special</p> <p>Theme: Easter Stories Jesus told (EYFS) How do Symbols help us?</p>
P.S.H.E.	<p><u>Coram Life Education</u></p> <p>Theme: Keeping Myself Safe Harold's picnic; How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell? Some secrets should never be kept</p> <p>Theme: Rights and Responsibilities Getting on with others; When I feel like erupting; Feeling safe; How can we look after our environment? Harold saves for something special; Harold goes camping</p>