



English

Reading:

- Reads accurately by blending the sounds in words that contain the graphemes taught so far and start to recognise alternative sounds for graphemes.
- Read accurately; words with two or more syllables that contain the same graphemes as above.
- Read books closely matched to their phonic knowledge, sounding out unfamiliar words accurately.
- Read words accurately using phase 4 blends.
- Guided reading sessions in groups of similar attainment.

Phonics: Phonics Bug Scheme

- Recapping Phase 3,4 and 5 sounds and alternative spellings helping secure phonic knowledge.
- Mock phonics screenings.

Comprehension:

- Answer simple questions about familiar and unfamiliar books.
- Identify and explain the sequence and events of a text.
- Explain what has happened so far in what they have read.
- Identify and explain key aspects of fiction and non-fiction texts.
- Start to make inferences based on what they have read.
- Make predictions about characters and story lines.
- Cracking comprehension 6, 7, 8, 9, 10.

Handwriting:

- Promotion of correct letter formation following Phonic Bug modelling.

Writing: Pinocchio

- The children will write their own narrative piece.
- Understand how to stack sentences to retell the story of Pinocchio.
- To use the Boomtastics, Grammaristics and Fantastic.
- To complete an independent write relating to the narrative piece.

Grammar, Punctuation & Spelling: Following Bug Phonics Scheme

- Weekly spelling test which follows a specific grapheme and Year 1 HFW's.
- Leave spaces between words. Use capital letters for the start of sentences and proper nouns.

Maths

Addition and Subtraction:

- Counting in 2's, 5's and 10's.
- Counting backwards and forwards up to 100 from any number.
- Written words to 20.
- Recognising odd and even numbers.
- Counting on from 10 using various mathematical equipment (deines, tens frames, beads and numicon).
- To add by counting on (numbers up to 20).



- To add by rounding up to 10 first.
- To subtract by crossing out and not crossing out.
- Understands jumping onwards by one on number lines.
- Knowing one less than and one greater than.
- Write mathematical statements using +, - and =.

Recap:

- Recap previous skills learnt in Autumn term – addition and subtraction, time, place value and shapes.

Vocabulary: Faces, vertices, edges, sides, cuboid, pyramid, cube, sphere, cone, properties, addition, plus, more, subtraction, minus, take-away, equal, greater than, less than, tens, ones, place value,

Science

This learning links from the continuous provision of EYFS where children explore through play.

This learning links to year 1’s current learning about toys from the past and future learning in Year 2 on ‘Uses of Materials’.

Unit: Materials

- Identify and sort everyday materials.
- To distinguish between an object and a material.
- To name and explore different properties of materials.
- To investigate and evaluate different properties of materials.
- To begin to use scientific language when describing materials.
- To carry out a practical task following on from what was learnt about materials and their properties.

Key Nuggets To Be Revisited

- What are examples of different materials?
- What are examples of objects?
- What properties do different materials have?

Planned Misconceptions

- That materials are objects and objects are materials.
- That an object can only be made of one material.
- That all materials only have one property.

Vocabulary: object, material, wood, plastic, glass metal, water, rock, brick, paper, fabric, elastic, foil, card, cardboard, Rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks, tears, rough, smooth, shiny, dull, see through, not see through.

Linked Texts: A House in the Woods by Inga Moore
The Great Paper Caper by Oliver Jeffers

Religious Education

This learning links from EYFS ; Baptism and the church family. Church celebrations such as Christmas-Advent and Lent which are revisited in all year groups..

This learning links to The Mass in Year 2 learning when children become very familiar with their parish church and Holy Communion.



<p>Big Question: How can we talk to God?</p> <ul style="list-style-type: none"> Recognise Religious beliefs Say what they wonder about and ask questions. To understand and recognise what it means to belong to a family (home, church, school) That we are part of God's family. To understand the purpose of prayer. Make links to celebrations in our own families and how we celebrate at church. To explore and recognise religious symbols. Jewish Week - Shabbat (Day of rest) 	<p>Key Nuggets To Be Revisited What are the different religious celebrations? What are the different ways that we can talk to god? To understand the meaning of the 'Our Father'. The importance of taking Jesus to the Temple.</p>
	<p>Planned Misconceptions That godparents and parents (mum and dad). That our family only relates to who we live with.</p>
<p>Vocabulary: Testament, Bible, family, celebrations, Feast of Epiphany, right, wrong, sins, decisions, kindness, behaviour, choices.</p>	<p>Linked Texts: The Bible.</p>

<p>PE</p>	<p>Unit: Fitness - Skip to the Beat Key skills:</p> <ul style="list-style-type: none"> To perform skipping moves with agility, balance and co-ordination. Consolidate skipping techniques. Explore different ways of jumping/hopping with balance and accuracy. To skip with control and balance Demonstrate good technique while skipping and be able to observe and comment on others' performances. To improve overall fitness levels. 	<p>Key Nuggets To Be Revisited What is balance? What helps you balance? What are the different ways your body can move around?</p>
	<p>Vocabulary: hop, jump, skipping, step overs, circuit, weave.</p>	<p>Planned Misconceptions</p> <ul style="list-style-type: none"> Hopping is skipping There is only one way to skip You have to stand still to skip.
	<p>This learning links from children's learning of Might Movers in the Autumn term where they learnt about the different ways they could move their body.</p>	<p>Linked Texts: NA</p>
	<p>Unit: Sports - Groovy Gymnastics Key skills:</p>	<p>Key Nuggets To Be Revisited</p>



	<ul style="list-style-type: none"> To remember and repeat simple gymnastic actions with control. Learn to perform balances and movements, and combine them into a routine. To balance on isolated parts of the body using the floor and hold balance. Safely use equipment – benches and mats to develop sequences. Link isolated moves and shapes whilst travelling. Explore rolling movements as a way of travelling. 	<p>What is a sequence of movements? What does it mean to complete an action or movement with control? That your body can travel in lots of different ways.</p> <p>Planned Misconceptions</p> <ul style="list-style-type: none"> That you can only travel using your feet. That balancing is standing on your feet
	<p>Vocabulary: tuck, pike, straight, straddle, rolling, egg, forward, teddy bear rolls, along, over, onto, direction, level, travelling, combination.</p>	<p>Linked Texts: NA</p>
	<p>This learning links from the Mighty Mover unit in the Autumn term.</p>	<p>This learning links to the Gymnastics sessions that the children will learn in year 2.</p>
History	<p>Unit: Frederick Savage</p> <ul style="list-style-type: none"> Develop an awareness of the past. Understand some of the ways we can find out about the past (visit to Lynn Museum). Learn about the lives of significant others who have contributed to national and international achievements (Frederick Savage). Learn about significant individuals in our locality (Fredrick Savage). Organise his life in chronological date order. Identify similarities and differences between life today and life back then. Understand which sources to use to research about the past. Exploring historical enquiries using the following explorers: Frederick Savage. 	<p>Key Nuggets To Be Revisited</p> <ul style="list-style-type: none"> Who was Frederick Savage and where did he come from? How we find out about significant people of the past? How timelines show the chronological order. Similarities and difference between events then and now. <p>Planned Misconceptions</p> <ul style="list-style-type: none"> Frederick Savage invented the carousel. That machines are all run by steam.
	<p>Vocabulary: Carousel, Merry-go-round, engineer, farm-hand, inventor, local, mayor, deported</p>	<p>Linked Texts: Local Museum Articles</p>
	<p>This learning links from the previous learning of our school and its local area.</p>	<p>This learning links to the learning on Explorers in Year 2. Children will look at local explorer Captain Vancouver.</p>
Computing	<p>Unit: Ebooks and Animated Stories</p> <ul style="list-style-type: none"> To understand how to open and close the application efficiently, saving progress. To add movement, sound effects and audio to a page. To copy and paste a page. 	<p>Key Nuggets To Be Revisited</p> <ul style="list-style-type: none"> How to navigate purple mash effectively. How to use laptops and chromebooks safely. The aspects involved in creating a story book.

	<ul style="list-style-type: none"> To add text and change font. 	Planned Misconceptions <ul style="list-style-type: none">
	Vocabulary: animation, audio, E-book, font, save, file, sound effect.	Linked Texts:
	This learning links from previous e-safety and purple mash learning where children were taught about being safe on computers and how to navigate their way around PurpleMash.	This learning links to future learning on computers in Year 2 where children will be research and collect information to create a leaflet.
Art	Unit: Self Portraits - Frida Kahlo Objectives <ul style="list-style-type: none"> To learn about what portraits and self portraits are. To know about great artists and understand the development of their art form. To produce a creative piece of work which records their life experiences in the form of Frida Kahlo. 	Key Nuggets To Be Revisited <ul style="list-style-type: none"> To understand who Frida Kahlo is. To understand what a self portrait is. Knowledge of primary and secondary colours
	Key skills: <ul style="list-style-type: none"> Express why they are special through drawing a self portrait of themselves with a link to something personal to them. To understand the 3 primary colours and how they are used to make secondary colours. To discuss the best materials to work with. To look at and discuss the artwork of Frida Kahlo. To discuss their likes and dislikes of her work and why. 	Planned Misconceptions <ul style="list-style-type: none"> To not confuse what a portrait and self portrait are. Confusion between primary colours and the secondary colours they make. The placing of facial features when drawing a self portrait
	Vocabulary: portrait, self-portrait, primary, secondary, features, express, unique, reflection	Linked Texts: Little People Big Dreams - Frida Kahlo
	This learning links from learning about Roy Lichtenstein and the colours he used in Pop Art learnt in Autumn Term.	This learning links to Working with Colour unit in Year 2.
Music	Unit: Into the Groove Objectives: <ul style="list-style-type: none"> Listen, appraise and respond to Blues and jazz style music 	Key Nuggets To Be Revisited <ul style="list-style-type: none"> What is a beat? Can you move your body to the rhythm of the music? Singing in high and low tones. Knowledge of notes on a glockenspiel To sing in unison
	Key skills: <ul style="list-style-type: none"> Recognise different instruments within a piece of music. Sing different types/styles of songs. To begin to recognise the pulse, beat, pitch of music. Listen and move accurately to the pulse of a piece of music. 	Planned Misconceptions <ul style="list-style-type: none"> That finding the beat is clapping to the words.
	Vocabulary: Beat; Body Percussion; Pulse, Pitch, Rhythm, Tune, glockenspiel, syllables.	Linked Texts:



Year Group: Year 1

Term: Spring 1

Theme: Round and round

This learning links from previous unit learnt in Year 1.

This learning links to the future units in Year 1.