


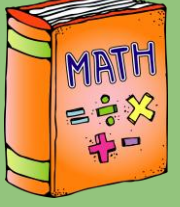








Year 1 Half-Termly Overview - Spring 1

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
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	Text: Specific to phonics group Reading Skill: Decoding and fluency
English- Writing 	Text: The Squirrels' Busy Year Key focus: Writing a recount	Text: The Squirrels' Busy Year Key focus: Writing a recount	Text: The Squirrels' Busy Year Key focus: Non-chronological report	Text: Fletcher and the Rainbow Key focus: Writing a story based on a given structure	Text: Fletcher and the Rainbow Key focus: Writing a story based on a given structure	Text: Fletcher and the Rainbow Key focus: Writing a poem
English- GPS 	Grammar: Using ing Spelling rule: Revisiting set 2 sounds	Grammar: Adding 'er' and 'est' to adjectives Spelling rule: ea, oi	Grammar: Using ed Spelling rule: a-e, i-e	Grammar: Exclamation Marks Spelling rule: o-e, u-e	Grammar: Question Marks Spelling rule: aw, are	Grammar: Capital letters and full stops Spelling rule: ur, er
Mathematics 	Maths unit: Time Key learning: Months of the year, Sequencing events, Minutes and seconds, O'Clock	Maths unit: Time Key Learning: Half past, Time problems, Position, directions and movement.	Maths unit: Exploring calculation strategies within 20 Key Learning: Deriving facts, Doubles and near doubles, Make ten, the = symbol, Choosing calculation strategies	Maths unit: Numbers to 50 Key Learning: Sequencing numbers to 50, Grouping and counting tens, Exploring tens and ones, Place value	Maths unit: Numbers to 50 Key Learning: Comparing and ordering numbers to 50, Counting in twos and fives, Number patterns	Maths unit: Numbers to 50 Key Learning: Comparing and ordering numbers to 50, Counting in twos and fives, Number patterns




Year 1 Half-Termly Overview - Spring 1

<p style="text-align: center;">Science</p> 	<p>Science unit: Seasonal change</p> <p>Key Learning: Observe changes across the seasons - winter</p>	<p>Science unit: Seasonal change</p> <p>Key Learning: Observe changes across the seasons - winter</p>	<p>Science unit: Animals including humans</p> <p>Key Learning: I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p>	<p>Science unit: Animals including humans</p> <p>Key Learning: I can describe the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals, including pets)</p>	<p>Science unit: Animals including humans</p> <p>Key Learning: I can compare a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p>	<p>Science unit: Animals including humans</p> <p>Key Learning: I can identify and name a variety of common animals that are carnivores, omnivores and herbivores.</p>
<p style="text-align: center;">Computing</p> 	<p>Computing unit: Programming - Beebots</p> <p>Key Learning: To create clear instructions.</p>	<p>Computing unit: Programming - Beebots</p> <p>Key Learning: To explore commands through Beebots.</p>	<p>Computing unit: Programming - Beebots</p> <p>Key Learning: To programme a Beebot using instructions.</p>	<p>Computing unit: Programming - Beebots</p> <p>Key Learning: To create instructions to solve problems.</p>	<p>Computing unit: Programming - Beebots</p> <p>Key Learning: To identify and correct errors in instructions.</p>	<p>Computing unit: Programming - Beebots</p> <p>Key Learning: To recap programming.</p>
<p style="text-align: center;">Geography</p> 	<p>Geography Unit: Weather</p> <p>Key Learning: I can identify and name the countries of the United Kingdom</p>	<p>Geography Unit: Weather</p> <p>Key Learning: I can explain what weather is and how it affects people.</p>	<p>Geography Unit: Weather</p> <p>Key Learning: I can describe what the weather's like in different seasons.</p>	<p>Geography Unit: Weather</p> <p>Key Learning: I can understand how to collect data about the weather.</p>	<p>Geography Unit: Weather</p> <p>Key Learning: I can collect data about the weather over time. I can present my findings and explain what I have found out about the weather.</p>	<p>Geography Unit: Weather</p> <p>Key Learning: I can collect data about the weather over time. I can present my findings and explain what I have found out about the weather.</p>

Year 1 Half-Termly Overview - Spring 1

<p style="text-align: center;">Art</p> 	<p>Art Focus: Sculpture and 3D</p> <p>Key Learning: Artist Study: Samantha Stevenson</p>	<p>Art Focus: Sculpture and 3D</p> <p>Key Learning: To roll paper to make 3D sculptures.</p>	<p>Art Focus: Sculpture and 3D</p> <p>Key Learning: To shape paper to make a 3D drawing.</p>	<p>Art Focus: Sculpture and 3D</p> <p>Key Learning: To work collaboratively to plan an imaginative 3D sculpture.</p>	<p>Art Focus: Sculpture and 3D</p> <p>Key Learning: To create an imaginative 3D sculpture.</p>	<p>Art Focus: Sculpture and 3D</p> <p>Key Learning: To evaluate the finished artwork.</p>
<p style="text-align: center;">DT</p> 	<p style="text-align: center;">DT Unit: Windmills</p> <p style="text-align: center;">Key Learning:</p> <p style="text-align: center;">I can create a stable structure I can use tools and equipment accurately to make part of a structure I can join parts of a structure I can evaluate a structure</p> <p style="text-align: center;">Outcome:</p> <p style="text-align: center;">Children will create their own moving windmill using 2D nets to create a 3D structure.</p>					
<p style="text-align: center;">RE</p> 	<p>Key Question: Do we all belong to something?</p> <p>Key Learning: To understand that we all belong to something and belonging is an important part of our lives.</p>	<p>Key Question: How do Christians show they belong?</p> <p>Key Learning: To describe what Christians believe about God caring for them.</p>	<p>Key Question: How do Muslims know that they belong?</p> <p>Key Learning: To describe what a story about the prophet shows about belonging to the Muslim community.</p>	<p>Key Question: How do Jewish people show they belong together as a community?</p> <p>Key Learning: To describe what happens at Shabbat.</p>	<p>Key Question: How do Christians welcome a new baby?</p> <p>Key Learning: To describe the Christian celebration of baptism.</p>	<p>Key Question: How do Muslims welcome a new baby?</p> <p>Key Learning: To look for similarities and differences between baptism in Christianity and belonging ceremonies in Islam.</p>

Year 1 Half-Termly Overview - Spring 1

<p>PSHE/RSE</p> 	<p>PSHE Unit: Keeping Safe</p> <p>Key Learning: To understand how I can keep healthy</p>	<p>PSHE Unit: Keeping Safe</p> <p>Key Learning: To recognise the importance of sleep for a healthy, balanced lifestyle</p>	<p>PSHE Unit: Keeping Safe</p> <p>Key Learning: To understand my feelings and know who I can talk to if I am worried</p>	<p>PSHE Unit: Keeping Safe</p> <p>Key Learning: To learn about how medicine can help us.</p>	<p>PSHE Unit: Keeping Safe</p> <p>Key Learning: To learn about the range of feelings that are associated with loss</p>	<p>PSHE Unit: Keeping Safe</p> <p>Key Learning: To explain how to keep safe online</p>
<p>PE</p> 	<p>Indoor PE Unit: Dance</p> <p>Key Learning: Responding to rhythm</p>	<p>Indoor PE Unit: Dance</p> <p>Key Learning: Developing the growing 'dance'</p>	<p>Indoor PE Unit: Dance</p> <p>Key Learning: Introduction to motifs</p>	<p>Indoor PE Unit: Dance</p> <p>Key Learning: Creating motifs</p>	<p>Indoor PE Unit: Dance</p> <p>Key Learning: Creating movement sequences</p>	<p>Indoor PE Unit: Dance</p> <p>Key Learning: Performing movement sequences</p>
	<p>Outdoor PE Unit: Gymnastics</p> <p>Key Learning: Children use my knowledge of 'big body parts' to create balances. .</p>	<p>Outdoor PE Unit: Gymnastics</p> <p>Key Learning: Children use my knowledge of 'small body parts' to create a balance.</p>	<p>Outdoor PE Unit: Gymnastics</p> <p>Key Learning: Children combine balances that include balances on big, small body parts and narrow and wide shapes.</p>	<p>Outdoor PE Unit: Gymnastics</p> <p>Key Learning: Children combine balances that include balances on big, small body parts on apparatus.</p>	<p>Outdoor PE Unit: Gymnastics</p> <p>Key Learning: Children can create a mini-sequence of different balances.</p>	<p>Outdoor PE Unit: Gymnastics</p> <p>Key Learning: Performing a sequence of different balances.</p>
<p>Music</p> 	<p>Music Unit: Music inspired by the world around us</p> <p>Key Learning:</p>	<p>Music Unit: Music inspired by the world around us</p> <p>Key Learning:</p>	<p>Music Unit: Music inspired by the world around us</p> <p>Key Learning:</p>	<p>Music Unit: Music inspired by the world around us</p> <p>Key Learning:</p>	<p>Music Unit: Music inspired by the world around us</p> <p>Key Learning:</p>	<p>Music Unit: Music inspired by the world around us</p> <p>Key Learning:</p>



Year 1 Half-Termly Overview - Spring 1

	I can listen to music and tell you if it sounds happy, sad, or exciting, and what story it might be telling.	I can dance, sing along, or make sounds that accompany a song's lyrics and melody.	I can get ideas for making music from the world around me, like the sound of rain or a busy street.	I can make music using my voice, my body (like clapping!), or the instruments in our classroom	Key Learning: I can be brave and share my music with other people.	I can talk about how music makes me feel and describe the sounds that I hear.
--	--	--	---	--	---	---