

Year group: One

Term: Spring 1

Focus Subject: History

**Key Vocabulary:**

Past, present, future, living memory, change, technology, cassette tape, CD, MP3, toys, electronics.

**Relationships and Health Education: We will:**

learn about likes, dislikes and self-acceptance. They will learn from Freddy Teddy and his friends how to describe different feelings, both good and bad. Finally, through a real-world example, children will learn that actions have consequences; that when we make mistakes we should say sorry and ask for forgiveness.



**Computing: As programmers, we will:**

Explore the world of digital art and its exciting range of creative tools. Children will be able to create their own digital paintings, getting inspiration from a range of artists. They will consider whether they prefer painting with or without the use of digital devices.

**RE: as theologians, we will know and understand:**



Topic 4 – Local Church – Community.

- That there are special people in our lives who are there to help us – **Explore**
- That on Sunday, in church, we meet people who do special jobs as we gather to celebrate the Good News of Jesus – **Reveal**
- Acquire the skills of assimilation, celebration and application of the above – **Respond**

Topic 5 -

- Families and groups share special meals – **Explore**
- Mass as Jesus' special meal – **Reveal**
- Acquire the skills of assimilation, celebration and application of the above – **Respond**

**Art: As artists, we will understand:**

How to make prints. We will:

- Use our hands and paint to make prints.
- Take rubbings and make compositions.
- Print with different materials, including plasticine and foam boards.

At the end of the unit we will display all of artwork and evaluate and celebrate our individualism and hard work together.

**Practice at home:**

Creative curriculum homework grid, maths, phonics, spellings and daily reading.

**As Musicians, we will:**

Music will return in Spring 2.

**Maths: As mathematicians, we will:**

Build on learning of counting to 10 by counting to 20. Relating the number of objects to the correct number in digits and in words. Learn to recognise 10 without needing to count (subitising). Discover tens and ones to count past 10. Identify that 20 is made up of two tens and instantly recognise 20 in different representations. Apply counting skills to find one more and one less within 20. Use a number line up to 20 to count backwards and forwards. Learn to estimate, roughly calculating value, number or quantity. Compare and order numbers up to 20. Add numbers within 20 by counting on from one number. Add a 2-digit number to a 1-digit number by adding the ones. Investigate number bonds to 20 and link this to their number bonds to 10 knowledge. Learn what the word "double" means and understand different ways that doubles can be represented. Find near double additions by considering doubles that they know. Solve number sentences with missing numbers. Count back across 10 to work out answers to subtraction problems. Compare quantities of objects to answer "How many more" and "How many fewer", finding the difference and representing this on a number line. Solve missing number problems using their knowledge of number bonds and fact families.

**History: As historians, we will learn about:**

How people's lives have changed in living memory. We are noting the changes that have happened between 1960 and now in music, toys, food, transport and technology.

**Geography: As geographers, we will:**

Geography will return in Spring 2.



Enable  
Support  
Prepare  
Nurture



**Cultural Capital/ Outdoor Learning/ Trips:**

We will use the outdoor areas as much as we can for our learning as the weather improves, we will investigate materials, read stories, discuss the weather, watch the seasons change and enjoy the different spaces.

**DT: As designers, we will:**

DT will return in Spring 2.

**Science: As scientists, we will:**

Be learning about different materials.

We will understand that everything is made from a material and that a material can be used for different things. We will learn about the different properties of materials, investigate what material different objects are made from, see what materials sink and float, look at whether a material is absorbent and consider what material we would choose to make different things.

**English: As readers and writers, we will:**

Write sentences by: saying out loud what we are going to write about, composing a sentence orally before writing it, sequencing sentences to form short narratives, re-reading what we have written to check that it makes sense.

Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.

Add prefixes and suffixes: using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verb.

Apply phonic knowledge and skills as the route to decode words.

Leave spaces between words. Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.

Listen and respond appropriately to adults and peers.

Maintain attention and participate actively in collaborative conversations.

Listen to and discuss stories and link what we read or hear read to our own experiences.

Learn and innovate a Peter Rabbit story map.

Understand and design a WANTED poster.

Know the key points of a party invitation and create one individually.

**PE: As athletes, we will:**



Become dancers, creating a dinosaur dance inspired by a story and music.

Be gymnasts, learning how to move our body safely in different directions.