

YEAR 1 - SPRING 2



English	Maths	
<p>Fiction: 'Lila & the Secret of the Rain' by David Conway 'Meerkat Mail' by Emily Gravett</p> <p>Non-fiction: Letters</p> <p>Poetry: 'Out and About' by Shirley Hughes</p>	<p><i>Following the Collins 'Busyant' scheme of work.</i></p>	
Science	Computing	Geography
<p>Key Question/Theme: <i>How are the seasons different? (Seasonal Changes)</i></p>	<p>Key Question/Theme: <i>Graphics & Programming</i></p>	<p>Key Question/Theme: <i>Does it rain all the time in Britain?</i></p>
<p>Key Skills:</p> <ul style="list-style-type: none"> Observing changes across the four seasons. Observing and describe weather associated with the seasons and how day length varies. 	<p>Key Skills:</p> <ul style="list-style-type: none"> Understanding what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Creating and debugging simple programs Using logical reasoning to predict the behaviour of simple programs Using technology purposefully to create, organise, store, manipulate and retrieve digital content 	<p>Key Skills:</p> <ul style="list-style-type: none"> <u>Interpreting geographical sources</u> - to interpret a range of sources of geographical information, including maps, diagrams of UK <u>Knowledge of global climates</u> - UK climate <u>Predicting the weather</u> - weather forecasting <u>Seasonal and daily weather patterns</u> in the United Kingdom
PSHE	RE	Design & Technology
<p>Key Question/Theme: <i>Living in the Wider World (Continued from Spring 1)</i></p>	<p>Key Question/Theme: <i>Special Places (Continued from Spring 1)</i></p>	<p>Key Question/Theme: <i>Boats</i></p>
<p>Key Skills:</p> <ul style="list-style-type: none"> Identity (personal qualities, attitudes, skills, attributes and achievements and what influences these) Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings) Diversity and equality (in all its forms) Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts) Career (including enterprise, employability and 	<p>Key Skills:</p> <ul style="list-style-type: none"> Describing some of the main teachings of a religion Recognising name and describe some religious artefacts, places and practices. Naming some religious symbols Identifying things that are important in their own lives. 	<p>Key Skills:</p> <ul style="list-style-type: none"> Exploring and evaluating a range of existing products. Generating, developing, modelling and communicating their ideas through talking, drawing, templates, and creating mock-ups. <u>Designing, making and evaluating</u> purposeful, functional, appealing products for themselves and other users based on design criteria.

economic understanding)		
Music	French	PE
Key Question/Theme: <i>(Taught by a specialist music teacher)</i>	<i>French is not taught in Year 1</i>	Key Question/Theme: <i>Multi-Skills (Specialist Teacher)</i>
Key Skills: Pupils will be able to: <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and un-tuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select and combine sounds using the inter-related dimensions of music. 		Key Skills: <ul style="list-style-type: none"> • 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 • Participating in team games, developing simple tactics for attacking and defending • Performing dances using simple movement patterns.

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.