

## Art

### Roy Lichtenstein – Pop Art Self Portraits

- Introduction to Roy Lichtenstein/Pop Art
- Practice skills – dots
- Practice skills – colour mixing & colour tone
- Colour Mixing
- Face features
- Self-portrait – Pop Art Style

## Computing

- Algorithms
- (Repeated) E-safety – staying safe online

## PE – Gymnastics

- To develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)

## RE

Celebrating Palm Sunday and the Easter Story

## Science

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- Identify and describe the basic structure of a variety of common flowering plants, including trees.
- What do plants need to grow? Science experiment linked to light and dark

Year 1 – Spring  
History ->  
Kitty Wilkinson &  
Florence  
Nightingale

## History

- To know what ‘famous’ and ‘hero/heroine’ mean
- To understand who Kitty and Florence were and why they are remembered
- To understand where the Crimean War took place and what the conditions were like
- To understand how FN and KW made changes to nursing and hospitals
- To understand the impact the changes had on hospitals world wide
- To create a timeline of FN/KW life

## PSHE/Circle Time

Dreams and Goals

## Geography – Where does our food come from?

Children will explore where our food comes from with both a trip to the farm and a walk of the local area/shops in local area. Year 1 will also Use world maps, atlases and globes to identify the UK and its countries.

## English: – Hermiln Detective Narrative letter

### **Reading: (Word reading / Comprehension)**

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books and retelling some of these orally
- identifying themes and conventions in a wide range of books.

### **Writing: (Transcription / Composition) Pupils should be taught to plan their writing by:**

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas Pupils should be taught to draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
  - organising paragraphs around a theme in narratives, and in non-narrative material, using simple organisational devices [for example, headings and sub-headings] Pupils should be taught to evaluate and edit by:
    - assessing the effectiveness of their own and others' writing and suggesting improvements
    - proof-read for spelling and punctuation errors
    - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Speaking and Listening: Pupils will: Participate actively in collaborative conversations; use spoken language to develop understanding through imagining and exploring ideas; speak audibly and fluently with an increasing command of Standard English; participate in discussions, presentations, performances, role play, improvisations and debates; select and use appropriate registers for effective communication.

## Maths

### Multiplication & Division

- 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
- Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities.

### Fractions

- recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity
- recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity

### Measurement

- Compare, describe and solve practical problems for:
  - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
  - mass/weight [for example, heavy/light, heavier than, lighter than]