|  |  |  |  |
| --- | --- | --- | --- |
| **St. Peter’s Catholic Primary School** | **Year 1** | **Spring 2 2025** | **Teachers: Mrs Fitzsimons and Mrs Johnson** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Core Teaching Principles**  **(Pedagogy)** | **Sequencing concepts and modelling**  Present new material using small steps.  Provide models.  Scaffolding. | **Questioning**  Ask a range of open and differentiated questions to explore and extend understanding  and reasoning skills.  Targeted questioning | **Reviewing**  Revisit prior learning.  Build on prior knowledge and experience. | **Stages of practice**  Whole class/shared.  Guided practice  Independent practice. | **Collaborative learning**  Learning partners  Kagan strategies | **Communication**  Oracy  Speaking and listening activities  Explicit teaching of vocabulary  Modelling by adults  Communicating the Curriculum/Voice 21 | **Active**  **Participation**  No hands up | **Metacognition**  Reflection of learning strategies that help them as a learner  Modelling/Think aloud by adults  Critique/self-evaluation/peer evaluation |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ENGLISH** |  | **TERMLY TOPIC FOCUS**  **History:**  **The Great Fire of London**  Vlad and the Great Fire of London (A Flea in History) : Cunningham, Kate,  Cunningham, Sam: Amazon.co.uk: Books  **Enquiry question:**  **What was the Great Fire of London?** |  | **MATHEMATICS** |
| **Writing**  Core Text: Vlad and the Great Fire of London  Audience: Parents / Twitter | **WHITE ROSE HUB**  Weeks 1 -3  Number: Place Value (within 50)  Weeks 4 - 6  Measurement: Length and Height  Measurement: Mass and Volume |
| **Reading**  Guided reading 3 x per week (Little Wandle)  Story time at the end of the day |
| **SPaG**  Weekly spelling lesson and practice  Review of phonics weekly  Contextualised within writing lesson. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **GEOGRAPHY** |  | **SCIENCE** |  | **RE** |
| **This year’s theme: Where do we live?**  **Global Issue: Homelessness**  In the Autumn term, children identified types of housing in the local area (Doncaster) and explored where they lived in terms of their home address.  Learning then moved on to learning about the UK, identifying the UK’s countries and surrounding seas. The children identified features of each of the countries, including their flags.  Learning has focused on England and the capital city of London. Children learnt about London’s key features through our Literacy links to non-fiction and story writing.  **Key questions to explore:**  How can we help the homeless? linked to our global issue  What countries make up the UK?  What is the capital city of England?  What are the capital cities of the countries of the UK?  What are the key features of the UK’s four countries?  Can you name the UK’S surrounding seas? | **Topic Focus: Seasonal changes and Plants**  The class will re-cap on the 4 seasons and recall similarities and differences between the different seasons. The focus will be on Spring.  Children will be able to name a variety of garden plants and wild flowers.  Children will learn what plants need in order to grow: sun, water and soil.  Naming the parts of a plant will also be a focus and being able to talk about the purposes of these.  **Key questions to explore:**  What does a plant need in order to grow?  What are the main parts of a plant?  Can you name some garden plants?  Can you name some wild flowers?  (See additional planning) | **This year’s theme: How do people know about God?**  **Spring 2:**  **-Jesus in the Desert**  **-Ash Wednesday**  **-Lent**  **-CAFOD Family Fast**  **-Jesus enters Jerusalem**  **-Jesus in the Temple**  **-The Last Supper**  **-The Crucifixion**  **-Jesus’ Crucifixion & Death**  **-Lent Around the World**  **-Jesus’ Resurrection**  **Hear:** The key texts based on the lessons above.  **Believe:** That Lent is a special time for praying, fasting, and helping others as Jesus has taught us to do.  Jesus died and rose again.  **Celebrate:** Some simple words, actions and symbols from the liturgies for Ash Wednesday and Palm Sunday.  **Live:** Children will know that Fasting in Lent is a way of giving things up to help others and for Catholics, CAFOD family Fast Day is a way of responding to a call.  Fasting, praying and giving to others are ways of following Jesus’ example. |
|  | | | | |
| **HISTORY** |  | **ART and DESIGN TECHNOLOGY** |  | **PE** |
| In Spring 2 children will explore:  The Great Fire of London   * Focus on the Tudor period in History. * Details about the Great Fire: where it happened, how did it spread, what factors contributed to the fire. * What sources were used to help historians to find out more about the Great fire? i.e. Samuel Pepys diary, writing and paintings. * The types of houses – made from wood * The key people in this period of history: Samuel Pepys, Sir Christopher Wren. * The re-building of London after this significant event in history.   **Key Questions:**  What materials are used and have been used to build homes?  How/Why, did the houses burn so quickly in The Great Fire of London?  Who was Samuel Pepys and how is he connected to The Great Fire of London? | **DT**  In Spring 1 children will explore:  Moving Pictures (Traditional Tales)   * Let’s explore * Sliders * Levers * Wheels * Designing * Making   **Art**  This term’s art will focus on:  The Fire of London  To develop paint mixing techniques and to develop brush strokes to create an imaginative fire picture.  To study the work of Katsushika Hokusai – Japanese cherry blossom.  To use colour light – dark.  To create a background and to mix shades of pinks to create blossom picture.  Observational drawings of blossom using drawing pencils. | Get Set for P.E  **Gymnastics – Indoor**  **Sending and Receiving – Outdoor**  See separate scheme for further details |
| **COMPUTING** |  | **PSHE** |  | **MUSIC** |
| Teach Computing  **Topic 4 – Data and Information: 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 numbers 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 their properties. . Finally, pupils will use their ability to sort objects into different groups to answer questions about data. | Live Life to the Full Plus  Module 2: Created to Love Others  Units 3 Life Online and Unit 4 Keeping Safe  See separate scheme for further details | Charanga Scheme  Module 4: Round and Round  See separate scheme |