

Maths:

- Doubling and halving
- Comparing lengths, mass and heights
- Greater than and less than



Skills-

- Count to 50, forwards and backwards
- Place value to 50
- Identify one more and one less use the language of: equal to, more than, less than (fewer), most, least
- Identify and represent numbers using objects and pictorial representations including the number line
- Sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday]
- Measure and begin to record the following: lengths and heights/ mass/weight / capacity and volume / time (hours, minutes, seconds)

Science:

- Exploring animals in the local area
- Creating a bird feeding station and bird feeders
- Checking the bird feeders and observing how many birds visit
- How to care for pets
- Tree diary for Spring

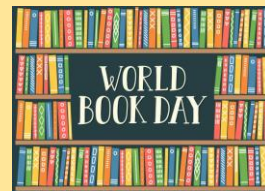
Skills-

- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
- Asking simple questions and recognising that they can be answered in different ways
- Observing closely using different equipment



Enrichment

- World Book Day
- British Science Week



Year 1 A Trip Around the World Term: Spring 2

Global Learning Goals:

- Discussing poverty (Global Goal 1) & the importance of clean water (Kenya) (Global Goal 6)
- School grounds (Global Goal 4) / continues into Summer 1

English:

- Handa's surprise
- Rhino readers
- Meerkat Mail



Skills-

- Compose an alternative ending
- Write simple non-fiction texts linked to topics of interest / study
- Sentence structure (capital letters, full stops, finger spaces)
- Writing for a purpose (CIL - writing a list, recipes, diaries & messages, etc.)
- Sequencing events in a story / creating story maps
- Sequencing sentences to write a simple story
- Strategies for spelling
- Listen and discuss a wide range of stories
- To re-read sentences to check they make sense
- Begin to make edits to their work where necessary
- Adding adjectives to stories

Computing:

- Technology outside school
- Maze explorers
- Internet safety

Skills-

- To create organise, store, manipulate and retrieve digital content
- To use simple programs independently
- To begin to use a device to create a set of simple instructions
- Recognise common uses of information technology beyond school
- Understand what algorithms are
- Use logical reasoning to predict the behaviour of simple programs

Art:

- African Savannah scenes



Skills-

- Exploring a range of art techniques (line, pattern, colour, texture, shape)
- Produce creative work, exploring their ideas



PE: Invasion Games

Skills-

- Team based games / sports with an emphasis on working within a set area using a variety of skills such as attacking & defending, Maintaining possession, winning back possession and tactical knowledge.

Local Links:

- Holy Trinity

RE:

- Festivals - Lent, Easter, Ramadan and Eid

Skills-

- Identify what the festival of Easter means to Christians and why it matters.



Design Technology:

- Food - 'Handa's Surprise' fruit salad.

Skills-

- Explore fruits using our senses to describe their properties
- Design an attractive fruit salad, identify the product user and show their ideas using drawings
- Using safe handling procedures cut and shape the fruit in line with design
- Taste the product and evaluate it



Music:

- Combining pulse, rhythm and pitch

Skills-

- Play tuned and untuned percussion instruments
- Make musical scores using different symbols

Year 1 A Trip Around the World Term: Spring 2

Geography:

- Learn about life in Kenya
- Compare life in China and UK



Skills-

- Understand geographical similarities and differences through studying human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Personal, Social, Health and Relationship Education:

- Living in the wider world (PSHRE Association)
- What improves the local (natural & built) environment
- What harms the local (natural & built) environment
- Strategies for caring for the environment
- Jobs in the community

Skills-

- Recycling, conserving energy
- Strengths needed for different jobs in our community

