

Year 1 2023	<i>Spring 1</i>	<i>Spring 2</i>
Maths	<p>Place Value (within 20) Count within 20 Understand 10 Understand 11, 12 and 13 Understand 14, 15 and 16 Understand 17, 18 and 19 Understand 20 1 more and 1 less The number line to 20 Use a number line to 20 Estimate on a number line to 20 Compare numbers to 20 Order numbers to 2</p> <p>Number and Subtraction (within 20) Add by counting on within 20 Add ones using number bonds Find and make number bonds to 20 Doubles Near doubles Subtract ones using number bonds Subtraction – counting back Subtraction – finding the difference Related facts Missing number problems</p>	<p>Place Value (within 50) Count from 20 to 50 20, 30, 40 and 50 Count by making groups of tens Groups of tens and ones Partition into tens and ones The number line to 50 Estimate on a number line to 50 1 more, 1 less</p> <p>Length and Height Compare lengths and heights Measure length using objects Measure length in centimetres</p> <p>Mass and Volume Heavier and lighter Measure mass Compare mass Full and empty Compare volume Measure capacity Compare capacity</p>
English	<p>The Write Stuff Unit Plan The Storm Whale by Benji Davies</p>	<p>The Write Stuff Unit Plan Non Fiction Unit - Our Trip to the Woods (Recount)</p>

	Writing purpose - <u>Writing to entertain</u> - Narrative <u>Writing to inform</u> - Instructions	Writing purpose - <u>Writing to inform</u> - Recount <u>Writing to inform</u> - Letter
Science	Animals including humans To name some common animals including pets. There are key differences between fish, amphibians, reptiles, birds and mammals. Carnivores eat meat. Herbivores eat plants. Omnivores eat plants and meat. Show how carnivores, herbivores and omnivores are similar and different. Animals vary in many ways having different structures e.g. wings, tails, ears etc... they also have different skin coverings e.g. scales, feathers, hair. Identify, draw, name and label the main parts of the human body. Humans have key parts in common, but these vary from person to person. Explore the five senses. Illustrate the parts of the body associated with the five senses.	Animals including humans To name some common animals including pets. There are key differences between fish, amphibians, reptiles, birds and mammals. Carnivores eat meat. Herbivores eat plants. Omnivores eat plants and meat. Show how carnivores, herbivores and omnivores are similar and different. Animals vary in many ways having different structures e.g. wings, tails, ears etc... they also have different skin coverings e.g. scales, feathers, hair. Identify, draw, name and label the main parts of the human body. Humans have key parts in common, but these vary from person to person. Explore the five senses. Illustrate the parts of the body associated with the five senses.
History		Famous Queens Elizabeth II 1952 - 22 Queen Victoria 1837-1901 Elizabeth I 1558 - 1603
Geography	Settlements Compare villages, towns and cities Compass Points and directional language	

Computing	<p>Digital Writing</p> <p>During this unit, pupils will develop their understanding of the various aspects of using a computer to create and manipulate text. Pupils will become more familiar with using a keyboard and mouse to enter and remove text. Pupils will also consider how to change the look of their text, and will be able to justify their reasoning in making these changes. Finally, pupils will consider the differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.</p>	<p>Data and Information</p> <p>This unit introduces pupils to data and information. Labelling, grouping, and searching are important aspects of data and information. Searching is a common operation in many applications, and requires an understanding that to search data, it must have labels. This unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group and present data. Pupils will begin by using labels to put objects into groups, and labelling these groups. They will demonstrate that they can count a small number of objects, before and after the objects are grouped. Pupils will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different groups to answer questions about data.</p>
RE	<p>Was it always easy for Jesus to show friendship?</p> <p>We are learning to identify when it is easy and difficult to show friendship and to explore when Jesus may have found it difficult.</p>	<p>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p>We are learning to know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.</p>
Music	<p>How does Music Make the World a Better Place?</p> <p>Introducing Tempo & Dynamics</p> <p>Listening: Romantic</p>	<p>How Does Music Help Us to Understand Our Neighbours?</p> <p>Combining Pulse, Rhythm and Pitch</p> <p>Listening: Motown</p>
Art	<p>The children will learn about Roy Lichtenstein (an American Pop Artist) this half term. They will complete an artist study and learn some key facts about him.</p>	

	<p>They will explore pop art and the 'dot technique' using a range of materials. The children will then take part in sketching, where they begin to explore the use of line, shape and colour.</p> <p>The children will evaluate their work using appropriate language and they will make links between their work and the work of Roy Lichtenstein.</p>	
D&T		<p>Structures - Freestanding structures</p> <p>The children will explore the properties of different materials. The children will then generate ideas based on a simple design criteria and their own experiences. They will develop, model and communicate their ideas through talking and drawings. They will plan their design, suggesting what to do next. They will then make their design, selecting and using tools, skills and techniques. The children will finally evaluate their finished products.</p>
RSE	<p>Keeping Safe</p> <p>Super Sleep</p> <p>Keep my body same</p> <p>Keeping safe online</p>	<p>Rights & Responsibilities</p> <p>Personal hygiene</p> <p>Looking after our surroundings</p> <p>Looking after pets</p> <p>Money</p> <p>Basic First Aid</p>
PE	<p>Dance: Weather, Pirate themed</p> <p>Gymnastics: travelling , balances, rolls, sequences</p>	<p>Yoga :Mindfulness, poses, balance</p> <p>Target Games: Throwing over and under arm, accuracy and targets</p>