



Year: 1
Term: Spring 2

Subject	Prior Skills/Knowledge/language	New skills	Planning
<p>English</p> <p>Information text – <i>Rapunzel</i></p> <p>Narrative (characters and settings) - <i>Rapunzel</i></p>	<p>EYFS</p> <p><u>Listening and attention</u> Listen attentively in a range of situations. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p><u>Understanding</u> Follow instructions involving several ideas. Answer ‘how’ and ‘why’ questions about their experiences. Respond to stories or events.</p> <p><u>Speaking</u> Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Develop their own narratives and explanations by connecting ideas or events.</p> <p><u>Writing</u> Use phonic knowledge to write words in ways which match their spoken sounds. Write some irregular common words. Write simple sentences which can be read by themselves and others.</p> <p><u>Reading</u> Read and understand simple sentences. Demonstrate understanding when talking with others about what they have read.</p>	<p>KS1</p> <p><u>Speaking & Listening:</u> Listen and respond appropriately to others. Build their vocabulary. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Speculate, imagine and explore ideas. Participate in discussions, presentations, performances, role play and debates.</p> <p><u>Reading:</u> Apply phonic knowledge and skills as the route to decode words. Read common exception words. Listen to and discuss a wide range of stories. Become familiar with key stories, retelling them. Recognising and joining in with predictable phrases.</p> <p><u>Writing:</u> Compose a sentence orally before writing it. Sequence sentences to form short narratives. Leave spaces between words. Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Use capital letters appropriately.</p>	<p><u>Narrative (characters and settings)</u></p> <p>Pre assessment – <i>Narrative based on ‘Jack and the Beanstalk’.</i></p> <ol style="list-style-type: none"> Explore and respond to key ideas and images in the text. Freeze frame and thought track to compare and contrast characters. Identify key story language features. Understand that events should be organised to create a clear structure. Retell stories using text mapping. Produce short writing pieces inspired by the text. Combining words to engage the reader. Plan, draft, edit and review. Produce a narrative text using careful language choices.

<p>Maths</p> <p>Place Value</p> <p>Measurement: Length and Height</p> <p>Measurement: Weight and Volume</p>	<p>EYFS</p> <p>Numbers</p> <p>Count reliably with numbers from one to 20, Place them in order and say which number is one more or one less than a given number.</p> <p>Use quantities and objects, add and subtract two single-digit numbers.</p> <p>Count on or back to find the answer.</p> <p>Solve problems, including doubling, halving and sharing.</p> <p>Shape, space and measures</p> <p>Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>Recognise, create and describe patterns.</p> <p>Explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p><u>Number: Place Value (within 50 – multiples of 2, 5, 10)</u></p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. Given a number, identify 1 more and 1 less.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>Count in multiples of twos, fives and tens.</p> <p><u>Measurement: Length and Height</u></p> <p>Measure and begin to record lengths and heights.</p> <p>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).</p> <p><u>Measurement: Weight and Volume</u></p> <p>Measure and begin to record mass/weight, capacity and volume.</p> <p>Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].</p>	<p><u>Number: Place Value (within 50 – multiples of 2, 5, 10)</u></p> <ol style="list-style-type: none"> 1. Continue to represent numbers to 50 using a variety of concrete materials. Continue to see the groups of tens and ones in each number to support their understanding of place value. 2. Find one more and one less than given numbers up to 50. Build numbers concretely before using number tracks and 1–50 grids. Build on their knowledge of counting in multiples of 2 and 5 up to 50. 3. Building on previous learning of comparing practical objects within 50, compare two numbers within 50 using the inequality symbols. Order numbers using the language, largest, smallest, more than, less than, equal to. Continue to use inequality symbols to order numbers in ascending and descending order. <p><u>Measurement: Length and Height</u></p> <ol style="list-style-type: none"> 1. Understand that height is a type of length. They should also be exposed to lengths that are equal to one another and use the language of length. Use non-standard units, such as cubes, hands and straws to measure length and height. 2. Build on prior knowledge of measuring length and height using non-standard units and apply this to measuring using a ruler. They should be able to understand that objects can vary in length and size, so a standard unit of measurement is required. It is important that children know to measure from 0 cm. <p><u>Measurement: Weight and Volume</u></p> <ol style="list-style-type: none"> 1. Use a variety of non-standard units (e.g. cubes, bricks) to measure the mass of an object. Continue to use non-standard units to weigh objects and focus on comparing the mass of two objects and use balance scales to compare objects. 2. Compare the volume in a container by describing whether it is full, nearly full, empty or nearly empty. Compare the capacity of containers using non-standard units of measure. Use ‘more’, ‘less’ and ‘equal to’ to compare as well as the symbols <, > and =.
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<p>Science</p> <p>Animals Including Humans</p> <p>(Following on from the previous half term)</p>	<p>EYFS</p> <p><u>Understanding the world</u></p> <p>Identify similarities and differences in relation to places, animals, objects, materials and living things.</p> <p>Explore a variety of animals and consider their purpose.</p>	<p>Understand that animals go through life cycles and learn the life cycle of a frog as it grows into an adult.</p> <p>Understand and explore how and why animals use/need food, water, air and exercise to survive and how they are best adapted to do so.</p> <p>Learn key words and phrases such as: life cycle, hygiene, offspring, survive and balanced diet.</p>	<ol style="list-style-type: none"> 1. Animal Growth - Chn will learn about human and animal life cycles and at what stage they are at in their life cycle. Pupils will also undertake some experiments to explain this learning more fully. 2. Animal Survival - Pupils will learn of the different things that animals need to survive, why animals need certain things to survive and differentiate between essential and non-essential items to surviving. 3. Food - Chn should understand some of the nutrient groups in food, give examples of food in each group and describe the health effects of under/over eating. 4. Exercise - From this lesson, pupils will be able to describe changes in their body due to exercise, changes in the body with exercise over time and the benefits of doing long-term exercise. 5. Hygiene - Pupils will be able to name some organisms that make use sick, can suggest ways to be hygienic and can explain why it is important to be hygienic. <p>(Each lesson will be taught across at least 2 periods to allow for adequate learning time and practical experiments)</p>
<p>History</p> <p>Toys from the past</p>	<p>EYFS</p> <p><u>Understanding the world</u></p> <p>Talk about past and present events in their own lives and in the lives of family members.</p> <p>Know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Identify the characteristics and properties of different toys.</p> <p>Understand that the toys children play with today are very different from the toys children would have played with many decades ago.</p> <p>Use a variety of sources to sort and group toys according to their age and time of use.</p> <p>Compare toys from the past and present and reason how some toys are different and how they are the same.</p> <p>Make predictions of future toys and how they will be the same and different to present day</p>	<p><u>Toys</u></p> <p>Pre assessment – Toy sorting – Describe a range of toys and sort old and new.</p> <ol style="list-style-type: none"> 1. Describe the characteristics of toys, looking at some of their favourite toys and describing them in detail. 2. Look at toys from the past, comparing them with toys from the present. Recognise the characteristics of toys from the past and create sketch representations. 3. Look at a variety of toys from past decades, they will be able to sort toys in terms of old and new. 4. Reason how some toys are different and how they are the same. 5. Consider how toys have changed over the decades and design a toy for future generations
<p>Art</p>	<p><u>Exploring and using media and materials</u></p>	<p>To know how to cut and tear paper and card to create collages.</p>	<ol style="list-style-type: none"> 1. To be introduced to the technique of paper weaving up and down.

<p>Wacky Weavers</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being imaginative</p> <p>Use what they have learnt about media and materials in original ways, thinking about uses and purposes. Represent their own ideas, thoughts and feelings through art.</p>	<p>To gather and sort materials to use for weaving. To group fabrics and threads by colour and texture. To weave with fabric and thread to create a piece of art. To talk about what I think or feel about my own art work and other people's work.</p>	<ol style="list-style-type: none"> 2. To choose materials from a park visit to create art work using natural materials.(nature weaving) 3. The children will create a loom using wood and nails to represent the cross (RE symbol lesson connection) then use wool to wrap and weave. 4. To use techniques of weaving and wrapping learnt so far to create an Easter egg wool weaving.
<p>Computing</p> <p>Lego Builders</p>	<p>EYFS</p> <p>Chn will have encountered many puzzles and problem-solving activities in order to develop control and confidence.</p> <p>Children will also have developed a more positive attitude towards a trial-and-error approach.</p>		<ol style="list-style-type: none"> 1. Following Instructions – Chn can understand if they want to build something, they must follow instructions carefully. Following instructions = the correct result. 2. Chn can understand that an algorithm is precise (step-by-step) set of instructions to achieve an objective. 3. Creating simple instructions on the computer – Chn can follow instructions in a computer program and explain the effects of completing a task with no instructions. 4. Chn understand that computers need to follow precise instructions which are what algorithms are used for. 5. Following a recipe – Chn understand how the order of a recipe affects the outcome and can organise instructions for a simple recipe. 6. Chn know that correcting errors in an algorithm or program is known as ‘debugging’.
<p>RE</p> <p>Easter symbols</p>	<p>EYFS</p> <p>Easter</p> <p>Discussion of the emotions in the stories and the children’s own experiences related to the events in the stories. Explore what it means to love and be loved.</p> <p><u>Why do Christians put a cross in an Easter garden?</u></p> <p>The Bible tells the story of salvation, of how Jesus came to earth to ‘seek and save the lost’, and he helped all he met. The cross is</p>	<p>To explore the meaning of symbols. To recognise the importance of the Easter story and the idea of new life. To create symbols based on the story of Easter using a range of techniques and media.</p>	<ol style="list-style-type: none"> 1. Sikhism-To learn about places of worship-Gurdwara. 2. Discuss celebrations and share with the class memories of family celebrations. How do people around the world celebrate Easter? 3. Share Easter symbols and how they represent the Easter story. 4. Explore the importance of the Paschal candle in church and what this symbolises. 5. Look at a range of crosses and how the Christian faith uses this image to recall Jesus.

	<p>a reminder of Jesus' death, and that putting things right can be costly.</p>		<p>6. Explore the symbolism of bread and wine and how during services these are used as Jesus used them during his last supper.</p> <p>Sikhism</p>
<p>Music Zootime</p>	<p>EYFS Exploring and using media and materials Sing songs, make music and dance, and experiment with ways of changing them.</p> <p>Being imaginative Represent their own ideas, thoughts and feelings through music.</p>	<p>Pupils will have the opportunity to listen and appraise various pieces of music while focusing on one main song - 'Zootime'.</p> <p>Pupils will use their voices and bodies creatively through songs, chants and rhymes as well as experiencing new instruments through musical activities and games.</p> <p>Pupils will experience a wide variety of music and look at dimensions of music (pitch, rhythm and finding the pulse).</p>	<p>Pupils will learn, practice and hear the focus song for this half term, 'Zootime' through each lesson as well as other pieces of music.</p> <ol style="list-style-type: none"> 1. Pupils will listen, appraise and become familiar with the song 'Zootime'. 2. Listen to 'Kingston Town' by UB40, musical activities and performance. 3. Listen to 'Shine' by ASWAD, musical activities and performance. 4. Listen to 'I.G.Y' by Donald Fagen, musical activities and performance. 5. Listen to 'Feel Like Jumping' by Marcia Griffiths, musical activities and performance. 6. Listen to 'I Can See Clearly Now' by Jimmy Cliff, musical activities and performance.
<p>PE Team Building</p>	<p>EYFS Moving and Handling Show good control and co-ordination in large and small movements. Move confidently in a range of ways, safely negotiating space. Handle equipment and tools effectively.</p>	<p>Pupils will develop their communication and problem solving skills.</p> <p>They will work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other.</p> <p>They will be given the opportunity to discuss and plan their ideas to get the most successful outcome.</p>	<ol style="list-style-type: none"> 1. To co-operate and communicate with a partner to solve challenges. 2. To explore and develop teamwork skills. 3. To develop communication skills. 4. To use communication skills to lead a partner. 5. To plan with a partner and small group to solve problems. 6. To communicate with a group to solve challenges.

PSHE

Healthy Me

EYFS

Health and Self Care

Know the importance of good health including physical exercise, and a healthy diet, and **talk** about ways to keep healthy and safe.

Understand the difference between being healthy and unhealthy, and **know** some ways to keep healthy.

Know how to make healthy lifestyle choices.

Know how to keep clean and healthy, and **understand** how germs cause disease/ illness.

Know that all household products including medicines can be harmful if not used properly.

Understand that medicines can help if feeling poorly and know how to use them safely.

Know how to keep safe when crossing the road, and about people who can help us to stay safe.

Explain why our bodies are amazing and can **identify** some ways to keep it safe and healthy.

Healthy Me

Pre-assessment – Sort pictures. Children to sort pictures into categories of healthy and unhealthy.

1. To **understand** how to feel good about ourselves by **making** healthy choices.
2. To **understand** that in order to be healthy we need a balanced diet and exercise.
3. **Discuss** different ways of keeping our bodies clean and healthy and the reasons why we do this.
4. **Discuss** and **understand** that certain products in our house and other areas can be harmful.
5. **Know** how to stay safe when taking medicine.
6. To **explain** how to cross a road safely and identify people who can keep us safe.



St Cleopas CE Primary School

Information sheet for parents or carers of children in Year 1

Term	Spring 2
Class teacher	Miss Williams (Mon-Wed) Mr Evans (Wed-Fri)
KS 1 Teaching Assistants	Miss Bohanna, Mrs O'Brien, Mrs Dibbert

School begins at 9.00am and ends 3:00pm.

Remember excellent attendance and punctuality is essential to your child making the best of school.

Please remember to inform the office of any change in dietary/medical needs, change of address, home or mobile number, or any emergency contact information.

Things to know

	Monday	Tuesday	Wednesday	Thursday	Friday
Homework and spellings	✓ returned	✓ sent home			
Reading books (only bring to class on Fridays)	✓ returned	✓ sent home			
PE kit				✓	

We will continue to encourage all children to wash their hands regularly and sanitise.

We will also keep the room well ventilated with windows/doors open regularly.

Please ensure your child has a coat in school at all times and all uniform **MUST** be labelled with your child's name or your child **will** come home with a wrong piece of uniform!

PE kits stay in school until half term to be washed.

Only stud earrings should be worn (if necessary) and no other items of jewellery for safety reasons.

This term we are going to be covering the following topics:

Science	Animals Including Humans - Pupils will learn about the life cycles of animals, what animals need to survive and how animals are adapted to survival.
History	Toys from the past - To compare toys from the past and present day looking at photographs and artefacts.
PSHE	Healthy me - To explore how we can stay healthy including food, exercise, use of medicines, cleanliness, harmful products around the home and road safety.
RE	Easter symbols - To learn the Easter story and look at Easter symbols including the paschal candle, cross and significance of bread and wine during a church service. Sikhism - Explore places of worship.(The Gurdwara)
PE	Team Building – To develop communication and problem solving skills. To work individually, in pairs and small groups, work collaboratively and lead each other.
Music	Zootime - Pupils will enjoy a range of musical games, songs, instruments and improvisation focused around the song 'Zootime' by Joanna Mangona.
Computing	Lego Builders – Pupils will learn of the importance of following instructions, how algorithms are instructions for computers and create their own algorithms.
Art	Art -To use a range of materials and techniques to explore weaving to create artwork.