**What Happens In Spring? Penhallow Y1 Spring 2.**

**Geography:**

**Human and physical Geography:**

* Use basic geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.

**Geographical skills and fieldwork:**

* Carry out a small survey of the local area/school, drawing simple features.
* Create plans and draw simple features in their familiar environment.
* Use aerial photographs and maps with basic symbols to recognise landmarks of the local area such as schools, shops and parks.
* Use simple fieldwork and observational skills to study the geographical features of their school and the local area, identifying the human and physical geography.

**Geographical Enquiry:**

* Ask relevant geographical questions using a range of sources provided.

**Climate Change:**

* Know some ways we can look after our planet, making references to climate change.
* Know how climate change could change weather patterns in years to come.
* Carry out a small traffic survey, understanding how we can be ‘greener’.

**Science:**

**Plants:**

* Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
* Identify and describe the basic structure of a variety of common flowering plants, including trees.

**Animals including Humans:**

* Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
* Identify and name a variety of common animals that are carnivores, herbivores and omnivores
* Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).

**Seasonal Changes:**

* Observe changes across the four seasons.
* Observe and describe weather associated with the seasons and how day length varies.

**PE:**

**Fundamentals:**

* Develop balancing.
* Develop running and stopping.
* Develop changing direction.
* Develop jumping.
* Develop hopping.
* Explore different ways to travel using equipment.

**Games:**

* To aim when throwing and practise keeping score.
* To follow instructions and move safely when playing tagging games.
* To learn to play against a partner.
* To develop co-ordination and play by the rules.
* To explore striking a ball and keeping score.
* To work cooperatively as a team.

**PSHE:**

**Healthy Me:**

* I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy.
* I feel good about myself when I make healthy choices.
* I know how to make healthy lifestyle choices.
* I feel good about myself when I make healthy choices.
* I know how to keep myself clean and healthy and understand how germs cause disease/illness.
* I know that all household products including medicines can be harmful if not used properly.
* I am special so I keep myself safe.
* I understand that medicines can help me if I feel poorly and I know how to use them safely.
* I know some ways to help myself when I feel poorly.
* I know how to keep safe when crossing the road, and about people who can help me to stay safe.
* I can recognise when I feel frightened and know who to ask for help.
* I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.
* I can recognise how being healthy helps me to feel happy.

**Key Vocab:**

Balance, bend, crawl, fast, hop, jump, land, rules, run, safely, slide, slow, stop.

Aim, gallop, hit, hop, jump, lose, partner, run, safely, score, stop, tag, target, team, win.

**Key Vocab:**

leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, weather (sunny, rainy,

windy, snowy etc.), seasons (Winter, Summer, Spring,

Autumn), sun, sunrise, sunset, day length, fish, amphibians, reptiles, birds and mammals, carnivores, herbivores and omnivores.

**Key Vocab:**

Healthy, unhealthy, balanced, exercise, sleep, choices, healthy, clean body parts, toiletry items, e.g. toothbrush, shampoo, soap, hygienic, safe, medicines, trust, safe, safety, Green Cross Code, eyes, ears, look, listen, wait, keeping clean.

**Key Vocab:**

Algorithm, instructions, sequence, programmable, Bee-Bot, implement, software, print, internet, computer science, information technology.

**Key Vocab:**

Peel, chop, mix, weigh, ‘Eat Well’ plate.

**Key Vocab:**

Religion, Christianity, God, Bible, Jewish, Jew, Jesus, Muslim, Muhammad, Hindu, Rama, Sita, Ganesha, Krishna, Easter, Palm Sunday, cross, eggs.

**RE:**

**Which stories are special and why?**

* Talk about some religious stories and recognise some religious words.
* Identify some of their own feelings in some of the stories they hear.
* Identify a sacred text e.g. Bible, Torah.
* Talk about some of the things these stories teach believers.

**Why is Easter special to Christians?**

* Recognise and retell stories connected with celebration of Easter.
* Talk about ideas of new life in nature.
* Talk about some ways Christians celebrate Easter.

**Key Vocab:**

Sea shanty – high/low – happy/sad – fast/slow, posture, breathing.

**Key Vocab:**

City, continent, country, Europe, United Kingdom, England, London, County, Cornwall, rural, seaside, built up, urban.

**Computing:**

**Computer Science:**

* Create a simple series of instructions to understand that algorithms are a sequence of instructions in everyday contexts.
* Put two instructions together to control a programmable toy- Understand forwards, backwards, up and down.
* Begin to plan and test a Bee-bot journey to implement an algorithm.
* Record their routes.
* Explain what they think a program will do, using a familiar piece of software (including computer games).

**Information Technology:**

* Print out a page from the internet.

**Music:**

* Sing a sea shanty and add appropriate actions.
* With my class, compose our own words to a sea shanty melody.
* Sing our shanty with confidence and expression.
* Play a simple accompaniment on a pitched or unpitched percussion instrument to accompany our shanty. We can perform this to celebrate St Piran’s Day.
* Sing an Easter song, remembering and using the singing techniques and posture that we learnt from our sea shanty work.
* Take part in a recording, which will be sent home for my parents to see, of the songs that we have worked on, focussing on my performance skills.

**Design and Technology:**

**Cooking and nutrition:**

* Understand where food comes from.
* Name and sort foods into the five groups of the ‘eat well’ plate.
* Cut, peel or grate ingredients safely and hygienically.
* Measure or weigh using measuring cups or electronic scales.
* Assemble or cook healthy ingredients.