

# YEAR 1 - SPRING 1



English		Maths	
<b>Fiction:</b> 'The Snail & the Whale' by Julia Donaldson 'The Jolly Postman' by Janet & Allan Ahlberg <b>Non-fiction:</b> Recounts <b>Poetry:</b> 'Out & About' by Shirley Hughes		<i>Maths Planning is based on the Collins 'Busyant' schemes of work.</i>	
Science	Computing	History	
<b>Key Question/Theme:</b> <i>Animals Including Humans Part 1 - Ourselves</i>	<b>Key Question/Theme:</b> <i>Data Handling &amp; Graphics</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>Using technology purposefully to create, organise, store, manipulate and retrieve <i>digital content</i>.</li> <li>Recognising common uses of information technology beyond school.</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> <li><b>Career</b> (including enterprise, employability and</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>

economic understanding)		
Music	French	PE
<b>Key Question/Theme:</b> <i>(Taught by a specialist music teacher)</i>	<i>French is not taught in Year 1</i>	<b>Key Question/Theme:</b> <i>Multi-skills (Specialist Teacher)</i>
<b>Key Skills:</b> <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>		<b>Key Skills:</b> <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>

### Spiritual, Moral, Social and Cultural Development

#### Spiritual

- Experiencing fascination, awe and wonder:**  
Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- Exploring the values and beliefs of others:**  
Is shown by pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.
- Understanding human feelings and emotions:**  
Is shown by pupils' willingness to reflect on their experiences.
- Using imagination and creativity in learning:**  
Is shown by pupils' use of imagination and creativity in their learning.

#### Moral

- Investigating moral values and ethical issues:**  
Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues.
- Recognising right and wrong and applying it:**  
Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.
- Understanding the consequences of actions:**  
Is shown by pupils' understanding of the consequences of their actions.

#### Social

- Developing personal qualities and using social skills:**  
Is shown by pupils' used of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- Participating, cooperating and resolving conflict:**  
Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- Understanding how communities and societies function:**

Is shown by pupils' interest in, and understanding of, the way communities and societies function at a variety of levels.

#### **Cultural**

- **Exploring, understanding and respecting diversity:**  
Is shown by pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- **Participating in and responding to cultural activities:**  
Is shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- **Understanding and appreciating personal influences:**  
Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.