

Year 1 Spring 2
Turrets and Tiaras

Hook (curiosity): Come dressed up as a princess, knight, or king.

Text (Reading, language, communication):

Paper bag princess, Jack and the Beanstalk, Jim and the Bean Stalk, George and the Dragon, non-fiction castles

End product (engagement): Medieval banquet

Vocab (Reading, language, communication):

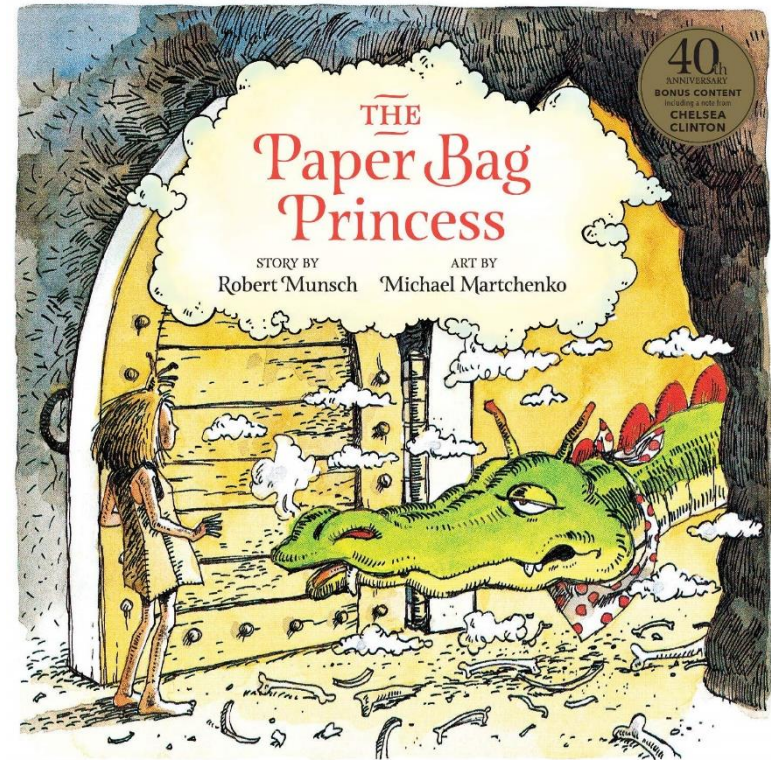
Countries, city, capital city, maps

Sticky knowledge (Learning that sticks):

1. I know the four countries of the United Kingdom.
2. I know the four capital cities of the United Kingdom.
3. I know the names and can locate a local city (London, Portsmouth, Southampton)

Driver: Geography

Turrets and Tiaras



Computing – Unit 2 Digital Painting

National Curriculum links:

- understand what algorithms are
- how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Progression of skills objectives:

- Draw lines on a screen and explain which tools are used.
- Make marks on a screen.
- Use paint tools to draw a picture.
- Make marks with square and line tools.
- Use shape and line tools effectively.
- Use shape and lines tools to recreate the work of an artist.
- Choose appropriate shapes .
- Make appropriate colour choices.
- Say which tools were helpful and why..
- Make dots of colour on the page.
- Change colour and brush sizes

Music

National Curriculum links:

- Pupil should use their voice expressively and creatively by singing songs and speaking chants and rhymes.

Progression of skills objectives:

- Timbre and rhythm patterns (Fairy tales)
- Performing short chants from memory, with expression
- Responding to sound by likening it to a character or mood
- Creating and selecting sounds to match a character or mood

Religious Education

- Islam. Who is Allah and how do muslims worship him?

PSHE – Health & Wellbeing (covered over Spring)

Progression of skills objectives:

Learning how to wash hands properly. Learning how to deal with an allergic reaction.

Exploring positive sleep habits.

Identifying different ways to manage feelings.

Knowledge

To understand we can limit the spread of germs by having good hand hygiene.

To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. To know that certain foods and other things can cause allergic reactions in some people.

To know that sleep helps my body to repair itself, to grow and restores my energy.

To know that strengths are things we are good at. To know that qualities describe what we are like.

To know the words to describe some positive and negative emotions.

Art and Design

National Curriculum links:

- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- To use a range of materials creatively to design and make products

Progression of skills objectives:

- Show pattern by weaving
- Use key vocabulary to demonstrate knowledge and understanding of this strand: textiles, fabric, weaving, placemat, loom.

Geography – What is the weather like in the UK? (KAPOW)

National Curriculum links:

- Name and locate local cities.
- Identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas.
- Use world maps, atlases, and globes to identify the United Kingdom and its countries.
- Use locational and direction language (near/far, left/right)

Progression of skills objectives:

- Name and locate the four countries on a map of the UK.
- Identify the country they live in.
- Identify the four seasons.
- Describe some seasonal changes.
- Observe and describe daily weather patterns.
- Describe what the weather is like during each season in the UK.

PE – Fitness and Target Games

National Curriculum links:

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:
- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Progression of skills objectives:

Fitness

- Physical - run, jump, co-ordination, stamina, strength, agility, balance
- Social – communication, co-operation, support, work safely, kindness.
- Emotional – kindness, perseverance, honesty, independence, determination
- Thinking – comprehension, creativity, problem, solving, reflection, feedback

Target games

- Physical – underarm throw, overarm throw
- Social – collaboration, leadership, work safely, encourage others
- Emotional – perseverance, honesty
- Thinking – comprehension, select and apply, creativity

Science (seasons)

National Curriculum links:

- Observe changes across the 4 seasons
- Observe and describe weather across the 4 seasons and how day length varies

Progression of skills objectives:

- Record simple data
- Explore the world around them and raise their own simple questions.