


<p>As <b>DESIGNERS</b> we will:</p> <ul style="list-style-type: none"> <li>▪ Select from/use a range of tools and equipment to perform practical tasks, (e.g. cutting, shaping, joining and finishing)</li> <li>▪ Select from/use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>▪ Build structures, explore making them stronger, stiffer and more stable</li> </ul>	<p>As <b>LINGUISTS</b> we will:</p> <ul style="list-style-type: none"> <li>▪ Understand a range of familiar statements or questions.</li> <li>▪ Read aloud and understand single words and phrases.</li> </ul>	<p>As <b>HISTORIANS</b> we will:</p> <ul style="list-style-type: none"> <li>▪ Compare how things in their life are different to when their parents and their grandparents were their age.</li> </ul>
<p>As <b>SCIENTISTS</b> we will:</p> <ul style="list-style-type: none"> <li>▪ Explore plants and their structure</li> <li>▪ Investigate pollination</li> <li>▪ Plant different plants and look at what they need to survive.</li> </ul>	<div style="text-align: center;">  <p>Greenfields Community Primary School, Nursery &amp; Pre-School</p> <p>Key Stage 1- Spring 2 CURRICULUM OVERVIEW</p> <p><b>WHAT IF YOU COULD DESIGN YOUR PERFECT HOUSE?</b></p> </div>	<p>As <b>CITIZENS</b> we will:</p> <ul style="list-style-type: none"> <li>▪ Develop relationships through work and play [e.g. by sharing equipment with other pupils or their friends in a group task]</li> <li>▪ Consider social and moral dilemmas that they come across in everyday life [e.g. aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues]</li> </ul>
<p>As <b>MUSICIANS</b> we will:</p> <ul style="list-style-type: none"> <li>• Play simple rhythmic patterns on an instrument keeping a steady pulse.</li> </ul>		<p>As <b>ARTISTS</b> we will:</p> <ul style="list-style-type: none"> <li>▪ Join fabric together using glue or simple stitches.</li> <li>▪ Create a piece of work in response to another artist's work and then suggest how to make it even better.</li> </ul>
<p>As <b>COMPUTER TECHNOLOGISTS</b> we will:</p> <ul style="list-style-type: none"> <li>▪ Program the on-screen robot to move and create drawings using repeat commands and procedures.</li> </ul>		<p>As <b>THEOLOGIANS</b> we will:</p> <ul style="list-style-type: none"> <li>▪ Discuss what Christians and Jews believe about creation.</li> </ul>
<p>As <b>READERS</b> we will:</p> <ul style="list-style-type: none"> <li>▪ Read and understand about houses in different countries.</li> <li>▪ Listen to and discuss a wide range of stories, poems, plays and information books.</li> </ul>	<p>As <b>SPORTS SCIENTISTS</b> we will:</p> <ul style="list-style-type: none"> <li>▪ Continue to develop the coordination, balance and agility.</li> <li>▪ Look at how our bodies respond to exercise.</li> </ul>	<p>As <b>GEOGRAPHERS</b> we will:</p> <ul style="list-style-type: none"> <li>▪ Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>- key physical features, e.g.: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>- key human features, e.g.: city, town, village, house, office, port, farm, harbour, shop, factory</li> </ul> </li> </ul>
<p>As <b>AUTHORS</b> we will:</p> <ul style="list-style-type: none"> <li>• Write a report on different houses.</li> <li>• Write instructions on how to build a house.</li> </ul>	<p>As <b>MATHEMATICIANS</b> we will:</p> <ul style="list-style-type: none"> <li>▪ Look at measures and different units of measurement.</li> <li>▪ Explore place value further.</li> </ul>	