

Spring 2 Cycle B 2025-26	CAPITAL CITIES
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<u>Value:</u> Justice	<u>Specific Project:</u> This year's focus painting is ' A Muse (Calliope?) ' by Cosimo Tura. The picture was chosen by children and teachers across the country. They were particularly interested in the painting's striking figure, ornate design and rich colours.	<u>Ignites:</u> <u>Trips, Visits & Visitors:</u> London Trip 3 consecutive Mondays in March EYFS Day? World Book Day – Read Your Way 5 th March Go All In! - celebrating reading for pleasure as part of the national year of reading https://www.worldbookday.com/educators/
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English

Key Vocabulary	Key texts and Tier 2 vocabulary	Text Types
Year 1 – adjectives, capital letters, full stops, prefix un, co-ordinating conjunctions, sentence openers Year 2 – sub-ordinating conjunctions, time conjunctions, suffix endings full, ness, ly, expanded noun phrases, paragraphs, text boxes Both – question marks, exclamation marks, suffix endings er, est, command sentences, past tense,	A walk in London by Salvatore Rubbino To compliment Factual writing. This book has a mixture of story and facts in it. Not all tier 2 but good vocab to pick out, select what seems most appropriate. <ul style="list-style-type: none"> • rare • shiny • whispers • interesting • sparkly • wobbly • sentries • ceremony 	<ul style="list-style-type: none"> • Facts about London landmarks <p style="text-align: center;"><i>Independent write at end of week 2 linked to facts</i></p> <ul style="list-style-type: none"> • Story Retelling • Recount of trip

persuasive

- monarch
- dome
- vaults
- sceptres

Look Inside London by Jonathan Melmoth. Use this text to compliment teaching for **Factual** writing.

Katie in London by James Mayhew

Story retelling

- clamber
- bounding
- gazed
- trotted
- chugged
- bustled
- glimpse
- dangled

All aboard the London Bus by Patricia Holt

Book of poems which could support recall of things they saw in London for the **recount**. I have picked out some poems that may be referred to:

Big Ben poem:

- golden
- wonderous

The London Eye poem:

- dangle
- glimmer
- splintering
- sparkles

The River Thames poem:

- Tumbling
- winding

	<ul style="list-style-type: none"> • broad • bubbling • lapping <p>St Pauls Cathedral poem:</p> <ul style="list-style-type: none"> • whipped • ripped • raged • choking • cinders • embers • elegant • immense 	
NC Links	Knowledge	Skills
<p>Year 1 – Composition</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher <p>Year 2 – Composition</p> <ul style="list-style-type: none"> • writing narratives about experiences of others (fictional) • writing poetry • writing for different purposes • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary 	<ul style="list-style-type: none"> • Facts about London landmarks prefix un and suffix endings er,est,ly, command sentences • Story Retelling – conjunctions and punctuation • Recounts – Time adverbials and past tense 	<p><i>Suggestion Castlethorpe, NC and SG to do recount week 3 and Sherington and NB weeks 5. Then do Facts about London landmarks before story retelling</i></p> <p>Facts about London Landmarks - (weeks 1 & 2 - 8 les RM)</p> <p>Year 1</p> <ul style="list-style-type: none"> • Use adjectives to describe • Re-read writing and check it makes sense • Use capital letters and full stops • Use question marks • Use simple sentence structures • Use conjunction ‘and’ • Use prefix un- • Use suffixes er and est <p>Year 2</p> <ul style="list-style-type: none"> • Writing follows a logical sequence • Use expanded noun phrases • Appropriate language chosen and used correctly

- encapsulating what they want to say, sentence by sentence
- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense
- proof-reading to check for errors in spelling, grammar and punctuation
- read aloud what they have written with appropriate intonation to make the meaning clear.

Year 1 – vocabulary, grammar and punctuation

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 - question marks and conjunction 'and'
- use the grammatical terminology in English Appendix 2 in discussing their writing.

Year 2 – Vocabulary, grammar and punctuation

- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- sentences with different forms: statement, question, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and

- Use commands
- Use capital letters and full stops
- Use question and exclamation marks
- Use tenses correctly
- Use co-ordinating and subordinating conjunctions
- Use suffixes -er, -est, -ly

Story Retelling – (weeks 3 and 4 or 4 and 5 – 8 less KB)

Year 1

- Write sentences in order to create a short narrative
- Use adjectives to describe
- Re-read writing and check it makes sense
- Use of capital letters and full stops
- Use conjunction 'and'

Year 2

- Write in a logical sequence
- Use expanded noun phrases to describe
- Use time adverbials
- Use capital letters, full stops and exclamation marks
- Use present and past tense
- Use co-ordinating and sub-ordinating sentences

Recount of London trip– (week 3 or 5 - 4 days PB)

Year 1

- write sentences in order to create a short narrative
- Use adjectives to describe
- Use past tense
- Use capital letters and full stops
- Use time adverbials
- Use conjunction 'and'
- Use suffix er, est, ed

<p>consistently including the progressive form</p> <ul style="list-style-type: none">• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)• some features of written Standard English• use and understand the grammatical terminology		<p>Year 2</p> <ul style="list-style-type: none">• Write in a logical sequence• Use expanded noun phrases• Use time adverbials• Use capital letters, full stops, exclamation marks• Use past tense correctly• Use co-ordinating and sub-ordinating conjunctions• Use suffixes
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Speaking & Listening		
Speaking & Listening	Presentation	
<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Select and use appropriate registers for effective communication 	<ul style="list-style-type: none"> • Participate in discussions, presentations, performances, role play, improvisations and debates 	
Spelling & Phonics		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> • All letters of the alphabet and the sounds which they most commonly represent • Consonant digraphs which have been taught and the sounds which they represent • Vowel digraphs which have been taught and the sounds which they represent • The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds words with adjacent consonants guidance and rules which have been taught 	<ul style="list-style-type: none"> • To know and apply knowledge of set 1 /2 /3 phonemes and the corresponding graphemes including additional set 3 sounds e.g. ph, wh, and vowel digraphs and trigraphs in spelling words • Use spellings rules taught -e.g. adding a suffix where no change is needed to the root word. See NC English Appendix 1 : Spelling for rules • Compound words are 2 words joined together • Know the grapheme-phoneme correspondences that do and do not fit in with rules • Know and use the Year 2 spelling rules e.g. -le See Year 2 appendix for full list of rules • Contractions • Possessive apostrophe • Homophones and near-homophones 	<p>Year1</p> <ul style="list-style-type: none"> • Division of words into syllables • Segmenting spoken words into phonemes and representing with the correct grapheme • Adding suffixes: s, es, ing, ed, er, no change to root word • Adding the prefix -un • Spelling many common exception words –see year 1 & 2 list • Spell and join 2 words to make compound words • Identify alternative spellings –e.g. grapheme-phoneme correspondences that do not fit in with what has been taught <p>Year 2</p> <ul style="list-style-type: none"> • Adding suffixes – est, ment, ness, ful, less, ly • Apply knowledge of spelling rules e.g. contractions, possessive apostrophe

Handwriting		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Form capital letters • Understand which letters belong to which handwriting 'families' (formed in similar ways) and to practise these 	<ul style="list-style-type: none"> • Know upper and lower case letters • To know letter families within the Letter join scheme • To know when to use a capital letter 	<ul style="list-style-type: none"> • Are able to rearranging words and punctuation to create a question and understand that a question should contain a question word • Is able to explain the term 'noun' and 'adjective' • Form digits 0-9 • Begin to use the precursive and then cursive script as soon as ready

Science

Termly Focus: Animal growth – parent, offspring and lifecycles (5 lesson)
Season of spring (1 lesson)

Key Vocabulary:

Animals:

Adult, develop, young, offspring, live young, hatchling, hatch, larvae, eggs, carnivore, herbivore, omnivore, mammal, reptile, amphibian, fish, bird.

life cycle, live young, egg, metamorphosis, larva(e), pupa, chrysalis, parent and young examples eg butterfly, baby, toddler, child, teenager, tadpole, froglet, frog, duckling, hatch, hatchling.

Seasons

Seasons, weather, spring, winter, summer, autumn, nature, animals, plants.

plant, tree, flower, leaf, blossom, bud, seedling, insect, bee, butterfly, bird, weather, wind, sun, cloud, warm, cold. wind, temperature, rain, cloud, sun, snow, cold, warm, hot, fog, weather forecast, storm, temperature, rainfall, thermometer, rain gauge, wind direction.

from Science curriculum long term plan)

NC Links	Knowledge	Skills
<p>Pupils should be taught to:</p> <p><u>Main foci:</u> <u>Y2 Animals including humans (5 lessons):</u> notice that animals, including humans, have offspring which grow into adults ♣ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p><u>Y1 Seasonal changes (1 lesson on spring):</u> observe changes across the four seasons ♣</p>	<p>Lesson 1 Y1: With support, I am learning that animals have offspring which grow into adults.</p> <p>Y2 I am learning that animals have offspring which grow into adults.</p> <p>Lesson 2 Y1 With support, I am learning to identify and match animal offspring and their adults.</p> <p>Y2 I am learning to match, sort and group animal offspring and their adults.</p> <p>Lesson 3 Y1 I am learning to use a simple lifecycle to describe how animals</p>	<p>Lesson 1</p> <p>Lesson 2: Y1: WS: I am starting to discuss what I have found out. Y2: WS: I can discuss what I have found out.</p> <p>Lesson 3 Y1 WS: I can use practical experiences to find answers and am starting</p>

<p>observe and describe weather associated with the seasons and how day length varies</p> <p><u>Recall and apply skills from prior learning (Y2s)</u></p> <p><u>Y1 Animals including humans:</u> describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p><u>Y2 Living things and their habitats :</u> identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p>	<p>change as they grow into adults.</p> <p>Y2 I am learning to use lifecycles to explain how animals change as they grow into adults.</p> <p>Lesson 4: Y1 I am learning to use a simple lifecycle to describe and compare how animals change as they grow into adults</p> <p>Y2 I am learning to use lifecycles to describe/ explain and compare how animals change as they grow into adults.</p> <p>Lessons 5: Y1: I am learning to observe changes between winter and spring.</p> <p>Y2: I am learning to observe and describe how things change between winter and spring</p>	<p>to observe closely.Y2: WS: I can use practical experiences to find answers and can observe closely.</p> <p>Lesson 4 Y1: . WS: I can use practical experiences to find answers and am starting to observe closely. Y2: WS: I can use practical experiences to find answers and can observe closely.</p> <p>Lesson 5 Y1: . WS: I can use practical experiences to find answers and am starting to observe closely. Y2: WS: I can use practical experiences to find answers and can observe closely.</p>
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Geography		
<u>Termly Focus:</u> The UK countries and capital cities	<u>Key Vocabulary:</u> <ul style="list-style-type: none"> key physical features, including: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop City landmarks 	
NC Links	Knowledge	Skills
<p>Understand where I am in the world</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Describe the human and physical features of one of the UK's capital cities. Explain the differences between human and physical features. 	<p><u>Year 1 Knowledge</u> Name, locate and identify characteristics of the 4 countries and capital cities of the UK.</p> <p><u>Human and Physical Geography</u> Use basic and geographical vocab to refer to physical and human features.</p> <p><u>Year 2 Location Knowledge</u> Name, locate and identify characteristic of the 4 countries and capital cities of the UK and it's surrounding seas.</p> <p><u>Place Knowledge</u> Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK</p> <p><u>Human and Physical Geography</u> Use basic geographical vocabulary to refer to key physical and human features Know the main differences between a city, town and village. Identify the following physical features: mountain lake, island, valley, river, cliff, forest and beach. Explain some of the advantages and disadvantages of living in a city or village.</p>	<p><u>Year 1</u> <u>Geography Skills and fieldwork</u> Use world maps, atlases, globes to identify the UK and its countries.</p> <p>Use simple compass directions and location and directional language.</p> <p>Use photographs and maps to identify features.</p> <p><u>Year 2</u> <u>Geographical Skills and Fieldwork</u> Use world maps, atlases and globes to identify the UK it's countries and capital cities.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>

Lesson 1

Preparation for London visit.

LO: Check my understanding of the United Kingdom and locate the four countries of the United Kingdom.
Identify the four capital cities – main focus London.

Identify landmarks using aerial photographs (preparation for London Eye visit).

Lesson 2

London visit – On London eye, identify landmarks using aerial photos.

Lesson 3

Identify the four capital cities and surrounding seas of the United Kingdom

Lesson 4

Explain the differences between human and physical features.

Lesson 5

Describe the human and physical features of one of the UK's capital cities.

Music		
Termly Focus: Instruments of the Orchestra – Carnival of the Animals		Key Vocabulary: instruments of the orchestra, conductor, families, woodwind, brass, strings, percussion
NC Links	Knowledge	Skills
<p>EYFS</p> <p>To learn about music from another culture, To respond to music with movement Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and try to move in time with music.</p> <p>KS1</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related</p>	<p>Listening</p> <p><u>Carnival of the Animals – Opera North</u> Lions and Pianists https://www.youtube.com/watch?v=pzwN0CREBbE Birds, Clarinets and Flutes https://www.youtube.com/watch?v=JfOG_YZnRmQ Elephants and the Double Bass https://www.youtube.com/watch?v=nFMlpxv4ZNs Donkeys. Violins and Kangaroos https://www.youtube.com/watch?v=Q-PZQ2_1z9k Fish, Xylophones and Glockenspiels https://www.youtube.com/watch?v=MnD6UgoUfRU Swans and the Cello https://www.youtube.com/watch?v=kz-a3Ghp6rE</p> <p>Singing</p> <p>Hot Cross Bunny I love the Flowers New Life has Begun New Beginnings</p> <p>Composing</p> <p>Composition around animals Graphic scores Stick notation</p> <p>Musicianship</p> <p>Animal stick rhythms Find the beat Kodaly</p>	<p>EYFS</p> <ul style="list-style-type: none"> To be able to differentiate between different musical sounds (e.g. bells/drums) and name some common musical instruments. To begin to be able to use language such as fast/slow, high/low loud/quiet, long/short when describing different pieces of music To move creatively to different music. <p>Year 1</p> <ul style="list-style-type: none"> To begin to recognise a variety of musical instruments by sight and sound. To understand that music can be represented by a range of symbols shapes or marks. To begin to express music through movement and possible sequences of movement. To begin to understand and discuss that musical elements can be used to create different moods and effects. <p>Year 2</p> <ul style="list-style-type: none"> To recognise a variety of musical instruments by sight and sound. To begin to represent sounds with a range of symbols, shapes or marks. To use musical language such as tempo, pitch, dynamics and duration to describe different pieces of music. To express music through movement and possible sequences of movement.

Computing

Termly Focus:

Purple Mash Computing Scheme: Mixed Age Planning Information.
Year 1 / 2 (Cycle B) Refreshed Computing Scheme.

Making Beats (4 Lessons)

Key Learning

- To compare music made using computers and music played by real instruments.
- To explore mixing the sounds of different instruments using the 2Beat Tool.
- To compose a tune to match a picture of a scene.
- To compose a beat the match a picture of a scene.

Key Vocabulary:

Digital: Using a computer, tablet or phone to create something such as art, music or writing.
Tune: The part of the music that you can hum or sing along to.
Beat: The steady, regular pulse that you can tap your foot to or clap along with.
Musical Instrument: Something you play to make music.
Compose: To create your own piece of music.
Tempo: The speed of a piece of music.

NC Links	Knowledge	Skills
<p>English National Curriculum Objectives (Key Stage 1)</p> <ul style="list-style-type: none"> • Understand what algorithms are: how they are implemented as programs on digital devices: and that programs execute by following precise and unambiguous instructions. Strand: Computer science. Units: Coding and Route Explorers • Create and debug simple programs Strand: Computer science. Units: Coding • Use logical reasoning to predict the behaviour of simple programs. Strand: Computer science. Units: Coding • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Strand: Information Technology Units: Introduction to PM, Creative Computing, Data Explorers, Animated 	<p>Key Learning</p> <ul style="list-style-type: none"> • To compare music made using computers and music played by real instruments. • To explore mixing the sounds of different instruments using the 2Beat Tool. • To compose a tune to match a picture of a scene. • To compose a beat the match a picture of a scene. 	<p>Lesson 1:</p> <p>Aim: To compare music made using computers and music played by real instruments. Success Criteria: I can understand that some music is made using musical instruments. I can understand that some music is made using computers. I can create some digital music using 2Explore.</p> <p>Lesson 2:</p> <p>Aim: To explore combining the sounds of different instruments using 2Beat tool. Success Criteria: I can give examples of musical instruments that might create the beat of a piece of music. I can give examples of musical instruments that might create the melody. I can create a piece of music where different sounds are heard at the same time.</p>

Stories, Making Beats.

- Recognise common uses of information technology beyond school.
Strand: Digital Literacy.
Unit: Technology Around Us
- Use technology safely and respectfully, keeping personal information private: identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
- **Strand: Digital Literacy**
Units: Use of 2Be Safe Scheme, All Units

Lesson 3

Aim: To compose a tune to match a picture of a scene.

Success Criteria:

I can choose which instrument sounds to use to compose music for a purpose.

I can edit the tempo of my piece to suit the scene that I choose.

Lesson 4

Aim: To compose a beat to match a picture of a scene.

Success Criteria:

I can combine beat sounds to make a beat for a purpose.

I can alter the tempo and volume for individual instrument sounds.

RE

Termly Focus: What are the best reasons to follow a leader?

Strand: Reality and Truth

Focus on the question of authority testing whether ideas make sense and testing their reliability. Introduce Joshua and compare him to Jesus' leadership for deeper understanding of the topic of leadership. Investigate qualities of leaders and evaluate what makes people good leaders.

Resources:

- Saddleback kids - Joshua and Caleb
- Saddleback kids - Joshua and the Israelites cross the River Jordan
- Saddleback Kids - The Walls of Jericho Numbers 14 ICB –
- Bible Gateway – Joshua and Caleb testifies about the goodness of Canaan and the consequences of the nation rejecting their testimony Joshua 9:1
- Hillsong Kids memory verse – reference to God's protection over Joshua wherever he may go Pictures of leaders (e.g. Queen Elizabeth; King Charles; head teacher, club leader, vicar, Sunak, Neil Armstrong etc.)
- Role on the wall example 6 Ways We See Jesus in Joshua (thegospelcoalition.org) – the link between Jesus and Joshua
- The Jesus Storybook Bible
- 365 Bible Stories and Prayers

NC Links/ OD Sc	Knowledge	Skills
<p>National Statement of Entitlement (NSE) a, b, d, g, i, j</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> • There are a lot of shared ideas about the rules that are followed. • The Golden rule is shared by many different groups of people. • A person's worldview will affect what they think is right or wrong. • The ten commandments may apply to many different people in different ways • The Jewish religion began in Israel when Abraham was called by God (Jewish leader). <p>Building Blocks:</p> <ul style="list-style-type: none"> • Different people think that different things are right. • People get their ideas about what 	<p>Engage:</p> <p>What is a leader?</p> <p>Display a gallery of pictures of different leaders around the room (school, local, political, religious readers etc.). Walk pupils around and discuss: Who are these people? What is the same about them? What might they have in common? Why have we chosen them? Draw out that they are all leaders. Who makes the best leader? The strongest? The tallest? The oldest? The most intelligent? The one who makes the best tool? The one with the most money? The loudest voice? The most followers? What other characteristics does a leader need? In a class discussion, focus on pupils' personal role models and discuss examples as a class. Ensure that pupils can explain why they have chosen that person. Who is your role model and why? Pupils can draw a picture of their role model and write a sentence or two to explain why they have chosen them. Do you know of other leaders in your personal lives or leaders from history? Discuss what a leader is and come up with a simple class definition.</p> <p>Enquire and Explore:</p> <p>Introduce Joshua and read / tell his story using pictures and /or drama – focus on his story when he is sent into Canaan as one of the 12 spies. Freeze frame scenes from his story. Pupils can prepare questions to ask Joshua and hot-seat Joshua with the teacher in role and explore the choices he has made. Draw out that he was truthful and courageous despite the challenges and trusted God's plan and purpose for his people. In small groups, pupils can prepare a role on the wall for Joshua. They collect and record facts around his body outline and record his emotions, feelings, thoughts inside the body. As a whole class reflect on what made Joshua a good leader. You could chose a different time of Joshua's life i.e. when he was appointed as the leader of the</p>	

is right and true from other people and from the things that they read.

- Asking questions helps people to decide what is right.

Outcomes:

- I know the key leaders for Jewish people and say what makes Joshua a good leader.
- I can recount some of the key events that demonstrate Joshua's leadership skills.
- I can say what qualities a good leader should have and put them in order from least to most important.
- I understand that different people have different views on what qualities are important to be a good leader.
- I can name some leaders in my own community and reflect on what leadership qualities they should have.
- I understand that it is important to follow a leader using my own values and questions to guide me.

Assessment Opportunities:

- Pupils can recount some of the key events from the story of Joshua.
- Pupils can identify key qualities in how Joshua lead the Jewish people.
- Pupils can select and order key leadership qualities.
- Pupils can reflect on and say what

Israelites after the death of Moses – either way draw out the characteristics of his leadership and personality. You could compare Joshua to Jesus and draw out similarities between them as leaders – this may be an extra session to allow children to discuss, reflect and compare.

What makes a leader a good leader?

Pupils work in small groups and jot down key qualities of a good leader. Feedback to class and give reasons for your chosen qualities. Go back into your groups and rank those qualities from most important to least important and choose your five most important ones and be able to reason why. Display pupils' ideas on a leadership qualities number line (1-5) with each group placing their rankings according to their choices. As a class discuss similarities and differences between the choices of different groups. Why are your choices different? At the end the activity, draw children's attention to the fact that some of them were leading the group activity. Does every leader need the same qualities?

Who are the leaders in your lives? What makes them good leaders?

As a whole class brainstorm ideas: parents, school, clubs, places of worship. This session gives children to opportunity to interview a leader in their own community e.g. head teacher, religious leader, MP, mayor, parish council etc.

What qualities should their chosen leader have? As a whole class, come up with an agreed list of 5 qualities of leadership that the invited leader should have. Pupils will conduct an interview with their chosen leader to find out if they have the qualities that the pupils have deemed essential and important.

Evaluate:

Do we need to follow leaders? Why / why not?

Pupils consider and discuss whether all leaders have to have the same qualities; whether all leaders are good leaders; whether good leaders need to have religious views/ faith / values. Explain that following or not following leaders is a shared human experience for all humans, religious and non-religious, and consider what happens when people don't follow leaders. As a class play the game of Follow the leader. Choose a member of staff (dressed in a fluorescent jacket) and tell children to follow them. Do not say anything more other than this instruction. The member of staff will lead children around the school grounds without any purpose. The aim is to give children the experience of following a leader. As a class discuss how pupils felt during the experience, what made them follow the leader and whether they had any questions / or at which point of the game, they wanted to ask questions (why, where, what). Discuss if we all need to follow leaders if so why. Revisit what we have learnt about rules last year (Golden Rule) and recap that we need rules to follow as we live in communities and without following basic agreed rules, our communities would fall apart. Make the link between rules and leaders explicit and agree that leaders will make rules for us to follow. Discuss that there are different leaders to follow and choose from in different settings and it is our choice to decide which leaders we follow. Discuss

different qualities different leaders should have. Pupils will demonstrate some things that they will need to know to make an informed decision to follow a leader.

- Pupils will know that the choice to follow or not follow certain leaders is a shared human experience inclusive of all humanity. Pupils will know that people may change their choice to follow /not follow leaders through their lifetime because of experience and new knowledge.

examples that are relevant in children's lives e.g. which faith group they go to; which swimming club they are a member of; which school they go to and why. Draw out that they have selected to be part of these groups for a reason – likely that they agree with the leaders who are in charge. As a class agree that we all have different opinions based on what we know about the leaders and are free to make our own choices. Draw out that some people might just blindly follow a leader without asking questions and some might not. Agree as a class that we could be vulnerable when following leaders if we choose to follow them because others follow them, or we do not have information to make the right decision for ourselves

Reflect and Communicate:

What gives people the right to be leaders? Do we all have to agree on the same leaders?

Pupils discuss who can be a leader. As a class draw out and agree that people who want to be leaders need to prove that they have the right qualities for the position / job that they want to lead in and that they have ideas about what they want to do/ change and why. Discuss that not all leaders who have the above get to lead and become leaders as people who have the most amount of support will be selected. Think about whether we all need to agree on the same leader – as a class focus on that fact that everyone has the right to choose the leader that they want to follow. Discuss what would happen if too many leaders were in charge of a group and draw out the conclusion as a class that ultimately in organisations the leader that wins the majority will lead the group. Give children time to reconsider their role models from session 1 and decide whether they still agree with their choice and if so why. Having learnt about leadership would they still follow their role model? If so, give reasons as to why or why not.

PSHER

Termly Focus:

NB Long term plan specifies 'Using the internet and digital devices; communicating online. This has been covered in ICT curriculum and safer internet week so this term will cover:

- Communication and where /how to get help when things go wrong,
- how to communicate and how to be a better communicator
- what is resilience and how to be a resilient learner
- Keeping safe in a new/different environment
- JUSTICE (British value)

Key Vocabulary:

Justice, School Name, Full name, share, negotiate, compromise, staff, lanyard, photo ID, Resilient, resilience, exhibition, exit, entry, display

NC Links/Topic

P of S Refs
 R8 simple strategies to resolve arguments between friends positively
 R24 how to listen to other people and play and work cooperatively
 R25 how to talk about and share their opinions on things that matter to them
 H11 about different feelings that humans can experience
 H14 how to recognise what others may be feeling
 H15 to recognise that not everyone feels the same at the same time or feels the same about the same things
 H16 about ways of sharing and a range of words to describe feelings
 H32 ways to keep safe in familiar and unfamiliar environments and how to cross the road safely
 H33 about the people whose job it is to help keep us safe

Knowledge

- How to play and work cooperatively in different groups and situations
- About what causes arguments between friends.
- How to positively resolve arguments between friends
- To describe their own feelings
- To recognise the signs that show someone is not happy
- To be aware of how to keep themselves on trip to London
- To be aware of the risks at the places they will visit
- To know what to do if they do get lost on trip
- To identify potentially unsafe situations and steps they can take to avoid and remove themselves from danger.

Skills

- Simple negotiation
- Cooperation
- Compromising
- Able to talk about their feelings
- To begin to empathise with others
- Children can name their school
- Children can describe how to keep safe on trip
- Children can explain clearly what to do if they got lost at the museum

Art

Termly Focus:

Take One Picture 2025-26

<https://www.nationalgallery.org.uk/events/online-take-one-picture-cpd-2025-2026>

The focus painting for the 2025 exhibition is '[The Courtyard of a House in Delft](#)' by Pieter de Hooch.

A project combining mainly drawing, painting and sculpture skills designed to increase knowledge and awareness of artists and life in the past.

An opportunity for children to engage in an artists work and use it to inspire their own.

Key Vocabulary :

Painting, artist, sections, soundscape, sculpture, background, foreground, scene, speech, process, respond, shapes



NC Links	Knowledge	Skills
<ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<p>To develop ideas Y1- Respond to ideas and starting points Y2 Explore ideas and collect visual information. Explore different methods and materials as ideas develop</p> <p>To take inspiration from the greats (classic and modern) Y1 and Y2 - Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces</p>	<p>To master techniques:</p> <p>Painting Y1/2 Use thick and thin brushes.</p> <p>Sculpture Y1 Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card as materials. Y2 -Use a combination of shapes. Use techniques such as rolling, cutting and carving</p> <p>Drawing Y1: Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Y2: Show different tones by using coloured pencils</p>

Maths		
<p>Termly Focus: Year 1: Final part of Addition and Subtraction, Place Value, Length and height, Mass and Volume</p> <p>Year 2: Multiplication and Division. Length and Height, Mass, Capacity and Temperature</p>		<p>Key Vocabulary: Times, groups of, lots of, sharing, grouping, arrays, repeated addition, sum, total, arrange, standard units, non-standard units, centimetre, metres, litres, millilitres capacity, volume, mass, half, quarter, full, empty, degrees, Celsius, more than less than, greater than, equal to, length, width. Place value, tens, ones,</p>
NC Links	Knowledge	Skills
<p>Year 1 Addition and Subtraction continued from last half term.</p> <p>Calculations Add and Subtract continued</p> <ul style="list-style-type: none"> Add and subtract one digit and two digit numer to 20, including zero. Problems – Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ <p>Place Value to 50 Count</p> <ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1 or from any given number Count numbers to 100 in numerals; count in multiples of twos, fives and tens. <p>Represent</p> <ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations. Read and write numbers 1 to 20 in numerals and words 	<p>1NF – 1 Developing fluency in addition and subtraction facts within 10.</p> <p>1AS – 2 Read, write and interpret equations containing addition, subtraction and equals symbols and relate additive expressions and equations to real – life contexts</p> <p>Place Value 1NPV – 1 Count within 100, forwards and backwards starting with any number.</p> <p>1NPv – 2 Reason about the location of numbers to 20 within the linear number system, including comparing more than less than symbols.</p>	<p>Step 6 – Subtract ones using number bonds Step 7 – Subtraction – counting back Step 8 – Subtraction – finding the difference Step 10 – Missing number problems.</p> <p>Place Value Step 1 – Count within 20 to 50 Step 3 – Count by making groups of tens.</p> <p>Step 6 – The number line to 50</p>

Use and compare

- Given a number identify one more and one less

Length and Height/ Mass and Volume

- Compare and describe and solve practical problems for:
 - Lengths and heights
 - Mass/weight
 - Capacity and volume
- Measure and begin to record the following:
 - Length and heights
 - Mass/weight
 - Capacity and volume

Year 2**Multiplication and Division Continued****Recall**

- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Calculations

- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication and division and equals signs.

Problems

- Solve problems involving

Multiplication and Division

2MD – 1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, with the 2, 5 and 10 mult. Tables.

2MD – 2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor and to division equations (quotitive division)

Length and Height

Step 1 – Compare lengths and heights

Step 2 – Length using objects

Step 3 – Measure length in cm

Mass/Volume

Step 1 – Heavier and lighter

Step 2 – Measure mass

Step 3 – Compare mass

Step 4 – Full and empty

Step 5 – Compare volume

Step 6 – Measure capacity

Step 7 – Compare capacity

Multiplication and Division

Step 4 – Intro the mult symbol

Step 5 – Mult sentences

Step 9 – The 2 times tables

Step 13 – The 10 times table

Step 15 – The 5 times table

Step 17 – The 5 and 10 times tables

Step 2 – Make equal groups

Step 7 – Make equal groups – grouping

Step 8 – Make equal groups – sharing

Step 10 – Divide by 2

Step 14 – Divide by 10

Step 16 – Divide by 5

multiplication and division using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in context.

Length and Height

Mass, Capacity, Temperature

- Choose and use appropriate standard units to estimate and measure.
- Length/height in any direction (m/cm) mass (kg/g)
- Temperature (degrees C)
- Capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- Compare and order lengths, mass, volume, capacity and record the results using less than more than symbols

Length and Height

- Step 1 – Measure in cm
- Step 2 – Measure in metres
- Step 3 – Compare length and heights
- Step 4 – Order lengths and heights
- Step 5 – Four operations with lengths and heights

Mass, Capacity and Temperature

- Step 1 – Compare mass
- Step 2 – Measure in grams
- Step 3 – Measure in KG
- Step 4 – Four operations with mass
- Step 5 – Compare volume and capacity
- Step 6 – Measure in ml
- Step 7 – Measure in litres
- Step 8 – Four operations with volume and capacity
- Step 9 - Temperature