

Year 1 Spring 1
A school through time

Hook (curiosity): Artefacts mystery box (time capsule) – Victorian Visitor

Text (Reading, language, communication):

Cleversticks - Bernard Ashley

Charlie and Lola I am too absolutely small for school – Lauren Child

Come to school too blue kangaroo

Never take a bear to school

Victorian school – non-fiction fact

End product (engagement):

Victorian school visitor

Vocab (Reading, language, communication):

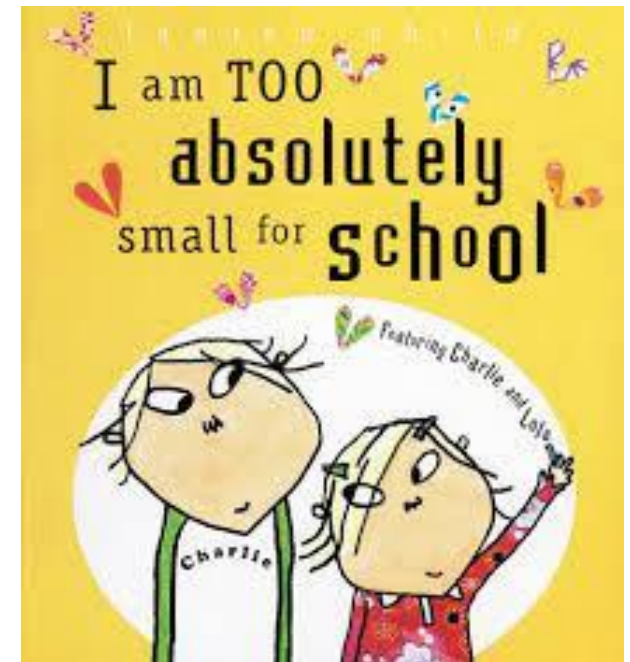
Then (past), now, artefacts, source.

Sticky knowledge (Learning that sticks):

1. I know the differences between then and now.
2. I know answers to simple questions about the past from sources of information.
3. I know pictures and objects can give me information about the past.

Driver: History

A school through time



Computing

National Curriculum links:

- Pupils should be taught to use technology purposefully to store and retrieve digital content.

Progression of skills objectives:

- Logging onto the school server.
- Saving work to a shared drive
- Opening work from a shared drive.

Music

See Spring 2 Overview

PE

Cognitive – Unit 3

National Curriculum links:

- Dynamic balance

Progression of skills objectives:

- I can follow simple instructions
- I can understand and follow simple rules. I can name somethings I am good at.
- I can begin to order instructions, movements, and skills.
- With help I can recognise similarities and differences in performance, and I can explain why someone is working or performing well.

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.

Geography

National Curriculum links:

- Pupils should be taught to 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.

Progression of skills objectives:

- Use world maps, atlases and globe to identify the United Kingdom and its countries.
- Use photographs to recognise landmarks and basic human physical features, devise simple picture maps.
- Use geographical vocabulary to refer to physical features of their school and of the surrounding environment.

History

National Curriculum links:

- Pupils should be taught about events beyond living memory that are significant nationally and globally.

Progression of skills objectives:

- Sequence some events or 2 related objects in order
- Uses words and phrases: old, new, young, days, months
- Remembers parts of stories and memories about the past
- Finds answers to simple questions about the past from sources of information (eg. pictures, stories)
- Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).
- Uses information to describe differences between then and now.

Science

National Curriculum links:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals.
- Identify and name a variety of common animals that are carnivores, herbivores, and omnivores.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

Progression of skills objectives:

- Use simple features to compare objects, materials and living things, and with help, decide how to sort and group them.

Religious Education

Judism; Why do Jewish families celebrate the gift of Shabbat? (Surrey Agreed Syllabus 23-28)