

# YEAR 1 - SPRING 2



| English   |   | Maths   |  |
|---|---|---|--|
| <p><b>Fiction:</b> 'Man on the Moon' - Simon Bartram<br/> <b>Non-fiction:</b> Letters<br/> <b>Poetry:</b> The Puffin Book of Fantastic First Poems.</p>   |   | <p><i>Following the Collins 'Busyant' scheme of work.</i></p>   |  |
| Science   | Computing   | Geography   |  |
| <p><b>Key Question/Theme:</b><br/> <i>How are the seasons different?<br/>                     (Seasonal Changes)</i></p>  | <p><b>Key Question/Theme:</b><br/> <i>What's the Internet? (Digital Research)</i></p>   | <p><b>Key Question/Theme:</b><br/> <i>Does it rain all the time in Britain?</i></p>   |  |
| <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Observing changes across the four seasons.</li> <li>Observing and describe weather associated with the seasons and how day length varies.</li> </ul>   | <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Using technology purposefully to create, organise, store, manipulate and retrieve <i>digital content</i>.</li> <li>Using technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul> | <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li><u>Interpreting geographical sources</u> - to interpret a range of sources of geographical information, including maps, diagrams of UK</li> <li><u>Knowledge of global climates</u> - UK climate</li> <li><u>Predicting the weather</u> - weather forecasting</li> <li><u>Seasonal and daily weather patterns</u> in the United Kingdom</li> </ul> |  |
| PSHE  | RE  |   | Design & Technology  |
| <p><b>Key Question/Theme:</b><br/> <i>Living in the Wider World<br/>                     (Continued from Spring 1)</i></p>  | <p><b>Key Question/Theme</b><br/> <i>Special Places<br/>                     (Continued from Spring 1)</i></p>  |   | <p><b>Key Question/Theme:</b><br/> <i>Boats</i></p>  |
| <p><b>Key Skills:</b></p> <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> | <p><b>Key Skills:</b></p> <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>  |   | <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Exploring and evaluating a range of existing products.</li> <li>Generating, developing, modelling and communicating their ideas through talking, drawing, templates, and creating mock-ups.</li> <li><u>Designing, making and evaluating</u> purposeful, functional, appealing products for themselves and other users based on design criteria.</li> </ul> |

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| economic understanding)  |                                       |  |
| <b>Music</b>   | <b>French</b>                         | <b>PE</b>  |
| <b>Key Question/Theme:</b><br><i>Music Express Unit</i>  |                                       | <b>Key Question/Theme:</b><br><i>Multi-Skills</i>  |
| <b>Key Skills:</b><br><b>Pupils will be able to:</b> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and un-tuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> | <i>French is not taught in Year 1</i> | <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> |