

# Year 1: Spring Term (First Half)

## English

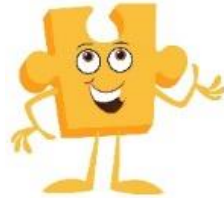
- Apply phonic knowledge and skills to decode words. (All phases)
- Blending and segmenting skills
- Build fluency through re-reading
- Using VIPERS reading skills in whole class/small groups
- Correctly form lower case letters and capital letters – know handwriting families
- Composing sentences orally before writing and discuss what they have written
- Leaving spaces between words
- Using capital letters and full stops to demarcate sentences
- Use capital letters for names of people, places, days of the weeks, months of the year and the personal pronoun “I”.
- Joining words and clauses using ‘and’
- To being to use question marks and exclamation marks



## PSHE / Jigsaw

### “Dreams and Goals”

- Setting simple goals
- Set a goal and work out how to achieve it
- Understand how to work with a partner
- Tackle a new challenge
- Identify obstacles and how to overcome them



## Art

### Surface and colour

- To know and name the primary colours
- To experiment with paint mixing to create a range of secondary colours
- To use primary and secondary colours confidently
- To understand what tone is
- To explore colour when printing



## Maths

- Place value within 20
- Addition and subtraction within 20



## RE

- The Church - What is a church? Why do Christians go to church? What happens in a church?



## Design Technology

## Science

## Geography

## Music (Animals)

- Ask simple questions with scaffolding if necessary within taught science topics and in everyday
- Suggest ways of answering a question
- With direction when needed, observe closely.
- Conduct simple tests, with support.
- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials including wood, glass, plastic, metal and rock
- Describe the simple properties of everyday materials
- Compare and group together a variety of materials based on simple properties
- To observe changes across the four seasons.



- To know which countries make up the United Kingdom and their capital cities
- To use locational language to describe position on a map
- To know the seas and oceans that surround the UK
- To compare the physical and human geography of different parts of England
- To name famous landmarks found in the capital cities of the United Kingdom



- To observe others and try to play appropriately
- To sing in time, from memory and with some accuracy
- Play a call and/or response role in time with another pupil
- Keep a steady pulse
- Improvise to a given stimulus



### Computing

- To use a keyboard to type
- To use the keyboard to edit text
- To create rules for using technology responsibly
- To describe what different freehand tools do
- To use the shape tool and the line tools
- To make careful choices when painting a digital picture
- To explain why I chose the tools I used
- To use a computer on my own to paint a picture
- To compare painting a picture on a computer and on paper



### History

### PE

#### Ball Skills

- To develop control and coordination.
- To throwing and rolling with accuracy
- To dribbling with hands and feet
- To tracking a ball coming towards me
- To catching with two hands

#### Fitness

- To develop understanding of how exercise makes you feel
- To understand the importance of daily exercise
- To understand how exercise helps my muscles and brain



# Year 1: Spring Term (Second Half)

## English

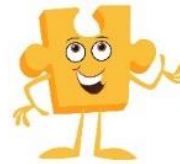
- Apply phonic knowledge and skills to decode words. (All phases)
- Blending and segmenting skills
- Build fluency through re-reading
- Using VIPERS reading skills in whole class/small groups
- Correctly form lower case letters and capital letters – know handwriting families
- Composing sentences orally before writing and discuss what they have written
- Leaving spaces between words
- Using capital letters and full stops to demarcate sentences
- Use capital letters for names of people, places, days of the weeks, months of the year and the personal pronoun “I”.
- Joining words and clauses using ‘and’
- To being to use question marks and exclamation marks



## PSHE / Jigsaw

### 'Healthy Me'

- Understand healthy and unhealthy
- Healthy lifestyle choices
- Know how to keep clean and healthy
- Medicine safety
- Road safety



## Art

## Maths

- Place value to 50
- Length, height, weight, volume



## RE

- Stories Jesus Told - Why did Jesus tell parables?



## Design Technology

- To explore a variety of moving toy vehicles
- To understand how an axle works
- To learn how to use a G clamp and junior hacksaw safely and effectively
- To design, make and evaluate a moving vehicle



## Science

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.
- Suggest ways of answering a question
- With direction when needed, observe closely.
- Conduct simple tests, with support.
- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials including wood, glass, plastic, metal and rock
- Describe the simple properties of everyday materials
- Compare and group together a variety of materials based on simple properties



## Geography

## Music (Superheroes)

- To recognise basic tempo and pitch changes
- To describe the mood or 'story' of a piece of music
- Describe differences between two pieces of music and express likes/dislikes
- Play and respond as part of a group
- To create short sequences with voice or instrument to represent a given idea
- To respond to simple instructions such as tempo and dynamic changes as part of a class performance



## Computing

- To use a computer to write
- To add and remove text on a computer
- To identify that the look of text can be changed on a computer
- To make careful choices when changing text
- To explain why I used the tools that I chose
- To compare writing on a computer with writing on paper



## History

### Why do we remember Florence Nightingale and Mary Seacole?

- To make simple observations about how life was different for different groups of people.
- To develop an awareness of the past
- To use words and phrases relating to the passing of time
- To ask and answer questions related to history
- To understand some ways we find out about the past
- To understand that there are different ways that we can find out about the past.



## PE

### Invasion

- To understand the role of attackers and defenders
- To support a teammate when playing in attack
- To move into space showing awareness of defenders
- To move towards goal with the ball

### Dance

- To explore pathways and counts of 8 to create own dance
- To explore speed and actions within a dance
- To copy, remember and repeat actions that represent a theme

