

## Spring Term Overview – Cycle B

### 2023-2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	<b>The Bear and the Piano David Litchfield</b> Lessons 1-5 <ul style="list-style-type: none"> <li>Lesson 1 – Creating statements</li> <li>Lesson 2 – Statement sort</li> <li>Lesson 3 – Letter of advice</li> <li>Lesson 4 – Piano key noun phrases</li> <li>Lesson 5 – News report</li> </ul>	<b>The Bear and the Piano David Litchfield</b> Lessons 6-10 <ul style="list-style-type: none"> <li>Lesson 6 – What were they thinking?</li> <li>Lesson 7 – Story sequencing</li> <li>Lesson 8 – Pick ‘n’ Mix players</li> <li>Lesson 9 – Character’s fears</li> <li>Lesson 10 – Finding facts</li> </ul>	<b>The Bear and the Piano David Litchfield</b> Lessons 11-15 <ul style="list-style-type: none"> <li>Lesson 11 – Animal posters</li> <li>Lesson 12 – Write beginning of the story</li> <li>Lesson 13 – Write the middle of the story</li> <li>Lesson 14 – Write ending of story</li> <li>Lesson 15 – Publish stories</li> </ul>	<b>I Want My Hat Back by Jon Klassen</b> Lessons 1-5 <ul style="list-style-type: none"> <li>Lesson 1 – Hat game</li> <li>Lesson 2 – Questions about the hat</li> <li>Lesson 3 – Character splat</li> <li>Lesson 4 – Bubbles of speech</li> <li>Lesson 5 – Bear’s bad choice beats</li> </ul>	<b>I Want My Hat Back by Jon Klassen</b> Lessons 6-10 <ul style="list-style-type: none"> <li>Lesson 6 – Hot seating into sentences</li> <li>Lesson 7 – Letters to Rabbit</li> <li>Lesson 8 – List of items</li> <li>Lesson 9 – Role play and speech bubbles</li> <li>Lesson 10 – Creating colourful characters</li> </ul>	<b>I Want My Hat Back by Jon Klassen</b> Lessons 11-15 <ul style="list-style-type: none"> <li>Lesson 11 – Write first part of their story</li> <li>Lesson 12 – Write middle part of story</li> <li>Lesson 13 – Write end of story</li> <li>Lesson 14 – Publish stories</li> <li>Lesson 15 – Illustrate stories</li> </ul>	<b>Dinosaurs and all that Rubbish by Michael Foreman</b> Lessons 1-5 <ul style="list-style-type: none"> <li>Lesson 1 – Tell me your dreams</li> <li>Lesson 2 – Thought tapping</li> <li>Lesson 3 – Comparative adjectives</li> <li>Lesson 4 – Letter writing</li> <li>Lesson 5 – Simile writing</li> </ul>	<b>Dinosaurs and all that Rubbish by Michael Foreman</b> Lessons 6-10 <ul style="list-style-type: none"> <li>Lesson 6 – Command writing</li> <li>Lesson 7 – Poster about the earth</li> <li>Lesson 8 – Story retelling using adverbs.</li> <li>Lesson 9 – Story retelling using adverbs.</li> <li>Lesson 10 – Writing blurb</li> </ul>	<b>Dinosaurs and all that Rubbish by Michael Foreman</b> Lessons 11-15 <ul style="list-style-type: none"> <li>Lesson 11 – Command sentences</li> <li>Lesson 12 – Write a section of leaflet</li> <li>Lesson 13 – Write a section of leaflet</li> <li>Lesson 14 – Write a section of leaflet</li> <li>Lesson 15 - Write introduction</li> </ul>	<b>The Minpins by Roald Dahl</b> Lessons 1-5 <ul style="list-style-type: none"> <li>Lesson 1 – Rule setting</li> <li>Lesson 2 – Danger poster</li> <li>Lesson 3 – Monster description</li> <li>Lesson 4 – Zone of relevance</li> <li>Lesson 5 – Grammar splat</li> </ul>	<b>The Minpins by Roald Dahl</b> Lessons 6-10 <ul style="list-style-type: none"> <li>Lesson 6 – Character description (mind map)</li> <li>Lesson 7 – Written character description</li> <li>Lesson 8 – Verb splat</li> <li>Lesson 9 – Luggage labels</li> <li>Lesson 10 – Function of the conjunction</li> </ul>	<b>The Minpins by Roald Dahl</b> Lessons 11-15 <ul style="list-style-type: none"> <li>Lesson 11 – Write a report about the Minpins</li> <li>Lesson 12 – Postcards</li> <li>Lesson 13 – Story plan</li> <li>Lesson 14 – Story writing</li> <li>Lesson 15 – Story writing</li> </ul>

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Reading	<b>Rabbit and Bear by Julian Gough &amp; Jim Field</b> Session 1: Making predictions Session 2: Looking for evidence and finding the culprit Session 3: Rolling with gravity	<b>Rabbit and Bear by Julian Gough &amp; Jim Field</b> Session 4: Further evidence Session 5: Characteristics Session 6: Bad habits and where to find them Session 7: Bad habits	<b>Rabbit and Bear by Julian Gough &amp; Jim Field</b> Session 8: Question quotas Session 9: Thrice is right Session 10: Why, why, why? Session 11: Sequence of events	<b>Rabbit and Bear by Julian Gough &amp; Jim Field</b> Session 12: Phrase that pays Session 13: Wildest possibilities Session 14: Connecting up Session 15: Connecting up	<b>A Book of Bears Katie Viggers</b> Session 1: Where’s the bear? Session 2: Happy with the contents? Session 3: Bearing all	<b>A Book of Bears Katie Viggers</b> Session 4: Not-so-big, friendly giants Session 5: Barely adapting Session 6: Hungry bears	<b>A Book of Bears Katie Viggers</b> Session 7: Sloth sleuths Session 8: Hi-bear-nating Session 9: Can you bear the future?	<b>A Book of Bears Katie Viggers</b> Session 10: Brown bear, what can you see? Session 11: Specs appeal Session 12: Bear necessities	<b>The Magic Finger Roald Dahl</b> Session 1: Safest to wildest? Session 2: Draw to be sure... Session 3: Phrase that pays	<b>The Magic Finger Roald Dahl</b> Session 4: Ch-ch-ch-changes Session 5: Family fortunes Session 6: I shall never, not ever eat a slug	<b>The Magic Finger Roald Dahl</b> Session 7: Do you speak duck? Session 8: The worst night of your lives Session 9: Putting yourself in someone else’s shoes	<b>The Magic Finger Roald Dahl</b> Session 10: Learning from our mistakes Session 11: Sequencing and summarising a story Session 12: Character connections

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SPaG	Singular Nouns	Past and Present Verbs	Suffixes -ed	Capital Letters for the Days of the Week	Writing Sentences	Singular Nouns	Plural Nouns	Noun Suffixes -es	Compound Words	Question Marks	Sequencing Sentences	Plural Nouns



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Spelling	Year 1	Compound words	ur digraph	oo vowel digraph with /u:/ sound	oo vowel digraph with /ʊ/ sound	a-e and ar digraphs	Division of words into syllables	oa, oe and ow vowel digraph	ou and ow vowel digraphs with /aʊ/ sound	ue and ew vowel digraphs	ear and igh trigraph	Exception words list	or digraph and ore trigraph
	Year 2	The /l/or /əl/ sound spelt -le at the end of words	Homophones and near-homophones	The /l/or /əl/ sound spelt -el at the end of words	The /l/ or /əl/ sound spelt -al at the end of words	Exception words list	The /n/ sound spelt kn and (less often) gn at the beginning of words and The /ʒ/ sound spelt s	The possessive apostrophe (singular nouns)	Adding -ed, ing, -er and -est to a root word ending in -y with a consonant before it	Adding the endings - ed, -ing, -er, -est, and -y to words ending in -e with a consonant before it	Adding -ed, -ing, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel	Exception words list	Consolidating from this half term's spellings

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Maths	Year 1	<b>Place Value (Within 20)</b> <ul style="list-style-type: none"><li>Count within 20</li><li>Understand 10</li><li>Understand 11, 12 and 13</li><li>Understand 14, 15 and 16</li></ul>	<b>Place Value (Within 20)</b> <ul style="list-style-type: none"><li>Understand 17, 18 and 19</li><li>Understand 20</li><li>1 more and 1 less</li><li>The number line to 20</li></ul>	<b>Place Value (Within 20)</b> <ul style="list-style-type: none"><li>Use a number line to 20</li><li>Estimate on a number line to 20</li><li>Compare numbers to 20</li><li>Order numbers to 20</li><li>End of unit assessment</li></ul>	<b>Addition and Subtraction (Within 20)</b> <ul style="list-style-type: none"><li>Add by counting on within 20</li><li>Add ones using number bonds</li><li>Find and make number bonds to 20</li><li>Doubles</li></ul>	<b>Addition and Subtraction (Within 20)</b> <ul style="list-style-type: none"><li>Near doubles</li><li>Subtract ones using number bonds</li><li>Subtraction – counting back</li><li>Subtraction – finding the difference</li></ul>	<b>Addition and Subtraction (Within 20)</b> <ul style="list-style-type: none"><li>Related facts</li><li>Missing number problems</li><li>End of unit assessment</li></ul>	<b>Place Value (Within 50)</b> <ul style="list-style-type: none"><li>Count from 20 to 50</li><li>20, 30, 40 and 50</li><li>Count by making groups of 10</li><li>Groups of ten and ones</li></ul>	<b>Place Value (Within 50)</b> <ul style="list-style-type: none"><li>Partition into tens and ones</li><li>The number line to 50</li><li>Estimate on a number line to 50</li><li>1 more, 1 less</li><li>End of unit assessment</li></ul>	<b>Length and Height</b> <ul style="list-style-type: none"><li>Compare lengths and heights</li><li>Measure lengths using objects</li></ul>	<b>Length and Height</b> <ul style="list-style-type: none"><li>Measure length in centimetres</li><li>End of unit assessment</li></ul>	<b>Mass and Volume</b> <ul style="list-style-type: none"><li>Heavier and lighter</li><li>Measure mass</li><li>Compare mass</li><li>Full and empty</li></ul>	<b>Mass and Volume</b> <ul style="list-style-type: none"><li>Compare volume</li><li>Measure capacity</li><li>Compare capacity</li><li>End of unit assessment</li></ul>
	Year 2	<b>Money</b> <ul style="list-style-type: none"><li>Count money – pence</li><li>Count money – pounds (notes and coins)</li><li>Count money – pounds and pence</li><li>Choose notes and coins</li></ul>	<b>Money</b> <ul style="list-style-type: none"><li>Make the same amount</li><li>Compare amounts of money</li><li>Calculate with money</li><li>Make a pound</li></ul>	<b>Money</b> <ul style="list-style-type: none"><li>Find change</li><li>Two-step problems</li><li>End of unit assessment</li></ul> <b>Multiplication and Division</b> <ul style="list-style-type: none"><li>Recognise equal groups</li></ul>	<b>Multiplication and Division</b> <ul style="list-style-type: none"><li>Make equal groups</li><li>Add equal groups</li><li>Introduce the multiplication symbol</li><li>Multiplication sentences</li></ul>	<b>Multiplication and Division</b> <ul style="list-style-type: none"><li>Use arrays</li><li>Make equal groups – grouping</li><li>Make equal groups – sharing</li><li>The 2 times table</li></ul>	<b>Multiplication and Division</b> <ul style="list-style-type: none"><li>Divide by 2</li><li>Doubling and halving</li><li>Odd and even numbers</li><li>The 10 times table</li></ul>	<b>Multiplication and Division</b> <ul style="list-style-type: none"><li>Divide by 10</li><li>The 5 times table</li><li>Divide by 5</li><li>The 5- and 10-times table</li><li>End of unit assessment</li></ul>	<b>Length and Height</b> <ul style="list-style-type: none"><li>Measure in centimetres</li><li>Measure in metres</li><li>Compare length and heights</li><li>Order lengths and heights</li></ul>	<b>Length and Height</b> <ul style="list-style-type: none"><li>Four operations with lengths and heights</li><li>End of unit assessment</li></ul>	<b>Mass, capacity and temperature</b> <ul style="list-style-type: none"><li>Compare mass</li><li>Measure in grams</li><li>Measure in kg</li><li>Four operations with mass</li></ul>	<b>Mass, capacity and temperature</b> <ul style="list-style-type: none"><li>Compare volume and capacity</li><li>Measure in millilitres</li><li>Measure in litres</li><li>Four operations with volume and capacity</li></ul>	<b>Mass, capacity and temperature</b> <ul style="list-style-type: none"><li>Temperature</li><li>End of unit assessment</li></ul>

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<b>Science</b>	<b>Biology: Plants – Light and Dark</b> Lesson 1: Explore parts of a plant and what they need to grow.	<b>Biology: Plants – Light and Dark</b> Lesson 2: Plan - light and dark Experiment	<b>Biology: Plants – Light and Dark</b> Lesson 3: Investigate - light and dark	<b>Biology: Living Things and Their Habitat</b> Lesson 1: Habitats in my local area	<b>Biology: Living Things and Their Habitat</b> Lesson 2: Polar habitats	<b>Biology: Living Things and Their Habitat</b> Lesson 3: Desert habitats	<b>Biology: Living Things and Their Habitat</b> Lesson 4: Ocean habitats	<b>Biology: Living Things and Their Habitat</b> Lesson 5: Woodland habitats	<b>Biology: Living Things and Their Habitat</b> Lesson 6: Microhabitats	<b>Biology: Living Things and Their Habitat</b> Lesson 7: Habitats and diet and Food chains	<b>Biology: Living Things and Their Habitat</b> Lesson 8: Living, dead or never alive?	<b>Biology: Light and Dark Recap</b> Lesson 4: Findings - light and dark (from previous learning in the term)

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<b>RE</b>	<b>Gospel: What is the good news that Jesus brings? Why do Christians keep and make promises before God?</b> Lesson 1: What Does It Mean to Belong?	<b>Gospel: What is the good news that Jesus brings? Why do Christians keep and make promises before God?</b> Lesson 2: How Does a Christian Join the Church?	<b>Gospel: What is the good news that Jesus brings? Why do Christians keep and make promises before God?</b> Lesson 3: What Happens in a Christian Baptism?	<b>Gospel: What is the good news that Jesus brings? Why do Christians keep and make promises before God?</b> Lesson 4: What Happened at Jesus' Baptism and Why Was He Baptised?	<b>Gospel: What is the good news that Jesus brings? Why do Christians keep and make promises before God?</b> Lesson 5: What Does Marriage Mean for Christians?	<b>Gospel: What is the good news that Jesus brings? Why do Christians keep and make promises before God?</b> Lesson 6: How Are Promises Important in Both Christian Baptism and Christian Marriage?	<b>The School's Own Saint</b> Lesson 1: What is the role of a Saint?	<b>The School's Own Saint</b> Lesson 2: Trip to Saint Dunstan's Church Cranbrook	<b>Salvation: Why does Easter matter to Christians? Why is Easter the most important festival for Christians?</b> Lesson 1: What Happened on Palm Sunday and What Does it Teach About Jesus?	<b>Salvation: Why does Easter matter to Christians? Why is Easter the most important festival for Christians?</b> Lesson 2: What Happened at The Last Supper and What Does it Teach About Jesus?	<b>Salvation: Why does Easter matter to Christians? Why is Easter the most important festival for Christians?</b> Lesson 3: What Happened on Good Friday and What Does it Teach About Jesus?	<b>Salvation: Why does Easter matter to Christians? Why is Easter the most important festival for Christians?</b> Lesson 4: What Happened on The First Easter Day and What Does it Teach About Jesus?

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<b>Art/DT</b>	<b>Mechanisms: Making a Moving Story Book</b> Lesson 1: Exploring sliders and movement <b>DT Day</b>	<b>Mechanisms: Making a Moving Story Book</b> Lesson 2: Design <b>DT Day</b>	<b>Mechanisms: Making a Moving Story Book</b> Lesson 3: Construction <b>DT Day</b>	<b>Mechanisms: Making a Moving Story Book</b> Lesson 4: Testing and evaluation <b>DT Day</b>	<b>Textiles: Puppets</b> Lesson 1: Joining fabrics <b>DT Day</b>	<b>Textiles: Puppets</b> Lesson 2: Designing my puppet <b>DT Day</b>	<b>Textiles: Puppets</b> Lesson 3: Making and joining my puppet <b>DT Day</b>	<b>Textiles: Puppets</b> Lesson 4: Decorating my puppet <b>DT Day</b>	<b>Sculpture and 3D – Paper play</b> Lesson 1: Tube towers	<b>Sculpture and 3D – Paper play</b> Lesson 2: 3D drawings	<b>Sculpture and 3D – Paper play</b> Lesson 3: Tree of life	<b>Sculpture and 3D – Paper play</b> Lesson 4/5: Giant spider model part 1 and 2 (Double Lesson)

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<b>History/ Geography</b>	<b>The World (Geog)</b> Lesson 1: Exploring Continents	<b>The World (Geog)</b> Lesson 2: Exploring Oceans	<b>The World (Geog)</b> Lesson 3: Our World	<b>Why are Florence Nightingale, Mary Seacole and Edith Cavell famous nurses?</b> Lesson 1: Who was Florence Nightingale?	<b>Why are Florence Nightingale, Mary Seacole and Edith Cavell famous nurses?</b> Lesson 2: Who was Mary Seacole?	<b>Why are Florence Nightingale, Mary Seacole and Edith Cavell famous nurses?</b> Lesson 3: Who was Edith Cavell?	<b>Why are Florence Nightingale, Mary Seacole and Edith Cavell famous nurses?</b> Lesson 4: Comparing famous nurses and their careers.	<b>Scotland (Geog)</b> Lesson 1: Facts about Scotland	<b>Scotland (Geog)</b> Lesson 2: Landmarks of Scotland	<b>Scotland (Geog)</b> Lesson 3: Comparing England and Scotland	<b>Spring (Geog)</b> Lesson 1: What are the signs of spring?	<b>Spring (Geog)</b> Lesson 3: Facts about spring



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<b>Computing</b>	<b>Unit 2.2 Online Safety</b> Lesson 1: Searching and Sharing	<b>Unit 2.2 Online Safety</b> Lesson 2: Emails using 2Respond	<b>Unit 2.2 Online Safety</b> Lesson 3: Digital Footprint	<b>Unit 1.6 Animated Story Books</b> Lesson 1: Drawing and Creating	<b>Unit 1.6 Animated Story Books</b> Lesson 2: Animation	<b>Unit 1.6 Animated Story Books</b> Lesson 3: Sounds and more!	<b>Unit 1.6 Animated Story Books</b> Lesson 4: Making a story	<b>Unit 1.6 Animated Story Books</b> Lesson 5: Copy and Paste	<b>Unit 2.7 Making Music</b> Lesson 1: Introducing 2Sequence	<b>Unit 2.7 Making Music</b> Lesson 2: Making Music	<b>Unit 2.7 Making Music</b> Lesson 3: Soundtracks	

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<b>Music</b>	<b>Grandma Rap</b> Lesson 1: Introduce the song – mark the pulse, learn the actions, and recap Hi lo chicka lo from Term 1.	<b>Grandma Rap</b> Lesson 2: Learn Grandma rap words and actions, practise pitch pencils, discover the ‘walk’ duration (action and notation).	<b>Grandma Rap</b> Lesson 3: Progression snapshot activity 2. Make a video recording of children singing.	<b>Grandma Rap</b> Lesson 4: Rehearse the rap, introduce the ‘jogging’ duration and practise ‘walk’ duration with notation.	<b>Grandma Rap</b> Lesson 5: Create 4-beat rhythms featuring ‘walk’ and ‘jogging’ durations using a rhythm grid.	<b>Grandma Rap</b> Lesson 6: Create a looped backing (or body percussion accompaniment) to perform Grandma rap to.	<b>Swing-along with Shostakovich</b> Lesson 1: Get moving and swing to the beat!	<b>Swing-along with Shostakovich</b> Lesson 2: Feel the beat using body percussion.	<b>Swing-along with Shostakovich</b> Lesson 3: Be creative on the beat.	<b>Charlie Chaplin</b> Lesson 1: Duration – short and long.	<b>Charlie Chaplin</b> Lesson 2: Pitch – high and low.	<b>Charlie Chaplin</b> Lesson 3: Dynamics – loud and soft.

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<b>PSHE</b>		<b>What jobs do people do?</b> Lesson 1: How jobs help people earn money to pay for things they need and want.	<b>What jobs do people do?</b> Lesson 2: Learn about a range of different jobs, including those done by people they know or people who work in their community.	<b>What jobs do people do?</b> Lesson 3: How people have different strengths and interests that enable them to do different jobs.	<b>What jobs do people do?</b> Lesson 4: How people use the internet and digital devices in their jobs and everyday life.		<b>What helps us to stay safe?</b> Lesson 1: How rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online).	<b>What helps us to stay safe?</b> Lesson 2: How to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them.	<b>What helps us to stay safe?</b> Lesson 3: How to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets.	<b>What helps us to stay safe?</b> Lesson 4: How not everything they see online is true or trustworthy and that people can pretend to be someone they are not	<b>What helps us to stay safe?</b> Lesson 5: How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them	<b>What helps us to stay safe?</b> Lesson 6: NSPCC Talk Pants