



Year: 1  
Term: Spring 1

Subject	Prior Skills/Knowledge/language	New skills	Planning
<p><u>English</u> Detective narrative – Hermelin</p> <p>Letters - Hermelin</p>	<p><b>EYFS</b> <b><u>Listening and attention</u></b> <b>Listen</b> attentively in a range of situations. <b>Listen</b> to stories, accurately anticipating key events and <b>respond</b> to what they hear with relevant <b>comments, questions</b> or <b>actions</b>. <b><u>Understanding</u></b> <b>Follow</b> instructions involving several ideas. <b>Answer</b> ‘how’ and ‘why’ questions about their experiences. <b>Respond</b> to stories or events. <b><u>Speaking</u></b> <b>Use</b> past, present and future forms accurately when talking about events that have happened or are to happen in the future. <b>Develop</b> their own narratives and explanations by connecting ideas or events. <b><u>Writing</u></b> <b>Use</b> phonic knowledge to write words in ways which match their spoken sounds. <b>Write</b> some irregular common words.</p>	<p><b>KS1</b> <b><u>Speaking &amp; Listening:</u></b> <b>Listen</b> and <b>respond</b> appropriately to others. <b>Build</b> their vocabulary. <b>Give</b> well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. <b>Speculate, imagine</b> and <b>explore</b> ideas. <b>Participate</b> in discussions, presentations, performances, role play and debates.</p> <p><b><u>Reading:</u></b> <b>Apply</b> phonic knowledge and skills as the route to <b>decode</b> words. <b>Read</b> common exception words. <b>Listen</b> to and <b>discuss</b> a wide range of stories. <b>Become</b> familiar with key stories, retelling them. <b>Recognising</b> and <b>joining</b> in with predictable phrases.</p> <p><b><u>Writing:</u></b> <b>Compose</b> a sentence orally before writing it. <b>Sequence</b> sentences to form short narratives. <b>Leave</b> spaces between words. <b>Begin</b> to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. <b>Use</b> capital letters appropriately.</p>	<p>Portal narrative-Where the wild things are <b>Pre assessment</b> – <i>Narrative based on The way back home by Oliver Jeffers</i> <b>Explore</b> and <b>respond</b> to key ideas in the text. <b>Research</b> background information. <b>Make</b> predictions about how events will unfold. <b>Identify</b> key language features. <b>Understand</b> that events should be organised to create a clear structure. <b>Retell</b> stories using text mapping. <b>Produce</b> short poetic writing pieces inspired by the text. <b>Combining</b> words to <b>engage</b> the reader. <b>Plan, draft, edit</b> and <b>review</b>. <b>Produce</b> a narrative text using careful language choices.</p>

	<p><b>Write</b> simple sentences which can be read by themselves and others.</p> <p><b>Reading</b>  <b>Read</b> and <b>understand</b> simple sentences.  <b>Demonstrate</b> understanding when talking with others about what they have read.</p>		
<p><b>Maths</b></p> <p>Number</p> <p>Addition and Subtraction</p> <p>Place Value</p>	<p><b>EYFS</b>  <b>Numbers</b>  <b>Count</b> reliably with numbers from one to 20, <b>Place</b> them in <b>order</b> and say which number is one more or one less than a given number.  <b>Use</b> quantities and objects, add and subtract two single-digit numbers.  <b>Count on</b> or <b>back</b> to find the answer.  <b>Solve</b> problems, including <b>doubling</b>, <b>halving</b> and <b>sharing</b>.</p>	<p><u>Number: Addition and subtraction (within 20)</u>  <b>Read, write</b> and <b>interpret</b> mathematical statements involving addition (+), subtraction (−) and equals (=) signs.  <b>Represent</b> and <b>use</b> number bonds and related subtraction facts within 20.  <b>Add</b> and <b>subtract</b> one-digit and two-digit numbers to 20, including 0.  <b>Solve</b> one-step problems that involve addition and subtraction, <b>using</b> concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math>.</p> <p><u>Number: Place Value (within 50 – multiples of 2, 5, 10)</u>  <b>Count</b> to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.  <b>Count, read</b> and <b>write</b> numbers to 100 in numerals; count in multiples of 2s, 5s and 10s.  Given a number, <b>identify</b> 1 more and 1 less.  <b>Identify</b> and <b>represent</b> numbers using objects and pictorial representations including the number line, and <b>use</b> the language of: equal to, more than, less than (fewer), most, least.  <b>Read</b> and <b>write</b> numbers from 1 to 20 in numerals and words.</p>	<p><u>Number: Addition and subtraction (within 20)</u>  1. <b>Explore</b> addition by <b>counting on</b> from a given number. Begin to <b>understand</b> that addition is commutative and that it is more efficient to start from the largest number. Children see that <b>working systematically</b> helps them to find all the possible number bonds to 20. Children <b>add</b> numbers within 20 <b>using</b> their knowledge of number bonds (10s frames, number lines).  2. <b>Build</b> on the language of subtraction, <b>recognising</b> and using the subtraction symbol within 20. Children <b>subtract</b> numbers, within 20, crossing the 10. Children begin to <b>understand</b> the different structures of subtraction (taking away, partitioning, difference).  3. <b>Explore</b> addition and subtraction fact families for numbers within 20. They should <b>recognise</b> that addition and subtraction are inverse operations. Children <b>compare</b> number sentences within 20 using inequality symbols.</p> <p><u>Number: Place Value (within 50 – multiples of 2, 5, 10)</u>  1. <b>Count</b> forwards and backwards within 50. They <b>use</b> a number track to support where needed, in particular, crossing the tens boundaries and with teen numbers. <b>Use</b> practical equipment to represent numbers to 50. They continue to <b>build</b> their <b>understanding</b> that ten ones can be grouped into one ten.</p>
<p><b>Science</b></p> <p>Animals Including Humans</p>	<p><b>EYFS</b>  <u><b>Understanding the world</b></u></p>	<p><b>Understand</b> that animals go through life cycles and learn the life cycle of a frog as it grows into an adult.</p>	<p>1. <b>Animal Growth</b> - 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.</p>

	<p><b>Identify similarities and differences</b> in relation to places, animals, objects, materials and living things.</p> <p><b>Explore</b> a variety of animals and consider their purpose.</p>	<p><b>Understand and explore</b> how and why animals use/need food, water, air and exercise to survive and how they are best adapted to do so.</p> <p><b>Learn key words and phrases</b> such as: life cycle, hygiene, offspring, survive and balanced diet.</p>	<p><b>2. Animal Survival</b> - 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.</p> <p><b>3. Food</b> - 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.</p> <p><b>4. Exercise</b> - 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.</p> <p><b>5. Hygiene</b> - 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> <p>(Each lesson will be taught across at least 2 periods to allow for adequate learning time and practical experiments)</p>
<p><u>Geography</u></p> <p>Contrasting Localities - China (Beijing)</p>	<p><b>EYFS</b></p> <p><b>Explore</b> the natural world around them, making <b>observations</b> and drawing pictures of animals and plants;</p> <p>Know some <b>similarities and differences</b> between the natural world around them and contrasting <b>environments</b>, drawing on their experiences and what has been read in class;</p> <p><b>Understand</b> some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Children will learn:</p> <p>To locate China on a map and have a look around the landscape.</p> <p>To find out about human and physical features in China.</p> <p>To Locate the city of Beijing and find out about its main features</p> <p>To compare going to school in Beijing to going to school in Liverpool</p> <p>To Experience celebrating Lunar New Year</p>	<p>Children will develop their knowledge of how:</p> <p>To locate China on a map and have a look around the landscape.</p> <p>To find out about human and physical features in China.</p> <p>To Locate the city of Beijing and find out about its main features</p> <p>To compare going to school in Beijing to going to school in Liverpool</p> <p>To Experience celebrating Lunar New Year</p>
<p><u>RE</u></p> <p>Baptism</p>	<p><b>EYFS</b></p> <p><u><b>Special Times</b></u></p> <p><b>Explore</b> festivals and rites of passage.</p> <p><b>Share</b> children's own experiences of special times.</p> <p><b>Read</b> and <b>discuss</b> the story of Pentecost and <b>talk</b> about times of prayer.</p>	<p><b>Examine</b> Christian rules for living and the source of these rules.</p> <p><b>Encourage</b> pupils to <b>reflect</b> upon their own lifestyle and the influences upon it.</p> <p><b>Consider</b> the rules followed by Sikhs and the ways in which the rules influence behaviour and decisions.</p>	<p><u>Baptism</u></p> <p>1. <b>Show</b> children images of babies/ children and adults being baptised - What is happening in the pictures? Do the children have questions which they would like to ask about what is happening in the pictures?</p> <p>2. <b>Share</b> the story of John baptising Jesus - Jesus was not baptised as a baby, why not? <b>Discuss</b> the idea that baptism is the beginning of a Christian journey.</p>

			<p>3. <b>Talk</b> about what it means to belong to something e.g. friendship groups, clubs or class etc- children make badges to <b>show</b> how they belong to a special group or to a class.</p> <p>4. <b>Read</b> the story of the founding of the Khalsa. <b>Reflect</b> on the beliefs that Sikhs have about joining the Khalsa and compare to their own experiences of belonging.</p> <p><b>Sikhism</b>- sacred text: Chn will learn about the Guru Granth Sahib</p>
<p><b>PE</b></p> <p>Gymnastics</p>	<p><b>EYFS</b></p> <p><b><u>Moving and Handling</u></b></p> <p><b>Show</b> good control and co-ordination in large and small movements.</p> <p><b>Move</b> confidently in a range of ways, safely negotiating space.</p> <p><b>Handle</b> equipment and tools effectively.</p>	<p>Pupils will develop a range of physical, social, emotional and thinking skills during half term of PE lessons.</p> <p>Show basic control and coordination when travelling and when remaining still;</p> <p>Choose and link 'like' actions;</p> <p>Remember and repeat these actions accurately and consistently;</p> <p>Find and use space safely, with an awareness of others;</p> <p>Identify and copy the basic actions of gymnasts;</p> <p>Use words such as rolling, travelling, balancing, climbing;</p> <p>Make their body tense, relaxed, stretched and curled;</p> <p>Pupils will also gain an understanding of the <b>importance of exercise</b> and how it affects our bodies in different ways.</p>	<p>Pupils will develop a range of physical, social, emotional and thinking skills during half term of PE lessons.</p> <p>Plan and repeat simple sequences of actions; show contrasts in shape;</p> <p>Perform a sequence that shows clear change of speed;</p> <p>Perform the basic gymnastic actions with coordination, control and variety;</p> <p>Recognise and describe how they feel after exercise;</p> <p>Describe what their bodies feel like during gymnastic activity;</p> <p>Describe what they and others have done;</p> <p>Say why they think gymnastic actions are being performed well</p> <p>Be able to perform a sequence that flows;</p> <p>Pupils will develop their understanding of the importance of exercise and how it affects our bodies in different ways.</p>
<p><b>PSHE</b></p> <p>Dreams and Goals</p>	<p><b>EYFS</b></p> <p><b><u>Health and Self Care</u></b></p> <p><b>Know</b> the importance of good health including physical exercise, and a healthy diet, and <b>talk</b> about ways to keep healthy and safe.</p>	<p><b>Identify</b> what success and achievements are and to set simple goals.</p> <p><b>Understand</b> and <b>identify</b> the feelings when tackling a new challenge.</p> <p><b>Identify</b> obstacles and methods on how to overcome them.</p> <p><b>Understand</b> new feelings of success and challenge and how to <b>explain</b> these feelings and celebrate them appropriately.</p>	<p><b><u>Dreams and Goals</u></b></p> <ol style="list-style-type: none"> <li>1. To identify successes and achievements and to set simple goals.</li> <li>2. To set a goal and work out how to achieve it.</li> <li>3. To work well with a partner and celebrate achievement.</li> <li>4. To tackle a new challenge and understand this might stretch my learning and can identify how I feel when I am faced with a new challenge.</li> <li>5. To identify obstacles which make it more difficult to achieve my new challenge and can work out how to</li> </ol>

			<p>overcome them I know how I feel when I see obstacles and how I feel when I overcome them.</p> <p>6. To explain how I felt when I succeeded in a new challenge and how I celebrated it I know how to store the feelings of success in my internal treasure chest.</p>
<u>Music</u>	<p><b>EYFS</b></p> <p><u>Expressive arts and design</u></p> <p>Chn have explored various music genres and sounds through various means such as instruments, audio and materials.</p>	<p><b><u>Exploring Sounds</u></b></p> <p>Children will learn:</p> <p>How to move in time with a steady beat/pulse.</p> <p>To copy back simple long and short rhythms with clapping.</p> <p>To copy back singing simple high and low patterns.</p> <p>To understand and demonstrate the difference between pulse, rhythm and pitch</p>	<p><b><u>Inventing a Musical Story</u></b></p> <p>Children will learn:</p> <p>To move in time and keep a steady beat together</p> <p>To create their own rhythmic and melodic patterns</p> <p>To understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Continue to copy back simple rhythmic patterns using long and short. Continue to copy back simple melodic patterns using high and low. To sing short phrases independently.</p> <p>Continue to learn to watch and follow a steady beat.</p> <p>Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>To play copy-back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion.</p>
<p><u>Computing</u></p> <p>Pictograms</p>	<p><b>EYFS</b></p> <p>Pupils will have encountered many problem-solving activities and some graphs which they can and will use to draw links with this topic.</p>	<p>Chn will learn and understand <b>key vocabulary and phrases</b> such as, 'Pictogram', 'Data' and 'Collate'. They will also be able to use these words appropriately and <b>in context</b>.</p> <p>Chn will understand how to carry out and record/display the results (using a pictogram) of their own experiments.</p>	<p>1. <b>Data in pictures</b> – Chn can discuss and illustrate 'transport used to travel to school' in their class and contribute to the collection of whole class data.</p> <p>2. Chn can create a simple pictogram.</p> <p>3. <b>Class Pictogram</b> – Chn can contribute towards and create a whole class pictogram.</p> <p>4. Chn can discuss what their pictogram results show and give reasons for this.</p> <p>5. <b>Recording Results</b> – Chn to collect data from rolling a die 20 times and recording the results.</p> <p>6. Chn can represent this data using a pictogram.</p>
<p><u>Art</u></p> <p>Andy Goldsworthy - Nature Sculptures</p>	<p><b>EYFS</b></p> <p>Construct with a purpose in mind, using a variety of resources</p> <p>Use simple tools and techniques competently and appropriately</p> <p>Build and construct with a wide range of objects, selecting appropriate</p>	<p>Describe what they can see and like in the work of another artist.</p> <p>Record and explore ideas from first hand observations</p> <p>Begin to explore the use of line, shape and colour</p> <p>Develop and share their ideas, try things out and make changes</p>	<p>Mix paint to create all the secondary colours.</p> <p>Mix and match colours, predict outcomes.</p> <p>Mix their own brown.</p> <p>Make tints by adding white.</p> <p>Make tones by adding black.</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p>

	<p>resources and adapting their work when necessary</p> <p>Select the tools and techniques they need to shape, assemble and join materials they are using</p>	<p>Gather and sort the materials they will need.</p> <p>Use materials to make known objects for a purpose</p> <p>Think critically about their art and design work.</p>	<p>Sketch to make quick records of something</p> <p>Work out ideas through drawing.</p> <p>Describe what they can see and like in the work of another artist.</p> <p>Record and explore ideas from first hand observations</p> <p>Begin to explore the use of line, shape and colour</p> <p>Develop and share their ideas, try things out and make changes</p> <p>Gather and sort the materials they will need.</p> <p>Use materials to make known objects for a purpose</p> <p>Think critically about their art and design work.</p>
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