|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Are we nearly there yet?** | | | | | | | |
| SPRING 1 | | | | | | | |
|  | 4th Jan only 2 days | 8th Jan | 15th Jan | 22nd Jan | 29th Jan | 5th Feb | 12th Feb |
| English | Repeating patterns | Mrs Armitage | Mrs Armitage | Room on the broom |  | instructions  road safety  Mr Wolf’s pancakes |  |
| sScience materials  sensing seasons | Use what they see and their own ideas to offer answers to questions. Use help to identify evidence needed to answer a question.  Make measurements using non‐standard units of measure. Observe objects, living things, events and the world around them closely, using their senses and simple equipment. Perform simple tests to explore a question or idea suggested to them, with support. Recognise basic features, similarities and differences of objects or living things Sort and group objects or living things indifferent ways. Sort everyday objects or living things into groups based on simple features e.g. colour.  Present evidence they have collected in simple templates provided for them to help in answering questions. Draw or photograph evidence and label with support. Respond to suggestions to connect what has been observed with possible further actions or observations. Use their ideas to suggest answers to questions. Say what has changed when observing objects, living things or events. Present findings in simple templates provided for them or orally. Draw or photograph evidence and label with support. | | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week7 |
| 6) Can the same object be made from different materials? | 7 What’s it like | 8. Does it bend or stretch? | How wet can you get? | What do our plates feel like? | What properties do ice and water have | sensing seasons  trees changing leaves |
| Topic  History | Learning Progression:  Sequence 2 or more events related objects in order Uses words and phrases: old, new, young, days, months. Remembers parts of stories and memories about the past. Understand the difference between things that happened in the past and the present. Recall some facts about people/events before living memory. Say why people may have acted the way they did. Begins to identify and recount some details from the past using a variety of sources (e.g. pictures, stories) Identify different ways in which the past is represented. Explore events, look at pictures and ask questions i.e., “Which things are old and which are new?” or “What were people doing?”  Look at objects from the past and ask questions i.e., “What were they used for?” and try to answer. Begins to show knowledge and understanding about the past in different ways (e.g. role play, stories, drawing, writing and talking).  ideas boats <https://www.bbc.co.uk/teach/class-clips-video/history-geography-ks1-history-geography-travel-transport-brilliant-boats/z2jsydm> | | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week7 |
|  | To develop an awareness of the past, through finding out about changes within  living memory in the context of discussing how travel and transport was different in the past.  How do these modes of transport work? Introduce timeline of transport. | Find out about an early form of travel; the Viking longboat.  Add onto class timeline. | Draw Viking longboat. Role play Vikings using masks.  Can they explain how their longboat design will help them in battle? Look for children who can show good understanding of the ways in which this early form of transport helped the Vikings to dominate so much of the northern hemisphere. | history of bikes  put bikes on time line Recognise old and new bikes  Penny farthing  Safety bicycle | To find out about how cars have changed since they were invented.  Add to the timeline. | Comparing cars from the past to the present. Look for children who show good awareness of the changes that have taken place to the design and use of the car. Do they extend their questioning and enquiries to talk about the ways in which the cars are designed, manufactured, and used by people now compared to the past? |
| Art  (2nd half).  Printing pop art? | Learning Progression:  Y1 Experiment in a variety of malleable media such as clay, papier mache, salt dough, Modroc. Shape and model materials for a purpose, e.g. pot, tile Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.  Impress and apply simple decoration techniques: impressed, painted and applied. Use tools and equipment safely and in the correct way. | | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|  |  | Create a boat? |  |  |  |  |
| DT  Freestanding structures | Learning Progression:  Y1 Cut materials safely using tools provided. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).  To draw on their own experience to help generate ideas  To suggest ideas and explain what they are going to do  To evaluate their product by discussing how well it works in relation to the purpose. | | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Discover what stable structure means Use lego/ building blocks how can make it ,ore stable? | Practice joining using paper | look at toy garages | Plan a toy garage | Explore a range of materials | Follow a design pan | evaluate |
| Music  In the groove  Charanga Y1 units  UN - 238042  PW – Maylandsea20 | Learning Progression:  Y1 Reflect on music and say how it makes people feel, act and move. Investigate making sounds that are very different (loud and quiet, high and low etc.). Explore the use of the voice in different ways such as speaking, singing and chanting. Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects. Find out how to sing with expression, confidence and creativity to an audience. Respond to different composers and discuss different genres of music. | | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|  | In the Groove  Listen and appraise Learn the song just with voices  Baroque style |  | Look and drum rhythms- can we follow the beat of the song? different percussion.  Latin style | Learn to play along with the song using  bahngra Improvise with the percussion  folk |  | Perform the song  funk  Which style did we prefer? |
| PE | Learning Progression:  Y1 Games - Be confident and safe in the spaces used to play games. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing Know that being active is good for them and fun. Choose and use skills effectively for particular games.  Gymnastics and Yoga - Copy or create and link movement phrases with beginnings, middles and ends. Perform movement phrases using a range of body actions and body parts. | | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Outdoor – ball skills get set 4 PE  Indoor – Gymnastics | | | | | | |
| French | Learning Progression:  Y1 Listening Begin to recognise some words when spoken out loud. Speaking Pronounce words showing knowledge of sound Reading Read out loud everyday words and phrases. Use phonic knowledge to read words. Culture To begin to demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. | | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Parts of the body  Head shoulders, knees and toes | Revisit Parts of the body  Head shoulders, knees and toes | Colours | Numbers to 10 / 20 | Revisit greetings | French culture |  |
| PSHE  Dreams and Goals | Learning Progression:  Y1 I can set a goal and work out how to achieve it. I can identify successes and achievements. I can tell you how I learn best. I understand how to work with a partner. I can tackle a new challenge and understand that this might stretch my learning. I can identify obstacles and work out how to overcome them. | | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|  | New year’s Resolutions Goals to Success.  My Learning Strengths |  | 1. Stretching ourselves to achieve |  | 1. Identify obstacles and how to tackle them   Celebrating Our Achievement |  |
| RE  Unit 1.1  What do my senses tell me about the world  ( Unit1.4 next half term) | Learning Progression:  use the right names for things that are special to Buddhists (Jews, etc).  recognise religious art symbols and words and talk about them.  talk about what I find interesting or puzzling. | | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|  |  | Engage – use senses to explore things  session 1 intro Hindu belief |  | Explore -Identify religious artefacts and discuss what they represent  session 2 Puja tray |  | Evaluate Explain how and why artefacts are used in worship  Session 3 puja tray cont |
| Computing  Maze explorers unit 1.5 | Learning Progression:  Y1 Explore a range of control toys and devices  To talk about where computers can be used in the world  Begin to develop computational thinking by following instructions to move around a course and creating a series of instructions to move their peers around a course  With support explore outcomes when individual buttons are pressed on robots, such as floor turtles or beebot and combine these together to draw simple shapes or follow a route.  Move items on the screen (forwards, backwards, up and down) | | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week7 |
|  | **Maze explorers** lesson 1 activity 1 | ***Lesson 1 activity 2*** | Lesson 2 activity 3 | Lesson 2 activity 3 | lesson 3 | Lesson 3 |