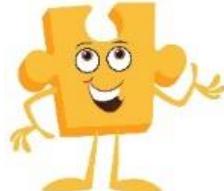
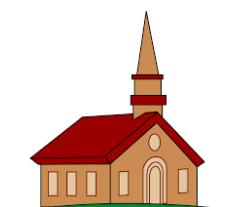


Year 1: Spring Term (First Half)

<p>English</p> <ul style="list-style-type: none"> 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 begin to use question marks and exclamation marks 	<p>PSHE / Jigsaw</p> <p>“Dreams and Goals”</p> <ul style="list-style-type: none"> 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 	<p>Art</p> <p>Surface and colour</p> <ul style="list-style-type: none"> 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 
<p>Maths</p> <ul style="list-style-type: none"> Place value within 20 Addition and subtraction within 20 	<p>RE</p> <ul style="list-style-type: none"> The Church - What is a church? Why do Christians go to church? What happens in a church? 	<p>Design Technology</p>
<p>Science</p>	<p>Geography</p>	<p>Music (Dynamics- Seaside)</p>

<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> To use appropriate, justified movements to represent dynamics. To identify sounds within the music and describe them using adjectives. To recreate sounds using voice or body and extend ideas by adding dynamics. To create appropriate, original sounds with their voice and body. To use instruments to create loud and soft sounds. To justify instrument and sound choices. To follow instructions during a performance. To create and play a musical score that showcases understanding by using dynamic symbols. 
Computing (Moving a robot) <ul style="list-style-type: none"> To explain what a given command will do To act out a given word To combine forwards and backwards commands to make a sequence To combine four direction commands to make sequences To plan a simple program To find more than one solution to a problem 	History	PE <p>Ball Skills</p> <ul style="list-style-type: none"> 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 <p>Fitness</p> <ul style="list-style-type: none"> 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)

<p>English</p> <ul style="list-style-type: none">• 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 begin to use question marks and exclamation marks	<p>PSHE / Jigsaw</p> <p>'Healthy Me'</p> <ul style="list-style-type: none">• Understand healthy and unhealthy• Healthy lifestyle choices• Know how to keep clean and healthy• Medicine safety• Road safety	<p>Art</p>
<p>Maths</p> <ul style="list-style-type: none">• Place value to 50• Length, height, weight, volume	<p>RE</p> <ul style="list-style-type: none">• Stories Jesus Told - Why did Jesus tell parables?	<p>Design Technology</p> <ul style="list-style-type: none">• 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

		
<p>Science</p> <ul style="list-style-type: none"> 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 	<p>Geography</p>	<p>Music (Sound Patterns- Fairytales)</p> <ul style="list-style-type: none"> To chant in time with others. To make changes to the dynamics (volume) of their voice to represent a character. To respond to hand signals when playing an instrument. To choose a suitable sound to represent a point in the story. To read simple rhythmic patterns comprising one beat sounds and one beat rests. To clap or play a rhythmic pattern along with spoken words. To play given sound patterns in time with the pulse. To follow instructions during a performance. To join in with repeated phrases using a character voice. 
<p>Computing</p> <ul style="list-style-type: none"> 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 	<p>History</p> <p><u>Why do we remember Florence Nightingale and Mary Seacole?</u></p> <ul style="list-style-type: none"> 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. 	<p>PE</p> <p><u>Invasion</u></p> <ul style="list-style-type: none"> 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 <p><u>Dance</u></p> <ul style="list-style-type: none"> 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

