

Art

Nature Sculptures

To learn to use a range of materials creatively to design and make products in the context of making a clay model.

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

To learn to use a range of materials creatively to design and make products.

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Science

Working scientifically

I can ask simple questions and begin to recognise that they can be answered in different ways

I can use simple equipment to make observations.

I can carry out simple tests

Plants

To identify and describe the basic structure of a variety of common flowering plants by planting a bean.

To identify and name a variety of common wild plants by going on a wild plant hunt.

To identify and name a variety of common garden plants in the context of drawing a garden featuring common garden plants.

To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees by identifying trees from their leaves.

To identify and describe the basic structure of a variety of common flowering plants, including trees by making and labelling plant pictures.

To observe closely, using simple equipment in the context of observing the growth of bean plants.

Maths

Multiplication

Count in multiples of twos, fives and tens.

Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Fractions

Recognise, find and name a half as one of two equal parts of an object, shape or quantity.

Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Geometry

Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Money and Time

Recognise and know the value of different denominations of coins and notes.

Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.

Recognise and use language relating to dates, including days of the week, weeks, months and years

Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

English – Based around Books and Musicals

Reading

Apply phonic knowledge and skills as the route to decode words

Respond speedily to the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

Read accurately by blending sounds in unfamiliar words containing GPC's taught.

Writing

To be able to write sentences by:

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

Spelling

I can learn to spell common exception words.

I can segment spoken words into phonemes and representing these by graphemes, spelling many correctly.

Handwriting

Sit correctly at table, holding a pencil comfortably and correctly.

Begin to form lower case letters in the correct direction, starting and finishing in the right place

I can form Capital letters correctly.

Skills to be covered in Year 1 In Summer term

RE / PHSE

Worship

To find out about how and when people worship.

Ask questions about why it is important to believers.

Answers

To engage with stories and extracts from religious literature and talk about their meanings.

History

Lives of significant people in Britain's past

To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements:

Christopher Columbus

Neil Armstrong

Florence Nightingale

Nelson Mandela

Reflection: What would you like to be famous for and why?

PE

Multi Skills

To be able to use a variety of skills such as throwing, running, jumping, rolling, kicking, hitting and skipping.

Gymnastics

To be able to use a variety of skills such as rolling, jumping, balancing and moving in a number of different ways to create a routine.

Computing

Programming

To understand that programs execute by following precise and unambiguous instructions. To use logical reasoning to predict the behaviour of simple programs.

To create and debug simple programs.

To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.