Year 1	*Spring 1*	*Spring 2*
Science	**Plants** Identify common trees/leaves To know that trees keep their leaves all year while other trees drop their leaves during Autumn and grow them again during Spring. Growing plants Identify the basic parts of a plant Label the basic parts of a plant **Seasonal Changes** Know that days are longer in the summer than the winter To discuss that the weather changes throughout the year To learn that the earth orbits the sun To choose appropriate clothing based on the weather	**Everyday materials** Know that some materials can be hard, soft, heavy, light etc… How to distinguish the material of an object Compare and group everyday materials Identify and name everyday materials Select specific objects made of everyday materials
History	**Toys** To know what modern toys are like To use different sources to find out about the past To compare toys from different times To identify similarities and differences in toys from different times To understand how toys have changed over time	
Geography		**Continents and Weather** To know and locate the 7 continents of the world To know and identify daily weather patterns in the context of the weather of the UK To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole To understand the human/physical geography of a cold area of the world in the context of the Arctic.

Computing	**Moving a Robot** This unit introduces learners to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms.	**Introduction to Animation** During this unit, the children will become accustomed to the 'ScatchJr programming environment'. The children will discover that they can move characters on-screen using commands. The children will then compare ScratchJr to the Bee-Bots used in the previous unit.
RE	**Thematic** What does it mean to belong to a faith community?	**Thematic** How should we care for the world and why does it matter?
Music	**What Songs Can We Sing to Help Us through the Day?** How music can play a significant part in helping us get through our daily life, in improving our quality of life and in being a part of – or even shaping – our way of life Having Fun with Improvisation' Learn new songs about getting ready for the day Learn basic notation	**How Does Music Connect Us With The Environment?** Listening Singing Playing Improvising and Composing Performing
Art & Design	**Sid Kirkham** Introduce Sid Kirkham Complete an artist study Consider the artwork of Sid Kirkham with an opportunity to comment on and evaluate his art work. Look at the colour of local buildings in pictures and mix colours to create different shades to match. Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects Mix secondary colours and shade Create different textures	

Design & Technology		**Designing** Design an appealing product (smoothie) for a particular user based on a simple design criteria. Generate initial ideas and design criteria through investigating a variety of fruit. Communicate these ideas through talk and drawings. **Making** Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. **Evaluating** To taste and evaluate a range of fruit and vegetables. To evaluate ideas and finished products against design criteria. **Technical knowledge and understanding** Understand where a range of fruit and vegetables come from Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of 'The Eatwell Plate' Know and use technical and sensory vocabulary relevant to the project.
RSHE	**Being my Best** Eating a balanced diet Keeping clean and healthy Learning new things and being resilient Praising others	**Growing & Changing** Our bodies and how they change Bullying & asking for help Surprises - not secrets Keeping our private
PE	**Net & Ball Games** Defending & attacking Racket & ball skills Hitting over a net **Athletics** Moving over distances Developing agility & co-ordination Developing balance Hopping, jumping and leaping	**Team Building** Working with a partner Working with a team Developing communication skills Decision making & scoring points **Striking & Fielding** Catching & throwing Underarm and overarm throwing Fielding & batting