


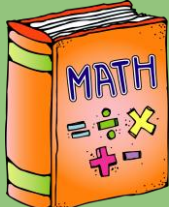






Year 1 Half-Termly Overview - Spring 2

Subject	Week 1	Week 2	Week 3	Week 4	Week 5
English- Phonics 	Text: Specific to phonics group Reading Skill: Decoding and fluency	Text: Specific to phonics group Reading Skill: Decoding and fluency	Text: Specific to phonics group Reading Skill: Decoding and fluency	Text: Specific to phonics group Reading Skill: Decoding and fluency	Text: Specific to phonics group Reading Skill: Decoding and fluency
English- Writing 	Text: Poetry Key focus: To Perform poetry	Text: The One Hundred Decker Bus Key focus: To write an Informal letter	Text: The One Hundred Decker Bus Key focus: To write an Informal letter	Text: Flying Free Key focus: To write an Information text	Text: Flying Free Key focus: To write an Information text
English- GPS 	Grammar: nouns compound words punctuation Spelling rule: oa	Grammar: tenses conjunctions Spelling rule: ew	Grammar: syllables punctuation high frequency words Spelling rule: ire	Grammar: verbs using ing, ed exclamation marks Spelling rule: ear	Grammar: plurals pronouns question marks Spelling rule: ure




Year 1 Half-Termly Overview - Spring 2

<p style="text-align: center;">Mathematics</p> 	<p>Maths unit: Numbers to 50</p> <p>Key learning: To compare and order numbers to 50 using place value and a number line</p> <p>To count in 2s and 5s</p>	<p>Maths unit: Addition and subtraction within 20</p> <p>Key learning: To compare two sets of numbers</p> <p>To find the difference</p> <p>To use comparative language such as greater than, less than, equal to</p>	<p>Maths unit: Addition and subtraction within 20</p> <p>Key Learning: To use the 'make 10' strategy to find the difference</p> <p>To interpret and solve comparison problems</p>	<p>Maths unit: Fractions</p> <p>Key Learning: To find a half of a shape, object and quantity</p> <p>To find a quarter of a shape, object or quantity</p>	<p>Maths unit: Measurement - length</p> <p>Key Learning: To use the language of longer, shorter, taller to compare lengths</p> <p>To use non-standard units to measure lengths</p> <p>To begin to use standard units to measure lengths (a metre)</p>
<p style="text-align: center;">Science</p> 	<p>Science unit: Animals Including Humans</p> <p>Key Learning: To identify and name body parts.</p>	<p>Science unit: Animals Including Humans</p> <p>Key Learning: To understand which body parts are linked to what senses.</p>	<p>Science unit: Animals Including Humans</p> <p>Key Learning: To know what it is like to be unable to use a particular sense</p>	<p>Science unit: Animals Including Humans</p> <p>Key Learning: To compare whether all humans are the same.</p>	<p>Science unit: Seasonal Change</p> <p>Key Learning: To understand the Spring season.</p>
<p style="text-align: center;">Computing</p> 	<p>Computing unit: Computing Systems and Networks</p> <p>Improving Mouse Skills</p>	<p>Computing unit: Computing Systems and Networks</p> <p>Improving Mouse Skills</p>	<p>Computing unit: Computing Systems and Networks</p> <p>Improving Mouse Skills</p>	<p>Computing unit: Computing Systems and Networks</p> <p>Improving Mouse Skills</p>	<p>Computing unit: Computing Systems and Networks</p> <p>Improving Mouse Skills</p>



Year 1 Half-Termly Overview - Spring 2

	<p>Key Learning: To log in to a computer and access a website.</p>	<p>Key Learning: To use a mouse to drag and drop.</p>	<p>Key Learning: To use my mouse skills to draw and edit shapes. To draw a scene from a story using digital tools.</p>	<p>Key Learning: To create a self-portrait using digital techniques.</p>	<p>Key Learning: To problem solve a sequence of instructions.</p>
<p style="text-align: center;">History</p> 	<p>History Unit: Travel and Transport</p> <p>Key Learning: To consider how we know about the past.</p>	<p>History Unit: Travel and Transport</p> <p>Key Learning: To describe and begin to talk about key inventions of a significant person/time.</p>	<p>History Unit: Travel and Transport</p> <p>Key Learning: To understand that actions lead to consequences and that they might not always be good.</p>	<p>History Unit: Travel and Transport</p> <p>Key Learning: To make comparisons between two events in history that I have learnt about. To use pictures and film footage to find out about transport in the past compared to now.</p>	<p>History Unit: Travel and Transport</p> <p>Key Learning: To explain some reasons why certain changes in transport have occurred.</p>
<p style="text-align: center;">Art</p> 	<p>Art Focus: Craft and Design</p> <p>Key Learning: Artist Study – Anni Albers</p>	<p>Art Focus: Craft and Design</p> <p>Key Learning: To understand over and under and weave paper strips to create a pattern.</p>	<p>Art Focus: Craft and Design</p> <p>Key Learning: To weave using wool and maintain an over-under pattern.</p>	<p>Art Focus: Craft and Design</p> <p>Key Learning: To create a finished woven artwork inspired by Anni Albers</p>	<p>Art Focus: Craft and Design</p> <p>Key Learning: To create a finished woven artwork inspired by Anni Albers</p>

Year 1 Half-Termly Overview - Spring 2

DT 	<p>DT Unit: Mechanisms: Wheels & axles</p> <p>Key Learning: To understand how wheels move. To identify what stops wheels from turning. To design a moving vehicle. To build a moving vehicle</p> <p>Outcome: To build a moving vehicle</p>				
RE 	<p>Key Question: What do you celebrate and why? What stories do your family tell?</p> <p>Key Learning: To introduce the topic of celebrations and key events.</p>	<p>Key Question: What is Ramadan and what does it mean for Muslims?</p> <p>Key Learning: To describe what happens during Ramadan.</p>	<p>Key Question: What do Muslims celebrate at Eid-Al-Fitr?</p> <p>Key Learning: To describe what happens and what is being celebrated at Eid-Al-Fitr.</p>	<p>Key Question: Why do Jewish people tell the story of Pesach (Passover) every year?</p> <p>Key Learning: To explore symbols of Pesach and the story of Pesach.</p>	<p>Key Question: How did people react to Jesus' entry into Jerusalem on Palm Sunday?</p> <p>Key Learning: To understand Palm Sunday. To identify ways that Christians celebrate at Easter.</p>
PSHE/RSE 	<p>PSHE Unit: Rights and Respect</p> <p>Key Learning: To recognise how a person's behaviour can affect other people.</p>	<p>PSHE Unit: Rights and Respect</p> <p>Key Learning: To identify who cares for and looks after the school environment.</p>	<p>PSHE Unit: Rights and Respect</p> <p>Key Learning: To explain the importance of looking after things that belong to themselves or to others.</p>	<p>PSHE Unit: Rights and Respect</p> <p>Key Learning: To explain where people get their money from and the importance of looking after money.</p>	<p>PSHE Unit: Rights and Respect</p> <p>Key Learning: To explain why first aid is important and understand the concepts of basic first aid.</p>

Year 1 Half-Termly Overview - Spring 2

<p>PE</p> 	<p>PE Unit: Health and Wellbeing</p> <p>Key Learning: To understand what agility means and explore ways of being more 'agile' when moving.</p> <p>PE Unit: Hands</p> <p>Key Learning: To explore different ways of sending (passing) the ball to their partner.</p>	<p>PE Unit: Health and Wellbeing</p> <p>Key Learning: To explore ways of being balanced and understand why we need to be balanced when playing sport.</p> <p>PE Unit: Hands</p> <p>Key Learning: To learn and understand why we need to be accurate when sending the ball. Pupils will learn why and how we aim when sending a ball.</p>	<p>PE Unit: Health and Wellbeing</p> <p>Key Learning: To understand what hand eye coordination means and will start to develop their throwing, bouncing and rolling skills to refine their hand eye coordination skills.</p> <p>PE Unit: Hands</p> <p>Key Learning: To learn why we need to send a ball using different force and speeds.</p>	<p>PE Unit: Health and Wellbeing</p> <p>Key Learning: To perform a circuit to develop their application and understanding of agility.</p> <p>PE Unit: Hands</p> <p>Key Learning: To explore different ways of stopping a ball with our hands.</p>	<p>PE Unit: Health and Wellbeing</p> <p>Key Learning: To perform a circuit to develop their application and understanding of balance.</p> <p>PE Unit: Hands</p> <p>Key Learning: To combine their sending and receiving skills, applying their prior knowledge of where we send a ball and why.</p>
<p>Music</p> 	<p>Music Unit: Exploring rhythms</p> <p>Key Learning: To find patterns in music that happen again and again, joining in by clapping, singing, or playing.</p>	<p>Music Unit: Exploring rhythms</p> <p>Key Learning: To know that repeated patterns are called ostinatos.</p>	<p>Music Unit: Exploring rhythms</p> <p>Key Learning: To make up my own beat patterns using long, short and rest sounds.</p>	<p>Music Unit: Exploring rhythms</p> <p>Key Learning: To listen to a musical question and give a musical answer.</p>	<p>Music Unit: Exploring rhythms</p> <p>Key Learning: To read rhythms made from symbols or blobs.</p>