



### Literacy Genre:

- Non-chronological reports
- Traditional Tales



### Reading Themes

Non-fiction books and texts

A variety of traditional tales

### Focus from School Improvement

#### Plan

Greater Depth Writing  
 Reading Comprehension  
 Handwriting  
 Spelling



### Numeracy

Reception - Maths Mastery

Multiplication, Division

Fractions

Measures

### WOW STARTER!

Visit to Twycross Zoo

CLASS: 1 and 2    YEAR GROUPS: Reception, Year 1 and 2

### MEDIUM TERM PLANNING OVERVIEW

TERM: Spring 2

NUMBER OF WEEKS: 7

THEME: The Living Planet

### FABULOUS FINALE!

Parents' Stay, Share  
and Learn

### LINKS TO BRITISH VALUES

Democracy: School council

Rule of Law: Respectful

Individual Liberty: World water day

Mutual Respect: Autism awareness week

Tolerance: Autism awareness week

### ASSEMBLY THEMES

Language of the Month

March - Albanian




April - Spanish




Social Development: International Day of  
Happiness, Mothering Sunday




Moral Development: Respectful, World  
water day

Spiritual Development: Reflective,  
Emotionally strong

Cultural Development: St David's day, St.  
Patrick's day, Good Friday Story, Easter

EYFS CURRICULUM AREA		YEAR GROUP FS, Y1 and Y2  THEME The Living Planet
Personal, Social & Emotional Development	 <b>Citizenship</b>	Relationships
Physical Development	 <b>PE</b>	
Understanding The World	 <b>Science</b>	<p><u>Living things and their habitats</u></p> <p><u>Year 1</u></p> <p>Can they identify and classify things they observe? Can they think of some questions to ask? Can they answer some scientific questions? Can they give a simple reason for their answers? Can they explain what they have found out? Can they point out some of the differences between different animals? Can they sort photographs of living things and non-living things? Can they identify and name a variety of common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates) Can they describe how an animal is suited to its environment? Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores?</p> <p><u>Year 2</u></p> <p>Can they match certain living things to the habitats they are found in? Can they explain the differences between living and non-living things? Can they describe some of the life processes common to plants and animals, including humans? Can they decide whether something is living, dead or non-living? Can they describe how a habitat provides for the basic needs of things living there? Can they describe a range of different habitats? Can they describe how plants and animals are suited to their habitat? Can they describe what animals need to survive? Can they explain that animals grow and reproduce? Can they explain why animals have offspring which grow into adults? Can they describe the life cycle of some living things? (e.g. egg, chick, chicken) Can they explain the basic needs of animals, including humans for survival? (water, food, air) Can they describe why exercise, balanced diet and hygiene are important for humans?</p>

	 <p><b>Geography/History</b></p>	<p><u>History</u></p> <p><u>Year 1</u> - Can they tell me about things that happened when they were little? Can they explain how they have changed since they were born?</p> <p><u>Year 2</u> - Can they use words and phrases like: before I was born, when I was younger? Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? Can they use the words 'past' and 'present' accurately? Can they use a range of appropriate words and phrases to describe the past? Can they sequence a set of events in chronological order and give reasons for their order?</p> <p><u>Geography</u></p> <p><u>Year 1</u> - Can they answer some questions using different resources, such as books, the internet and atlases? Can they think of a few relevant questions to ask about a locality? Can they answer questions about the weather? Can they point out where the equator, north pole and south pole are on a globe or atlas?</p> <p><u>Year 2</u> - Can they label a diagram or photograph using some geographical words? Can they find out about a locality by using different sources of evidence? Can they find out about a locality by asking some relevant questions to someone else? Can they name the continents of the world and find them in an atlas? Can they name the world's oceans and find them in an atlas?</p>
	 <p><b>RE</b></p>	<p>Christianity</p> <p>Easter celebrations</p>
	 <p><b>ICT</b></p>	<p><u>Algorithms and programs</u></p> <p><u>Year 1</u> - Can they begin to plan and test a Bee-bot journey? Do they recognise what an email address looks like? Have they joined in sending a class email?</p> <p><u>Year 2</u> - Can they find information on a website? Can they click links in a website? Can they print a web page to use as a resource? Can they send and reply to messages sent by a safe email partner (within school)? Can they word process a piece of text? Can they insert/delete a word using the mouse and arrow keys? Can they highlight text to change its format (B, U, I)?</p>

<b>Exoressive Arts &amp; Design</b>	 <b>Art/DT</b>	<p><u>Year 1</u> - Can they cut and tear paper and card for their collages? Can they gather and sort the materials they will need? Can they use a simple painting program to create a picture? Can they use tools like fill and brushes in a painting package? Can they go back and change their picture?</p> <p><u>Year 2</u> - Can they create individual and group collages? Can they use different kinds of materials on their collage and explain why they have chosen them? Can they use repeated patterns in their collage? Can they create a picture independently? Can they use simple IT mark-making tools, e.g. brush and pen tools? Can they edit their own work?</p>
	 <b>Music</b>	<p>The Carnival of Animals - French Romantic composer Camille Saint-Saëns</p> <p>Peter and the wolf - Prokofiev</p>
	 <b>French</b>	<p>Learn parts of your body</p>