



Livingstone Road  
Primary Federation

Together We Can  
Learn Laugh Dream Grow

Spring 2 Overview

Year 1

2023/24

Enchanted Forest

|                | <b>Week 1</b><br>19/02   | <b>Week 2</b><br>26/02   | <b>Week 3</b><br>04/03  | <b>Week 4</b><br>11/03   | <b>Week 5</b><br>18/03  | <b>Week 6</b><br>25/03  |
|----------------|--|--|---|--|---|---|
| <b>Reading</b> | The Three Little Pigs retold by Susanna Davidson                             | Jack and the Beanstalk retold by Anna Milbourne                              | Goldilocks and the Three Bears retold by Susanna Davidson             | Just One Bear by Leigh Hodgkinson  | Little Red by Bethan Woolvin  | Honestly, Red Riding Hood Was Rotten! The Story of Little Red Riding Hood As Told by the Wolf by Trisha Speed Shaskan |
| <b>Writing</b> | True story of the Three little pigs<br><br>Prefix 'un'<br><br>Modelled write | Trust me Jack's Beanstalk Stinks<br><br>Prefix 'un'<br><br>Independent Write | Goldilocks and the Tree bears<br><br>Prefix 'un'<br><br>T4W Story Map | Goldilocks and the Three Bears<br><br>Story Writing<br><br>Modelled Write                          | Just One Bear<br><br>T4W Story Map<br><br>Story Writing- Innovation | Just One Bear<br><br>Story Writing<br><br>Independent Write   |
| <b>Maths</b>   | <b>Place value</b><br>(within 20)  |  | <b>Place value</b><br>(Within 50)                                     |  | <b>Measurement</b><br><br>Length and Height                         | <b>Measurement</b><br><br>Mass and Volume   |
| <b>Science</b> | I can identify four seasons and when they occur in the year.                 | I can describe the weather in different seasons over the year.               | I know the length of the days change during the seasons.              | I know how to make a table or chart about the weather including day length, as the seasons change. | I know how the seasons effect living things.                        | I know how to present this data.  |

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| <b>Humanities</b> | To know and use directional and locational language.        | To follow directions on a map.                                | To know local human geographical features.  | To know local physical geographical features.   | To observe the geography of their school and its grounds and the key human and physical features.         | Describe the location of human and physical geographical features of the local area,     |
| <b>RE</b>         | To know that Muslims believe that there is one God.         | To know that Muslims believe that Allah created the universe. | To know that Muslims believe that Allah then made all living creatures, the angels, the planets and rain to help plants grow. | To know Muslims believe that Allah sent angels to collect different colours of soil and that Allah made Adam out of the soil. | To know that Muslims believe that Adam and Eve disobeyed Allah and were sent away from Paradise to Earth. | To retell the Islam creation story and make connections to the Christian creation story. |
| <b>Art/ DT</b>    | I know the difference between warm and cool colours         | I know colours link to emotions                               | To know different materials create different textures   | To create shadow  | To apply knowledge of colours and texture to create an enchanted forest                                   | To apply knowledge of colours and texture to create an enchanted forest                  |
| <b>Music</b>      | In the groove<br>I know the correct posture needed to sing. | I know how to project my voice.                               | I know what the beat is.  | I know how to clap a steady beat.   | I know what an ensemble is.   | To sing a song as part of an ensemble.   |

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| <b>PE</b>        | To know how my body feels before and after exercise.               | To know how to take my pulse and see what happens to it when I exercise. | To know how to take my pulse and see what happens to it when I exercise.   | To be able to compare how my body feels before and after exercise.        | To improve my performance   | To improve my own performance to get healthier.  |
| <b>RHE/PSHE</b>  | I can discuss what I already know about living in the wider world. | To know how to keep myself safe and healthy.                             | I can cross the road safely and identify the adults that can keep me safe. | I can explain ways I can keep myself healthy including diet and exercise. | I know why sleep is important and different ways to rest and relax. | I can apply my knowledge to demonstrate that I know the steps I will need to keep myself safe and healthy. |
| <b>Computing</b> | Know examples of technology and how they can help.                 | Know the rules for using technology responsibly.                         | Know the parts of a computer and their uses.                               | Know that computers can be used to log into sites.                        | Know that computers can be used to log into sites.                  | Know that computers can be used to log into sites.   |

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