



Year: 1
Term: Spring 2

Subject	Prior Skills/Knowledge/language	New skills	Planning
<p><u>English</u></p> <p>Non-chronological Report – <i>Where the Wild Things Are</i>.</p> <p>Narrative (characters and settings) - <i>Where the Wild Things Are</i>.</p>	<p>EYFS</p> <p><u>Listening and attention</u></p> <p>Listen attentively in a range of situations.</p> <p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p><u>Understanding</u></p> <p>Follow instructions involving several ideas.</p> <p>Answer ‘how’ and ‘why’ questions about their experiences.</p> <p>Respond to stories or events.</p> <p><u>Speaking</u></p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Develop their own narratives and explanations by connecting ideas or events.</p> <p><u>Writing</u></p> <p>Use phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Write some irregular common words.</p> <p>Write simple sentences which can be read by themselves and others.</p> <p><u>Reading</u></p> <p>Read and understand simple sentences.</p> <p>Demonstrate understanding when talking with others about what they have read.</p>	<p>KS1</p> <p><u>Speaking & Listening:</u></p> <p>Listen and respond appropriately to others.</p> <p>Build their vocabulary.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Speculate, imagine and explore ideas.</p> <p>Participate in discussions, presentations, performances, role play and debates.</p> <p><u>Reading:</u></p> <p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Read common exception words.</p> <p>Listen to and discuss a wide range of stories.</p> <p>Become familiar with key stories, retelling them.</p> <p>Recognising and joining in with predictable phrases.</p> <p><u>Writing:</u></p> <p>Compose a sentence orally before writing it.</p> <p>Sequence sentences to form short narratives.</p> <p>Leave spaces between words.</p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Use capital letters appropriately.</p>	<p><u>Narrative (characters and settings)</u></p> <p>Pre assessment – <i>Narrative based on ‘Jack and the Beanstalk’.</i></p> <ol style="list-style-type: none"> Explore and respond to key ideas and images in the text. Freeze frame and thought track to compare and contrast characters. Identify key story language features. Understand that events should be organised to create a clear structure. Retell stories using text mapping. Produce short writing pieces inspired by the text. Combining words to engage the reader. Plan, draft, edit and review. Produce a narrative text using careful language choices.

<p>Maths</p> <p>Place Value</p> <p>Measurement: Length and Height</p> <p>Measurement: Weight and Volume</p>	<p>EYFS</p> <p><u>Numbers</u></p> <p>Count reliably with numbers from one to 20, Place them in order and say which number is one more or one less than a given number.</p> <p>Use quantities and objects, add and subtract two single-digit numbers.</p> <p>Count on or back to find the answer.</p> <p>Solve problems, including doubling, halving and sharing.</p> <p><u>Shape, space and measures</u></p> <p>Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>Recognise, create and describe patterns.</p> <p>Explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p><u>Number: Place Value (within 50 – multiples of 2, 5, 10)</u></p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. Given a number, identify 1 more and 1 less.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>Count in multiples of twos, fives and tens.</p> <p><u>Measurement: Length and Height</u></p> <p>Measure and begin to record lengths and heights.</p> <p>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).</p> <p><u>Measurement: Weight and Volume</u></p> <p>Measure and begin to record mass/weight, capacity and volume.</p> <p>Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].</p>	<p><u>Number: Place Value (within 50 – multiples of 2, 5, 10)</u></p> <ol style="list-style-type: none"> 1. Continue to represent numbers to 50 using a variety of concrete materials. Continue to see the groups of tens and ones in each number to support their understanding of place value. 2. Find one more and one less than given numbers up to 50. Build numbers concretely before using number tracks and 1–50 grids. Build on their knowledge of counting in multiples of 2 and 5 up to 50. 3. Building on previous learning of comparing practical objects within 50, compare two numbers within 50 using the inequality symbols. Order numbers using the language, largest, smallest, more than, less than, equal to. Continue to use inequality symbols to order numbers in ascending and descending order. <p><u>Measurement: Length and Height</u></p> <ol style="list-style-type: none"> 1. Understand that height is a type of length. They should also be exposed to lengths that are equal to one another and use the language of length. Use non-standard units, such as cubes, hands and straws to measure length and height. 2. Build on prior knowledge of measuring length and height using non-standard units and apply this to measuring using a ruler. They should be able to understand that objects can vary in length and size, so a standard unit of measurement is required. It is important that children know to measure from 0 cm. <p><u>Measurement: Weight and Volume</u></p> <ol style="list-style-type: none"> 1. Use a variety of non-standard units (e.g. cubes, bricks) to measure the mass of an object. Continue to use non-standard units to weigh objects and focus on comparing the mass of two objects and use balance scales to compare objects. 2. Compare the volume in a container by describing whether it is full, nearly full, empty or nearly empty. Compare the capacity of containers using non-standard units of measure. Use ‘more’, ‘less’ and ‘equal to’ to compare as well as the symbols <, > and =.
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<p><u>Science</u></p> <p>Animals Including Humans</p> <p>(Following on from the previous half term)</p>	<p>EYFS <u>Understanding the world</u> Identify similarities and differences in relation to places, animals, objects, materials and living things. Explore a variety of animals and consider their purpose.</p>	<p>Understand that animals go through life cycles and learn the life cycle of a frog as it grows into an adult.</p> <p>Understand and explore how and why animals use/need food, water, air and exercise to survive and how they are best adapted to do so.</p> <p>Learn key words and phrases such as: life cycle, hygiene, offspring, survive and balanced diet.</p>	<ol style="list-style-type: none"> 1. Animal Growth - Chn will learn about human and animal life cycles and at what stage they are at in their life cycle. Pupils will also undertake some experiments to explain this learning more fully. 2. Animal Survival - Pupils will learn of the different things that animals need to survive, why animals need certain things to survive and differentiate between essential and non-essential items to surviving. 3. Food - Chn should understand some of the nutrient groups in food, give examples of food in each group and describe the health effects of under/over eating. 4. Exercise - From this lesson, pupils will be able to describe changes in their body due to exercise, changes in the body with exercise over time and the benefits of doing long-term exercise. 5. Hygiene - Pupils will be able to name some organisms that make use sick, can suggest ways to be hygienic and can explain why it is important to be hygienic. <p>(Each lesson will be taught across at least 2 periods to allow for adequate learning time and practical experiments)</p>
<p><u>History</u></p> <p>Toys from the past</p>	<p>EYFS <u>Understanding the world</u> Talk about past and present events in their own lives and in the lives of family members. Know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Identify the characteristics and properties of different toys.</p> <p>Understand that the toys children play with today are very different from the toys children would have played with many decades ago.</p> <p>Use a variety of sources to sort and group toys according to their age and time of use.</p> <p>Compare toys from the past and present and reason how some toys are different and how they are the same.</p> <p>Make predictions of future toys and how they will be the same and different to present day</p>	<p><u>Toys</u> Pre assessment – Toy sorting – Describe a range of toys and sort old and new.</p> <ol style="list-style-type: none"> 1. Describe the characteristics of toys, looking at some of their favourite toys and describing them in detail. 2. Look at toys from the past, comparing them with toys from the present. Recognise the characteristics of toys from the past and create sketch representations. 3. Look at a variety of toys from past decades, they will be able to sort toys in terms of old and new. 4. Reason how some toys are different and how they are the same. 5. Consider how toys have changed over the decades and design a toy for future generations

<p><u>Design Technology</u></p> <p>Vehicles</p>	<p>EYFS</p> <p>To learn to construct with a purpose in mind. Selects tools and techniques needed to shape, assemble and join materials To learn how to use a range of tools, e.g. scissors, hole punch, stapler, woodworking tools, rolling pins, pastry cutters. Learn how everyday objects work by dismantling things.</p>	<p>Design</p> <ul style="list-style-type: none"> - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <p>Make</p> <ul style="list-style-type: none"> -select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> - explore and evaluate a range of existing products -evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> -build structures, exploring how they can be made stronger, stiffer and more stable -explore and use mechanisms [for example, levers, sliders, wheels] 	<ol style="list-style-type: none"> 1. To learn about and evaluate different types of vehicles and how they move. 2. To design a vehicle for a specific client. 3. To construct a vehicle using a range of cutting, tearing and shaping techniques. 4. To construct a vehicle using wheels and axles. 5. Test vehicles and evaluate them considering the client. 6. Make adjustments to vehicles and improve their performance or make them stronger.
<p><u>Computing</u></p> <p>Lego Builders</p>	<p>EYFS</p> <p>Chn will have encountered many puzzles and problem-solving activities in order to develop control and confidence.</p> <p>Children will also have developed a more positive attitude towards a trial-and-error approach.</p>	<p>Pupils will begin to use computing key words and phrases in context. Pupils will also start to develop problem solving skills by reading through their created code or asking their peers.</p> <p>Chn will understand what algorithms are, how they can be implemented into programmes and execute these programmes through precise instructions.</p>	<ol style="list-style-type: none"> 1. Following Instructions – Chn can understand if they want to build something, they must follow instructions carefully. Following instructions = the correct result. 2. Chn can understand that an algorithm is precise (step-by-step) set of instructions to achieve an objective. 3. Creating simple instructions on the computer – Chn can follow instructions in a computer program and explain the effects of completing a task with no instructions.

			<p>4. Chn understand that computers need to follow precise instructions which are what algorithms are used for.</p> <p>5. Following a recipe – Chn understand how the order of a recipe affects the outcome and can organise instructions for a simple recipe.</p> <p>6. Chn know that correcting errors in an algorithm or program is known as ‘debugging’.</p>
<p><u>RE</u></p> <p>Easter symbols</p>	<p>EYFS</p> <p><u>Easter</u></p> <p>Discussion of the emotions in the stories and the children’s own experiences related to the events in the stories.</p> <p>Explore what it means to love and be loved.</p> <p><u>Why do Christians put a cross in an Easter garden?</u></p> <p>The Bible tells the story of salvation, of how Jesus came to earth to ‘seek and save the lost’, and he helped all he met. The cross is a reminder of Jesus’ death, and that putting things right can be costly.</p>	<p>To explore the meaning of symbols.</p> <p>To recognise the importance of the Easter story and the idea of new life.</p> <p>To create symbols based on the story of Easter using a range of techniques and media.</p>	<p>1. Sikhism-To learn about places of worship-Gurdwara.</p> <p>2. Discuss celebrations and share with the class memories of family celebrations. How do people around the world celebrate Easter?</p> <p>3. Share Easter symbols and how they represent the Easter story.</p> <p>4. Explore the importance of the Paschal candle in church and what this symbolises.</p> <p>5. Look at a range of crosses and how the Christian faith uses this image to recall Jesus.</p> <p>6. Explore the symbolism of bread and wine and how during services these are used as Jesus used them during his last supper.</p> <p>Sikhism</p>

<p><u>Music</u></p> <p>Learning to Listen</p>	<p>EYFS <u>Exploring and using media and materials</u> Sing songs, make music and dance, and experiment with ways of changing them.</p> <p><u>Being imaginative</u> Represent their own ideas, thoughts and feelings through music.</p>	<p>Pupils will have the opportunity to listen and appraise various pieces of music while focusing on several songs including - ‘Days of the Week’ and ‘Hush Little Baby’ .</p> <p>Pupils will use their voices and bodies creatively through songs, chants and rhymes as well as experiencing new instruments through musical activities and games.</p> <p>Pupils will experience a wide variety of music and look at dimensions of music (pitch, rhythm and finding the pulse).</p>	<p>Pupils will learn, practice and hear the focus songs for this half term, through each lesson as well as other pieces of music.</p> <ol style="list-style-type: none"> 1. Pupils will listen, appraise and become familiar with the song ‘Days of the Week’. 2. Pupils will listen, appraise and become familiar with the song ‘Hush Little Baby’. 3. Listen to ‘Days of the Week, musical activities and performance. 4. Listen to ‘Hush Little Baby, musical activities and performance.
<p><u>PE</u></p> <p>Athletics</p>	<p>EYFS <u>Moving and Handling</u> Show good control and co-ordination in large and small movements. Move confidently in a range of ways, safely negotiating space. Handle equipment and tools effectively.</p>	<p>Be able to evaluate their performance using time;</p> <p>Know and understand quicker and slower ways of travelling;</p> <p>Develop fundamental movement skills. E.g. hopping, skipping...;</p> <p>Engage in competitive and cooperative physical activities in a range of increasingly challenging situations;</p>	<p>Be able to attempt a variety of throwing techniques in order to improve accuracy;</p> <p>Know and understand how the position of the body affects throwing performance;</p> <p>Develop fundamental movement skills, becoming increasingly competent and confident, and access a broad range of activities to extend their agility, balance and coordination;</p> <p>Engage in competitive and cooperative physical Activities in a range of increasingly challenging situations;</p> <p>Be able to perform 1:2, 2:2, 2:1 and 1:1 jumps</p> <p>Know and understand how different jumping techniques affect distance travelled;</p>
<p><u>PSHE</u></p> <p>Healthy Me</p>	<p>EYFS <u>Health and Self Care</u> Know the importance of good health including physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p>Understand the difference between being healthy and unhealthy, and know some ways to keep healthy.</p> <p>Know how to make healthy lifestyle choices.</p> <p>Know how to keep clean and healthy, and understand how germs cause disease/ illness.</p>	<p><u>Healthy Me</u> <i>Pre-assessment – Sort pictures. Children to sort pictures into categories of healthy and unhealthy.</i></p> <ol style="list-style-type: none"> 1. To understand how to feel good about ourselves by making healthy choices. 2. To understand that in order to be healthy we need a balanced diet and exercise. 3. Discuss different ways of keeping our bodies clean and healthy and the reasons why we do this.

		<p>Know that all household products including medicines can be harmful if not used properly.</p> <p>Understand that medicines can help if feeling poorly and know how to use them safely.</p> <p>Know how to keep safe when crossing the road, and about people who can help us to stay safe.</p> <p>Explain why our bodies are amazing and can identify some ways to keep it safe and healthy.</p>	<p>4. Discuss and understand that certain products in our house and other areas can be harmful.</p> <p>5. Know how to stay safe when taking medicine.</p> <p>6. To explain how to cross a road safely and identify people who can keep us safe.</p>
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