**Year Group: 1 Spring 2**

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| **PSHCE Healthy Me**    **As citizens of our community and wider world we will learn what it means to be healthy. We will explore what a healthy lifestyle looks like and why it is important. We will identify other ways to stay healthy such as keeping medicines safe and road safety.**  **Knowledge**   * What does being healthy mean? * Identify different food groups on the EatWell Plate * To know what a healthy lifestyle means * To understand how to keep ourselves clean and how germs cause illness * To identify how medicine and some household products can be harmful if not used and stored properly * To look at different ways that help us stay safe on the roads   **Vocabulary** Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code.  **Skills**   * Able to identify a range of ways to keep healthy * To explain which foods are healthy and which foods are unhealthy * To make healthy choices * To say where medicines and household products should be safely kept * To cross roads during our trip and identify ways to stay safe | **Geography**  **As geographers we will be aware of how our land changes. We will explore oceans/seas, what rivers do, how to identify a mountain, where you find cliffs and explore forests.**  **Knowledge**   * What is an ocean? How many are there and where are they? * Why do rivers flow and where do they flow? * We will identify beaches and coast lines * We will be aware of famous mountains and how to find them on maps. * We will look at cliff faces across the UK.   Vocabulary key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  **Skills**   * Know the ocean names * Identify oceans on a map * Talk about a river journey * Recognise a mountain. * Identify beaches and coast lines * Be aware of cliff faces | **IT and Digital Literacy**  **‘Action Algorhythms’’**  **As computer scientists we will begin to understand the process of building algorithms to help us build a strong foundation in logical thinking and problem solving.**  **Knowledge**   * Know what an algorithm is. * Use an algorithm * Understand and explain debugging * Spot patterns in algorithms. * Understand that computers follow programming languages or ‘code’.   Vocabulary digital, digital content, edit, evaluation. layer, online, save, timeline  *Skills*   * Write an algorithm * Improve an algorithm. * Debug an algorithm. * Give clear, unambiguous instructions.   *.*  *.*    *.* |
| **Music As musicians**  **As musicians we will begin to understand music can be made up from many different instruments. We will listen to the pulse and understand it is the heartbeat of the music. We will also create rhythms from words.**  **Knowledge**   * What is a pulse. What does it sound like? How can we hear it? * What is a rhythm? How is it different to a pulse? * Singing in time to music * Listen to different instruments. How do they sound similar/different? * Learn some notes D,F,C,D and know that they sound different   **Vocabulary** Pulse, rhythm, in time, beat, instrument, actions, sound, notes, keyboard, bass, guitar, trumpet, audience, compose  **Skills**   * To identify the pulse and march to it and copy actions to it. * Copy a rhythm * Clap rhythms to a name, food and favourite animal * Make up a rhythm * Sing together with actions * Begin to identify some instruments bu listening to the sound they make * Play an instrument accurately and in time as part of a performance * Play notes D,F,C,D * Evaluate their performance by saying what they like best and how they feel about it. | **Topic: Healthy Planet, Healthy Me**  **Question driver:Why does our planet need our help?**  **Project\ purpose:** To invite parents into school to share our important message |  |
| **Science As Scientists we will explore our local area to explore and answer questions about plants growing in their habitats. We will observe the growth of plants and vegetables that we have planted.We will work scientifically to identify and name parts of plants and by drawing diagrams.**  **Knowledge**   * To identify common wild and garden plants * To know the difference between evergreen and deciduous trees * To name important parts of a plant and tree and understand the job of these parts * To use simple equipment to make observations * Identify and classify plants and trees * To record data and findings * Listen to their own recorded performance and evaluate it   **Vocabulary** wild/garden plant, evergreen, deciduous, stem, roots, petal, flower, leaves, minerals, sunlight, water, oxygen, group, observe, diagram, classify, scientifically, evaluate.  **Skills**   * To find and name common wild and garden plants * To use scientific vocabulary when asking questions and when explaining thinking * To talk about the function of important parts of plants and trees * When in the local area to classify and group plants * To grow vegetables and plants and talk about and record what they can observe * To ask questions when we become curious and to find answers to our questions. | **RE As thinkers in R.E. we will develop knowledge and understanding about different faiths. We will provide opportunities to reflect on what it means to have a faith and develop our own spiritual knowledge and understanding. Children will be encouraged to ask questions which will encourage class discussions enabling pupil voice to flourish within the classroom.**  **Knowledge**   * What is a religion? * Why is the bible special? * What is the Easter story? * How do Christians celebrate Easter   **Vocabulary Easter, Christians, celebrate, bible**  **Skills**   * To talk about Easter and know why it is a special time for Christians * To talk about how we celebrate Easter and how that may differ to Christians * To know that everyone is valued whatever your beliefs are * To ask questions about things that they find interesting * Make links to other special stories from the bible e.g. Christmas | **PE As athletes**  **As sports people**  **Knowledge**  **Bat Ball Skills (Outdoor)**   * Begin to handle a ball with some confidence * Stop a ball with some control * Send a ball in the direction of another person * Prepare his/her body to receive a ball   **Multiskills (Indoor) -**  **Vocabulary, bat, ball, roll, balance, strike, rules, steer, target,**  **Skills**   * To work in a pair/team * To aim at a target * To control the ball/balance the ball * To hit the ball upwards |
| **Maths As mathematicians we**  **Powermaths Unit 9,10 & 11**  **Knowledge**   * Count, read and write numbers to 50 * Tens and ones * Represent numbers to 50 * Compare numbers to 50 * Order objects and numbers * Count in 2’s * Count in 5’s * Compare & Order numbers and amounts * Solve word problems using addition and subtraction * Compare lengths and heights * Measuring using non standard units and rulers * Measuring weight and volume * Comparing and measuring weight * Comparing and measuring weight   **Vocabulary** Tens, ones, compare, order, less than, greater than, long, short, tall, length, height, measure, weight, volume, heavy, light, capacity, full, empty, balanced, estimate  **Skills**   * **To develop a strong understanding of numbers to 50 including place value and size.** * **To use what they already know about calculations and to extend this to larger numbers.** * **To identify what calculation is required to solve different problems** * **To count in multiples of 1’2, 2’s’ 5’s and 10’s and notice patterns** * **To explain our thinking to justify our answers using mathematical vocabulary** * **To use a variety of representations to help order and compare numbers** * **To be confident in using mathematical symbols +, -, =, <, >** * **To partition numbers and have a strong understanding about tens and ones.** * **When measuring aligning points are used** * **When measuring show an understanding between number lines and scales on a ruler and using this to calculate differences.** * **Estimate, orer, compare weight and capacities of familiar objects** * **Apply knowledge of addition and subtraction to solve problems based around weight and volume** | **Design Technology As designers we will gather and present data about our favourite foods. We will learn the importance of a healthy and balanced diet and design, make and evaluate our very own smoothies.**  **Knowledge**   * .Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. * Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate. * To learn why collecting data is important and what it tells us * What different tools do we need and why? * What are basic food handling, hygienic practices and personal hygiene * Why do we need to make a plan before we make something? What does a plan look like? * How can we evaluate our work? Why is this step important?.   **Vocabulary** smoothie, measure, millilitre, litre, varied, prepare, hygiene, prepare, eatwell plate.  **Skills**   * Describe familiar fruit and vegetables * To collect and talk about findings based on favourite foods * Select and use appropriate fruit and vegetables, processes and tools. * Use basic food handling, hygienic practices and personal hygiene. * To plan and explain how they will make their smoothie? * To evaluate and talk about their smoothie. Does it look/taste how they planned it to? What do they like about it? What would they change? | **Literacy As writers we will discuss how we read as a writer. We will focus on instructions and stories and study their structure, small patterns and identify the techniques that have been used.**  **Knowledge**  **Phonics -** Daily phonics  **Daily Story Time -** Developing a love of reading and vocabulary  **Individual Reading** - Decoding words, reading common exception words, predicting, making inferences  **Reading Buddies** - Sharing our reading books with year 4 twice a week  **Guided Reading -** Taking turns to read and listen to others, understanding vocabulary, discuss what has been read, make inferences, link to experiences  **Focus** - How can we excite our reader? How can we improve our sentences? Building stamina to write more without losing focus. Spelling common exception words correctly and self editing our work.  **Talk for Writing** - Jaspers Beanstalk - Reading as a writer. Looking at story structure. What techniques have been used?  **Instructions** to make pancakes (RE link) - Looking for small patterns (bossy sentences)  *Planning Tool* - Story Map  *Sentence construction and word structure*   * Using simple connectives and, but, so, because * Using adjectives * Punctuation * Consolidate spaces, capitals, full stops * Suffixes * Speech Bubbles   Skills  **Brave Writing**   * Hold a sentence * Sound words out * Apply phonic knowledge * Read work back to check it makes sense * Use word mats for common exception words * Self edit work to make improvements * Look at writing targets and applying them in our work * Begin to write more complex sentences containing connectives and adjectives to make it more interesting to the reader. * To talk about how a piece of text makes you feel * Build stamina without losing focus.   **Vocabulary beginning** Sentence, spaces, capital letter, full stop, punctuation, exclamation mark, question mark, story map, instructions, pening,build up, problem, resolution, ending, connective, adjective, punctuation, suffixes, edit, corrections, compound sentence, speech bubble, imperatives. |
| **We will involve our families in our learning by Seesaw, homework activities, reading record book, conversations relating to progress and how they can help at home, updating phonic support packs and having a secret parent reader each week.** | | |
| **The strategies to support our most vulnerable learners are small group phonics, interventions within lessons, extra 1:1 reading in school, phonics recap within guided reading sessions, targeted interventions, extra work set for practise at home, support plan activities/interventions, tutoring programme.** | | |