

## Year 1: Spring Term (First Half)

### English

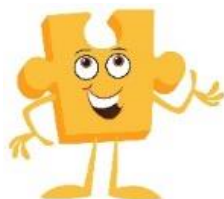
- Apply phonic knowledge and skills to decode words. (All phases)
- Blending and segmenting skills
- Build fluency through re-reading
- Using VIPERS reading skills in whole class/small groups
- Correctly form lower case letters and capital letters – know handwriting families
- Composing sentences orally 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 (Dynamics- Seaside)

- 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 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)

- 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

#### 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

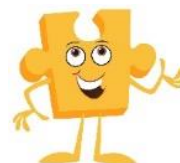
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- Using capital letters and full stops to demarcate sentences
- Use capital letters for names of people, places, days of the weeks, months of the year and the personal pronoun "I".
- Joining words and clauses using 'and'
- To being to use question 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

		
<p align="center"><b>Science</b></p> <ul style="list-style-type: none"> <li>• Observe changes across the four seasons.</li> <li>• Observe and describe weather associated with the seasons and how day length varies.</li> <li>• Suggest ways of answering a question</li> <li>• With direction when needed, observe closely.</li> <li>• Conduct simple tests, with support.</li> <li>• Distinguish between an object and the material from which it is made</li> <li>• Identify and name a variety of everyday materials including wood, glass, plastic, metal and rock</li> <li>• Describe the simple properties of everyday materials</li> <li>• Compare and group together a variety of materials based on simple properties</li> </ul> 	<p align="center"><b>Geography</b></p>	<p align="center"><b>Music (Sound Patterns- Fairytales)</b></p> <ul style="list-style-type: none"> <li>• To chant in time with others.</li> <li>• To make changes to the dynamics (volume) of their voice to represent a character.</li> <li>• To respond to hand signals when playing an instrument.</li> <li>• To choose a suitable sound to represent a point in the story.</li> <li>• To read simple rhythmic patterns comprising one beat sounds and one beat rests.</li> <li>• To clap or play a rhythmic pattern along with spoken words.</li> <li>• To play given sound patterns in time with the pulse.</li> <li>• To follow instructions during a performance.</li> <li>• To join in with repeated phrases using a character voice.</li> </ul> 
<p align="center"><b>Computing</b></p> <ul style="list-style-type: none"> <li>• To use a computer to write</li> <li>• To add and remove text on a computer</li> <li>• To identify that the look of text can be changed on a computer</li> <li>• To make careful choices when changing text</li> <li>• To explain why I used the tools that I chose</li> <li>• To compare writing on a computer with writing on paper</li> </ul> 	<p align="center"><b>History</b></p> <p><u>Why do we remember Florence Nightingale and Mary Seacole?</u></p> <ul style="list-style-type: none"> <li>• To make simple observations about how life was different for different groups of people.</li> <li>• To develop an awareness of the past</li> <li>• To use words and phrases relating to the passing of time</li> <li>• To ask and answer questions related to history</li> <li>• To understand some ways we find out about the past</li> <li>• To understand that there are different ways that we can find out about the past.</li> </ul> 	<p align="center"><b>PE</b></p> <p><u>Invasion</u></p> <ul style="list-style-type: none"> <li>• To understand the role of attackers and defenders</li> <li>• To support a teammate when playing in attack</li> <li>• To move into space showing awareness of defenders</li> <li>• To move towards goal with the ball</li> </ul> <p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• To explore pathways and counts of 8 to create own dance</li> <li>• To explore speed and actions within a dance</li> </ul>

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|  |  | <ul style="list-style-type: none"><li>• To copy, remember and repeat actions that represent a theme</li></ul> |
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