



English		Maths	
<i>See English Plan</i>		<i>See Maths Plan</i>	
Science	Computing	Geography	
<p>Key Question/Theme: <i>How are the seasons different? (Seasonal Changes)</i></p>	<p>Key Question/Theme: <i>How can graphs help us?</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"> Using technology purposefully to create, organise, store, manipulate and retrieve digital content. Selecting, using and combining a variety of software on a range of digital devices to design and create content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 	<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>Daring to be Different</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"> Knowing our likes and dislikes Recognising when someone is feeling proud. Appreciating being special Recognising the feelings of being worried or anxious Understanding how to stay calm and relaxed Knowing how to stand up for myself. 	<p>Key Skills: Pupils will be able to:</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: Pupils will be able to:</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.

Music	French	PE
<p>Key Question/Theme: <i>Music Express Unit</i></p>	<p><i>French is not taught in Year 1</i></p>	<p>Key Question/Theme: <i>Multi-Skills</i></p>
<p>Key Skills: Pupils will be able to:</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned 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. 		<p>Key Skills:</p> <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.