

# YEAR 1 - SPRING 1



English		Maths	
<b>Fiction:</b> 'The Snail and the Whale' - Julia Donaldson 'Egg Drop' - Mini Grey <b>Non-fiction:</b> Information Texts <b>Poetry:</b> The Puffin Book of Fantastic First Poems.		<i>See Maths Plan</i>	
Science	Computing	History	
<b>Key Question/Theme:</b> <i>Animals Including Humans Part 1 - Ourselves</i>	<b>Key Question/Theme:</b> <i>How can I stay safe online?                      What's the Internet?</i>	<b>Key Question/Theme:</b> <i>Is there a doctor in the house?                      (History of keeping healthy and famous figures in healthcare)</i>	
<b>Key Skills:</b> <ul style="list-style-type: none"> <li>Identifying, naming, drawing and labelling the basic parts of the human body.</li> <li>Knowing which part of the body is associated with each sense.</li> <li>Observing how our bodies change over time.</li> <li>Carrying out simple investigations.</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>Identifying that there are risks when using electronic devices such as computers, tablets and phones.</li> <li>Knowing that they should keep personal information private.</li> <li>Knowing they should not share usernames and passwords.</li> <li>Knowing what to do if they see something online that they don't like - including where to go for help and support.</li> <li>Using technology purposefully to create, organise, store, manipulate and retrieve <i>digital content</i>.</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li><u>Understand diversity of societies</u> - To interpret picture sources of changes in healthcare over the centuries,</li> <li><u>Exploring the content</u> - To explore different medicine terms - doctor, nurse, hospital, operation, medicine etc.</li> <li><u>Research</u> - Researching about famous doctors/nurses/medical scientists. Eg. Florence Nightingale, Marie Curie, Mary Seacole, Dmitri Mendeleev.</li> </ul>	
PSHE	RE		Art
<b>Key Question/Theme:</b> <i>Living in the Wider World</i>	<b>Key Question/Theme:</b> <i>Special Places</i>		<b>Key Question/Theme:</b> <i>Let's Sculpt!</i>
<b>Key Skills:</b> <ul style="list-style-type: none"> <li><b>Identity</b> (personal qualities, attitudes, skills, attributes and achievements and what influences these)</li> <li><b>Risk</b> (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and <b>safety</b> (including behaviour and strategies to employ in different settings)</li> <li><b>Diversity</b> and <b>equality</b> (in all its forms)</li> <li><b>Rights</b> (including the notion of universal human rights), <b>responsibilities</b> (including fairness and justice) and <b>consent</b> (in different contexts)</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>Describing some of the main teachings of a religion</li> <li>Recognising name and describe some religious artefacts, places and practices.</li> <li>Naming some religious symbols</li> <li>Identifying things that are important in their own lives.</li> </ul>		<b>Key Skills:</b> <ul style="list-style-type: none"> <li>Using range of materials creatively to design and make products.</li> <li>Using drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>Developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>Talking about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and make links to their own work.</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Career</b> (including enterprise, employability and economic understanding)</li> </ul>		
<p style="text-align: center;"><b>Music</b></p>	<p style="text-align: center;"><b>French</b></p>	<p style="text-align: center;"><b>PE</b></p>
<p><b><u>Key Question/Theme:</u></b> <i>Music Express schemes of work.</i></p>	<p><i>French is not taught in Year 1</i></p>	<p><b><u>Key Question/Theme:</u></b> <i>Multi-skills</i></p>
<p><b><u>Key Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Using their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Playing tuned and un-tuned instruments musically.</li> <li>• Listening with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experimenting with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>		<p><b><u>Key Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>• Participating in team games, developing simple tactics for attacking and defending.</li> <li>• Performing dances using simple movement patterns.</li> </ul>