

Year 1: Spring Term (First Half)

English

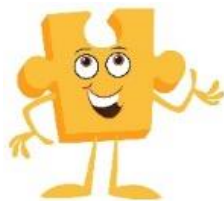
- Apply phonic knowledge and skills to decode words. (All phases)
- Blending and segmenting skills
- Build fluency through re-reading
- Using VIPERS reading skills in whole class/small groups
- Correctly form lower case letters and capital letters – know handwriting families
- Composing sentences orally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

- 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

- Stories Jesus told





Design Technology



Science

Geography

Music

- To observe others and try to play appropriately

<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 	<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 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 
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<p style="text-align: center;">Computing</p> <ul style="list-style-type: none"> • 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 	<p style="text-align: center;">History</p>	<p style="text-align: center;">PE</p> <p><u>Ball Skills</u></p> <ul style="list-style-type: none"> • Develop control and coordination. • Throwing and rolling with accuracy • Dribbling with hands and feet • Tracking a ball coming towards me • Catching with two hands <p><u>Fitness</u></p> <ul style="list-style-type: none"> • Develop understanding of how exercise makes you feel • Understand the importance of daily exercise • Understand how exercise helps my muscles and brain 
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Key Texts Spring 1

	TBC		
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Year 1: Spring Term (Second Half)

English

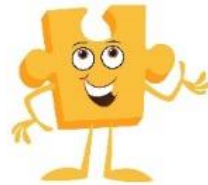
- Apply phonic knowledge and skills to decode words. (All phases)
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- Leaving spaces between words
- Using capital letters and full stops to demarcate sentences
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- Joining words and clauses using ‘and’
- 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

- What do Christians believe God is like?



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.

Geography

Music

- To recognise basic tempo and pitch changes

<ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • 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 • Respond to simple instructions such as tempo and dynamic changes as part of a class performance 
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<p style="text-align: center;">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 style="text-align: center;">History</p> <ul style="list-style-type: none"> • To understand why Florence Nightingale and Mary Seacole are significant historical figures 	<p style="text-align: center;">PE</p> <p><u>Invasion</u></p> <ul style="list-style-type: none"> • 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 
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Key Texts Spring 2

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