**Music**

Specialist Teacher

**PSHE**

Dreams and Goals

 **RE**

Was it easy for Jesus to always show friendship?

**History**

* To learn about significant people in the history of our locality, and to know where these people fit within a chronological framework
* To use pictures as historical evidence to draw conclusions about a person’s characteristics, and about the past
* To use artefacts as historical evidence to identify their owner, and to draw conclusions about the past
* To use a range of documentary sources as historical evidence to draw conclusions about the past
* To use a visit or a visitor as historical evidence to draw conclusions about the past, and to use these conclusions to compare the merits of respective local heroes
* To share with a wider audience what we have found out about local heroes and to communicate these findings through writing, art, sound and video

NC Links

* learn about significant historical events, people and places in their own locality
* know where the people and events they study fit within a chronological framework
* Understand some of the ways in which we find out about the past.

Science –

NC links

Identify and name a variety of materials including wood, plastic, glass, metal, water and rock.

Distinguish between an object and the material from which it is made.

Describe the simple physical properties of a variety of everyday materials.

Working scientifically

* asking simple questions and recognising that they can be answered in different ways
* observing closely, using simple equipment
* performing simple tests
* identifying and classifying
* using their observations and ideas to suggest answers to questions
* gathering and recording data to help in answering questions.

Year 1

Spring 1



**Computing**

What is an algorithm?

Instructional writing.

Create a word algorithm.

Play ‘Daisy the Dino’ style game in the hall to reinforce word algorithms.

Play ‘Daisy the Dino’ on the iPad.

**Trips/Visits**

Beatles museum/Mystery Tour

**Art** Paul Klee Artist Study

To know about the life and works of Paul Klee To work in the style of Paul Klee **NC Links**

to use a range of materials creatively to design and make products to use drawing and painting to develop and ideas to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

**PE**

Gymnastics

Develop balance, agility and co-ordination, and begin to apply these in a range of activities

English

|  |
| --- |
| * 2 weeks story machine/3 weeks Traction Man
* apply phonic knowledge and skills as the route to decode words
* respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
* read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
* read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
* read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
* develop pleasure in reading, motivation to read, vocabulary and understanding by:
	+ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
	+ being encouraged to link what they read or hear to their own experiences
	+ becoming very familiar with key stories and considering their particular characteristics
* understand both the books they can already read accurately and fluently and those they listen to by:
	+ making inferences on the basis of what is being said and done
	+ predicting what might happen on the basis of what has been read so far
* spell:
	+ words containing each of the 40+ phonemes already taught
	+ common exception words
	+ the days of the week
	+ using letter names to distinguish between alternative spellings of the same sound
* add prefixes and suffixes:
	+ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
	+ using the prefix un–
	+ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
* write sentences by:
	+ saying out loud what they are going to write about
	+ composing a sentence orally before writing it
	+ sequencing sentences to form short narratives
	+ re-reading what they have written to check that it makes sense
* discuss what they have written with the teacher or other pupils
* read their writing aloud, clearly enough to be heard by their peers and the teacher
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**Maths**

Year 1

* solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
* recognise, find and name a half as one of two equal parts of an object, shape or quantity
* recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Year 1