

Geography

- name and locate the world's seven continents and five oceans.
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Art & Design

- to use a range of materials creatively to design and make products
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

Music

- Use my voice to speak, sing and chant.
- Use instruments to perform.
- Clap short, rhythmic patterns.
- Make different sounds with my voice and with instruments.
- Choose sounds to represent different things.
- Respond to different moods in music.

Year 1

Spring Term 1

Topic: My World and Me.



Science

Seasons-

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions
- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies

Computing

Pictograms

- To understand that data can be represented in picture format.
- To contribute to a class pictogram.
- To use a pictogram to record the results of an experiment.

Lego Builders

- To compare the effects of adhering strictly to instructions to completing tasks without complete instructions.
- To follow and create simple instructions on the computer.
- To consider how the order of instructions affects the result.

RE

Galilee to Jerusalem

- The presentation of Jesus in the temple.
- Finding of Jesus in the temple
- Jesus announces His mission
- Jesus chooses His disciples.
- Jesus welcome little children.
- Zacchaeus
- Jesus is the light to all nations.

PE

Dance- Seasons.

all children should be able to:

- make different shapes with their bodies as they travel, jump and spin;
- say what is good about a partner's performance;
- perform a simple action in unison with a partner;
- use ideas from previous learning independently;
- show some awareness of others when working

Maths

Number/Calculation

- Count to / across 20
- Identify 'one more' and 'one less'
- Read & write numbers to 20
- Use language, e.g. 'more than', 'most'
- Use +, - and = symbols
- Know number bonds to 20
- Add and subtract one-digit and two-digit numbers to 20, including zero
- Solve one-step problems, including simple arrays

English

Fiction

- Narrative

Non-Fiction

- Instructions

Poetry

- Poems about snails

Grammar

- Joining words and clauses
- Capital letters for names and personal pronoun (ongoing)
- Use of punctuation- full stop, question mark, exclamation mark.
- Spelling on common exception words.

in a group;

- perform given ideas independently;
- copy and repeat actions with some prompting;
- show some awareness of the beat when dancing;
- change the speed of their movements in response to a percussion instrument;
- respond to questions about their own performance.