



## YEAR 1 / SPRING 1

### WHAT WERE SCHOOLS LIKE IN THE PAST?

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
<p>We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.</p>	<p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	<p>We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.</p>





<b>ACADEMIC EXCELLENCE</b>	<p><b>We will</b></p> <ul style="list-style-type: none"> <li>✓ Encourage the children to explain what they are learning and consider what they need to do next to improve.</li> <li>✓ Ensure the children work as independently as possible until tasks are completed to the best of their ability.</li> <li>✓ Provide opportunities for the children to act on feedback to improve their learning.</li> </ul>
<b>POSSIBILITIES AND RISKS</b>	<p><b>We will</b></p> <ul style="list-style-type: none"> <li>✓ Continue to provide learning opportunities for the children to take appropriate risks.</li> <li>✓ Increase independence for working on tasks</li> <li>✓ Encourage the children to show responsibility and some initiative.</li> <li>✓ Continue to support children to manage their emotions and encourage them to develop effective relationships.</li> </ul>

<b>LEARNING TO LEARN</b>	<p><b>We will</b></p> <ul style="list-style-type: none"> <li>✓ Review and develop our understanding of the 5Rs with a particular focus on being 'Responsible' in the Spring Term 1.</li> <li>✓ Celebrate successes and learn from our mistakes.</li> <li>✓ Work towards achieving Learning to Learn Awards.</li> <li>✓ Encourage the children to ask questions to help them to apply their knowledge.</li> </ul>
<b>SOCIAL INTELLIGENCE</b>	<p><b>We will</b></p> <ul style="list-style-type: none"> <li>✓ Encourage the children to work cooperatively, working with each other's strengths, so that tasks are completed well.</li> <li>✓ Ensure that in assemblies, children appreciate, respect and celebrate difference.</li> <li>✓ Continue to adapt behaviours according to environments and audiences – home, school, school visits</li> </ul>



<b>ENGLISH</b>	<b>READING</b>	<ul style="list-style-type: none"> <li>✓ Apply phonic knowledge and skills as the route to decode words.</li> <li>✓ Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>✓ Be encouraged to link what they hear or read to their own experiences.</li> <li>✓ Discuss word meanings, linking new meanings to those already known.</li> <li>✓ Make inferences on the basis of what is being said and done.</li> <li>✓ Check that the text makes sense to them as they read and begin to correct inaccurate reading.</li> </ul>
	<b>WRITING</b>	<ul style="list-style-type: none"> <li>✓ Continue to say out loud what they are going to write about.</li> <li>✓ Sequence sentences to form short narratives.</li> <li>✓ Re read what you have written to check it makes sense.</li> <li>✓ Discuss what they have written with others.</li> <li>✓ Join words and joining clauses using 'and' and 'because'.</li> <li>✓ Form lower case letters accurately and begin to understand which letters belong to which handwriting 'family'.</li> <li>✓ Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> </ul>
	<b>SPELLING / PHONICS</b>	<ul style="list-style-type: none"> <li>✓ Spell common exception words</li> <li>✓ Use -ing, -ed, -er and -est where no change is needed in the spelling of the root word.</li> <li>✓ Apply phonic knowledge and spelling rules covered, to their written work.</li> </ul>
	<b>SPOKEN LANGUAGE</b>	<ul style="list-style-type: none"> <li>✓ Articulate and justify answers, arguments and opinions.</li> <li>✓ Listen and respond appropriately to adults and their peers.</li> <li>✓ Use relevant strategies to build on their vocabulary.</li> </ul>

<b>MATHS</b>	<p><b>Numbers to 20</b></p> <ul style="list-style-type: none"> <li>✓ Counting to 20</li> <li>✓ Writing to 20</li> <li>✓ Comparing numbers</li> <li>✓ Ordering numbers</li> <li>✓ Number patterns</li> </ul> <p><b>Addition and subtraction within 20</b></p> <ul style="list-style-type: none"> <li>✓ Add by counting on</li> <li>✓ Add by making 10</li> <li>✓ Add by adding ones.</li> <li>✓ Count back from largest number</li> <li>✓ Subtract from ones/subtract from tens</li> <li>✓ Number facts/no. bonds to 10</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>✓ Recognise and name 3-D shapes</li> <li>✓ Recognise and name 2-D shapes</li> <li>✓ Group shapes via criteria</li> <li>✓ Make patterns using 2-D shapes</li> </ul>
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<b>SCIENCE</b>	<p><b>Work Scientifically</b></p> <ul style="list-style-type: none"> <li>✓ Observe closely and use simple equipment.</li> <li>✓ Identify and classify.</li> <li>✓ Use their observations and ideas to suggest answers to questions.</li> </ul> <p><b>Animals</b></p> <ul style="list-style-type: none"> <li>✓ Identify and name common animals – reptiles, mammals, birds, fish and amphibians.</li> <li>✓ Describe and compare the body structures of different kinds of animals.</li> <li>✓ Describe and compare how different types of animals move/ what they eat.</li> <li>✓ Identify and name common animals, carnivore/herbivore/omnivore.</li> </ul>
<b>HISTORY</b>	<ul style="list-style-type: none"> <li>✓ To know that schools have been in the locality for many years but they have not always been the same.</li> <li>✓ Compare aspects of life in different periods, look at similarities and differences.</li> <li>✓ Know where people and events fit within a chronological framework.</li> <li>✓ Develop awareness of the past using common words and phrases relating to the passing of time.</li> <li>✓ Ask and answer questions about the past (linked to English work).</li> </ul>

<b>COMPUTING</b>	<p><b>Pictograms</b></p> <ul style="list-style-type: none"> <li>✓ To understand that data can be represented in picture format</li> <li>✓ To contribute to a class pictogram</li> <li>✓ To use a pictogram to record the results of an experiment.</li> </ul> <p><b>Lego Builders</b></p> <ul style="list-style-type: none"> <li>✓ To emphasise the importance of following instructions</li> <li>✓ To follow and create simple instructions on the computer</li> <li>✓ To consider how the order of instructions affects the result</li> </ul> <p><b>Maze Explorers (2GO)</b></p> <ul style="list-style-type: none"> <li>✓ To know how to use the direction keys in 2Go to move forwards, backwards, left and right to complete challenges successfully.</li> <li>✓ To understand how to create and debug a set of instructions (algorithm).</li> </ul>
<b>GEOGRAPHY</b>	<p>NONE THIS HALF TERM</p>



<b>PHYSICAL EDUCATION</b>	<p><b>Sending and Receiving</b></p> <ul style="list-style-type: none"> <li>✓ To develop rolling and throwing a ball towards a target.</li> <li>✓ To develop receiving a rolling ball and tracking skills.</li> <li>✓ To be able to send and receive a ball with your feet.</li> <li>✓ To develop throwing and catching over a longer distance.</li> <li>✓ To apply sending and receiving skills to small games.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>✓ To use counts of 8 to move in time and make my dance look interesting.</li> <li>✓ To explore pathways in my dance.</li> <li>✓ To create my own dance using actions, pathways and counts.</li> <li>✓ To explore speeds and actions in our pirate inspired dance.</li> <li>✓ To copy, remember and repeat actions that represent the theme.</li> <li>✓ To copy, repeat, create and perform actions that represent the theme.</li> <li>✓ To explore speeds and actions.</li> <li>✓ To use expression and create actions that relate to the story.</li> <li>✓ To use a pathway when travelling</li> <li>✓ To explore and copy actions in response to a theme.</li> <li>✓ To create my own actions for an animal.</li> <li>✓ To explore pathways with a partner.</li> </ul>	<b>DESIGN TECCHNOLOGY</b>	NONE THIS HALF TERM		
	<b>MUSIC</b>		<ul style="list-style-type: none"> <li>✓ Learn to recognise when it is appropriate to take a breath when singing a song.</li> <li>✓ Through movement show how a piece of music can be broken up into sections (different phrases).</li> <li>✓ Identify, through movement, when phrases begin and end.</li> </ul>	<b>ART AND DESIGN</b>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>✓ Draw lines of different sizes and thickness.</li> <li>✓ Use lines and enclosed shapes as a clear outline.</li> <li>✓ Begin to control lines (colour inside lines).</li> </ul> <p><b>Sculpting</b></p> <ul style="list-style-type: none"> <li>✓ Think about shape and simple proportion</li> <li>✓ Twist, scrunch and roll paper to create distinct, strong shapes</li> <li>✓ Use tape to encase shapes</li> <li>✓ Use tape to connect shapes</li> </ul>
			<b>PSHE</b>		<p><b>Families and Care</b></p> <ul style="list-style-type: none"> <li>✓ What constitutes a family and what families do for us?</li> <li>✓ Explore and know that there are different types of families.</li> <li>✓ To know who you can ask for help.</li> </ul> <p><b>No Outsiders</b></p> <ul style="list-style-type: none"> <li>✓ To know that people are different ages and what good things there are about growing up.</li> </ul>
<b>ENRICHMENT</b>	<ul style="list-style-type: none"> <li>✓ Class library visit – 14.1.25</li> <li>✓ World Religion Day - 19.1.25</li> <li>✓ Families and Care (SRE day) – w/c 20.1.25</li> <li>✓ National Story Telling Week – w/c 3.2.25</li> <li>✓ Children's Mental Health Week – w/c 3.2.25</li> <li>✓ Online safety day 12.2.25</li> </ul>				