

# Longships Class - Year 1 and Year 2

**Spring Term** **Science**— Uses of everyday materials. Seasonal changes. **History**— Changes in hospitals and health care over the years. The Great Fire of London. **Music**— Call and response— exploring rhythms. Vocal and body sounds— composing music to represent the sea. **Computing**— Using a computer to create music. Using a computer to create and manipulate text. **Art**— Painting and mixed media.

WOW DAY: A special visitor to school

SHOWCASE DAY: Open afternoons for parents 7th Feb and 26th March

**Science** - Uses of everyday materials Working scientifically

Seasonal changes

•Seasonal changes

•observe changes across the four seasons •observe and describe weather associated with the seasons and how day length varies.

Working scientifically

asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions

Uses of everyday materials

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

**Music**—Call and response Vocal and body sounds

Western African Call and response song

Creating short sequences of sound, copying a rhythm, learning a traditional Ghanaian song, creating rhythms, adding dynamics to a structure of rhythms.

By the sea— vocal and body sounds

Using music to represent the changing sea, selecting instruments, using tempo and dynamics, writing a graphic score and using it to perform.

P.S.H.E.

Children will look at, discuss and explore the following themes and what they mean for them :

My Private Body. Respecting all families. Dealing with loss: Fight or flight. Desert Island. Environment. Navigation.

**History**— How did Florence Nightingale and Edith Cavell help to improve hospitals?

Looking at changes in hospitals and health care over the years. Finding out about the past using pictures. Using and constructing timelines to develop chronological understanding. Learning about the work of Florence Nightingale and Edith Cavell and why they were significant. Exploring how the past has been represented. Comparing the past and present and understanding the differences between hospitals now and then.

**History**— How did the Great Fire change London?

Learning about events beyond living memory that have national significance. Making comparisons between London now and in 1666. Learning about the source and spread of the fire. Discussing significant individuals— Thomas Farriner, Samuel Pepys, Christopher Wren, Charles II. Thinking about how we gather evidence about the past— artifacts, diaries.

Religious Education

Who is Jewish and how do they live?

Exploring stories and how they are linked to celebrations— Shabbat, Channukah. Understanding how Jews celebrate special times. Understanding how Jewish beliefs influence the way they live.

Why does Easter matter to Christians?

Recognise that incarnation and salvation are part of the big story of the Christian bible. Become familiar with the story of Holy Week and Easter, linking to the concept of salvation. Understand how Christian beliefs about death and resurrection are shown in their worship at Easter. Explore ideas of sadness and hope.

**Class texts**— The Three Little Pigs and alternative versions, Zog and the Flying Doctors. Florence Nightingale (Little People Big Dreams), Edith Cavell by Izzy Howell, Vlad and the Great Fire of London,

**Art**— Painting and mixed media

Investigating how to mix secondary colours and exploring colour mixing. Applying knowledge of colour mixing when painting. Working in the style of Clarice Cliffe to create a plate design.

**Computing** - Making music, Digital writing.

Using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. Learners will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music.

Using a computer to create and manipulate text. Using a keyboard and mouse to enter and remove text. Changing the look of text, and being able to justify their reasoning in making these changes. Considering the differences between using a computer to create text, and writing text on paper.

Physical Education

Real PE- Y2 Unit 3 - Dynamic and static balance

Real Dance Y2—Circles and shapes. Sequences of movement. Artistry and partnering.

Real PE Y2 Unit 4—Ball skills. Counter balance.

Real Gym Y2 Unit 2—Flight and rotation.



The Crayons Christmas