

Spring Cycle A KS1

KS1	Superheroes / Explorers		Spring CYCLE A	January - March		
Science 1st and 2nd half	Plants (light and dark) (weeks 1-3)	Plants (light and dark) (weeks 1-3)	Plants (light and dark) (weeks 1-3)	Living things and their habitats (weeks 4-10)	Living things and their habitats (weeks 4-10)	Living things and their habitats (weeks 4-10)
	Living things and their habitats (weeks 4-10)	Living things and their habitats (weeks 4-10)	Living things and their habitats (weeks 4-10)	Living things and their habitats (weeks 4-10)	Light and dark (week 11)	Consolidation (week 12)
History Real life superheroes (famous people who made a change) Example planning for Helen Keller Significant People	Who was Helen Keller? To explore their early life (or Florence Nightingale/Neil Armstrong/Martin Luther King/Barack Obama/Nelson Mandela? Choose a famous superhero that would be significant for your class.)	What did (s)he do that was special? <i>Could be taught over 2 sessions</i> To explore how Helen Keller lived without two of her senses (focus: sight)	What did (s)he do that was special? <i>Could be taught over 2 sessions</i> To explore how Helen Keller lived without two of her senses (focus: hearing)	What did (s)he do that is important to us nowadays? To explore how Helen Keller helped other people	What did (s)he do that is important to us nowadays? To explore how Helen Keller helped other people	HISTORY Many ideas here Significant people - KS1 History Hamilton Trust planning has a unit on Superheroes Superheroes Topic Reception and EYFS Famous for more than Five Minutes KS1 - Year 1 & Year 2 History
Geography Superheroes Geography explorers	To name, locate and describe the five oceans.		To locate the poles and describe the features of cold environments.		To make a map with symbols and a key.	
DT Pop Up books Mechanisms Sliders and levers	Designing • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through drawings and mock-ups with card and paper.		Making • Plan by suggesting what to do next. • Select and use tools, explaining their choices, to cut, shape and join paper and card. • Use simple finishing techniques suitable for the product they are creating.		Evaluating • Explore a range of existing books and everyday products that use simple sliders and levers. • Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.	
RE: Buddhism : Key figures & stories Key question: How should we treat living things? A/F	To know the story of Buddha Link to possible resources	To learn about the Jataka stories. Watch You Tube clip Jataka Tales-The Golden Elephant Jataka Tales - The Golden Elephant - Animated / Cartoon Stories for Kids	To explain the story of Buddha's enlightenment. Watch Power Point. Colour a picture of Buddha.	To learn about the symbols of Buddhism. The Lotus and The wheel. Design your own symbol to represent you. Resources	To know the building Buddhists use for worship Link to possible resources	To learn the art of meditation. Basic Meditation and Mindfulness for kids
Computing	Computing Making Music Tied to Science, Music and History Superheroes			Computing Scheme of Work Unit 2.7 – Making Music program 2Sequence		

Computing	Unit 1.2 Grouping and Sorting short topic tied to Science			Unit 1.2 Grouping and Sorting program 2DIY		
Music Playing in an Orchestra Social Question: How Does Music Teach Us About the Past?	Step 1 Sparkle in the Sun (part 1) Complete resources Brief lesson plan	Step 2 Sparkle in the Sun (part 2) Complete resources Brief lesson plan	Step 3 Listen (part 1) Complete resources Brief lesson plan	Step 4 Listen (part 2) Complete resources Brief lesson plan	Step 5 The Orchestra Song Complete resources Brief lesson plan	Step 6 Assessment Checkpoint Complete resources Brief lesson plan
PSHE & Zones of Regulation/ Nurture (Y2)	Belonging to a community <i>Belonging to a group; roles and responsibilities; being the same and different in the community</i> about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups about different rights and responsibilities that they have in school and the wider community about how a community can help people from different groups to feel included to recognise that they are all equal, and ways in which they are the same and different to others in their community		Media literacy and Digital resilience <i>The internet in everyday life; online content and information</i> the ways in which people can access the internet e.g. phones, tablets, computers to recognise the purpose and value of the internet in everyday life to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos that information online might not always be true		Money and Work <i>What money is; needs and wants; looking after money</i> about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments how money can be kept and looked after about getting, keeping and spending money that people are paid money for the job they do how to recognise the difference between needs and wants how people make choices about spending money, including thinking about needs and wants	