



Year 1 – Spring 1

Subject	Unit: (Destination question, key learning)	Key Vocab:	At Home:	Educational Visits: (where appropriate)
Maths	<p><b>If your child receives alternative provision for Maths, you will receive a more appropriate and individualised summary.</b></p> <p><b>Numbers 0 to 10</b></p> <ul style="list-style-type: none"> <li>Pupils count a set of objects and match the spoken number to the written numeral and number name</li> <li>Pupils represent the numbers 6 to 10 using a five and a bit structure</li> <li>Pupils identify the whole and parts of the numbers 6 to 10 using the five and a bit structure</li> <li>Pupils explore the numbers 6 to 10 using the part whole model and the five and a bit structure</li> <li>Pupils explain where 6, 7, 8 and 9 lie on a number line</li> <li>Pupils explain what odd and even numbers are and the difference between them</li> <li>Pupils explain how even and odd numbers can be partitioned</li> <li>Pupils partition numbers 6 to 10 in different ways</li> <li>Pupils partition the numbers 6 to 10 in a systematic way</li> <li>Pupils identify a missing part when a whole is partitioned into two parts</li> </ul> <p><b>Recognise, compose, decompose and manipulate 2D and 3D shapes</b></p> <ul style="list-style-type: none"> <li>Pupils compose pattern block images</li> <li>Pupils copy, extend and develop repeating and radiating pattern block patterns</li> <li>Pupils compose tangram images</li> <li>Pupils investigate tetromino and pentomino arrangements</li> <li>Pupils investigate ways that four cubes can be composed into different 3D models</li> </ul>	<p>Numeral Number name Whole Part Number line Odd Even Partition</p> <p>Pattern Tangram Repeating Radiating Tetromino Pentomino 3D 2D</p>	<p><b>Hit the button</b> <a href="#">Hit the Button - Quick fire maths practise for 6-11 year olds (topmarks.co.uk)</a></p> <p><b>ICT Games</b> <a href="#">ictgames</a>   <a href="#">html5 Home Page</a></p> <p><b>BBC</b> <a href="#">KS1 Maths - BBC Bitesize</a></p> <p><b>Oak Academy</b> <a href="#">Free KS1 Maths Teaching Resources for Lesson Planning   Page 1 of 2   Oak National Academy (thenational.academy)</a></p>	

	<ul style="list-style-type: none"> <li>Pupils explore, discuss and compare 3D shapes</li> <li>Pupils identify 2D shapes within 3D shapes</li> <li>Pupils explore, discuss and compare 2D shapes</li> <li>Pupils explore, discuss and identify circles and shapes that are not circles from shape cut-outs</li> <li>Pupils explore, discuss and identify triangles and shapes that are not triangles from shape cut-outs</li> <li>Pupils explore, discuss and identify rectangles (including squares) from shape cut-outs</li> </ul>	Cirls Triangle Square Rectangle		
English	<p><b>If your child receives alternative provision for English, you will receive a more appropriate and individualised summary.</b></p> <p><b>Focus: Dialogue</b></p> <p><b>Fiction Focus:</b>  <b>The 3 Billy Goats Gruff</b> (Defeating the Monster Story)</p> <p><b>Non-Fiction Focus</b>  <b>Tree Giants</b> (Information Non-Chron Report)</p>	capital letter full stop finger spaces speech marks dialogue  goats troll bridge grass	<a href="#">The Three Billy Goats Gruff Fairytale with Mr Tumble   CBeebies (youtube.com)</a>  <a href="#">The Three Billy Goats Gruff by Audible Studios - Audiobook - Audible.co.uk</a>  <a href="#">BBC iPlayer - Bitesize Daily: 5-7 Year Olds - English: 4. Dialogue</a>	
Science	<p><b>Sensitive Bodies</b></p> <p><b>Key questions:</b>          What are the key parts of the human body?          How do we experience the world around us?          What body parts do we use for the senses?          Why do scientists and doctors study the sense?</p> <p><b>To know:</b></p> <ul style="list-style-type: none"> <li>The key parts of the human body (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth and teeth).</li> <li>The five main senses: sight, smell, hearing, taste and touch.</li> <li>The skin is used for touch, the tongue is used for taste, the nose is used for smell, the eyes are used for sight and the ears are used for hearing.</li> </ul>	action bitter blind body compare data direction distance feeling group hearing investigation loud obstacle pattern quiet research salty sense senses		

	<b>Working Scientifically</b> <ul style="list-style-type: none"> <li>Observing Using their senses to describe, in simple terms, what they notice or what has changed.</li> <li>Measuring Using non-standard units to measure and compare.</li> <li>Recording (diagrams) Drawing and labelling simple diagrams.</li> <li>Recording (tables) Using a prepared table to record results including numbers and simple observations.</li> <li>Grouping and classifying Grouping based on visible characteristics.</li> <li>Analysing and drawing conclusions Using their results to answer simple questions.</li> </ul>	sensitive sight smell sour sweet taste touch volume		
PSHE	<b>Economic Health and Wellbeing and citizenship</b>  <b>Key Questions:</b> Why is it important to keep money safe? How can we keep money safe? What do people spend money on? Why is it important to save money?  <b>To know:</b> <ul style="list-style-type: none"> <li>Why people use money and its role in our lives.</li> <li>That coins and notes have different values.</li> <li>Some of the ways children may receive money.</li> <li>It is wrong to steal money.</li> <li>Money is valuable and needs to be taken care of to avoid losing or damaging it.</li> <li>Money should be stored in a safe place, such as a piggy bank or a wallet, to keep it secure.</li> <li>They should not show or give money to strangers and should only trust trusted adults with their money.</li> <li>They should be mindful when handling money in public, keeping it hidden and not displaying it openly.</li> <li>They can seek adult assistance, particularly from parents or guardians, when they need help in handling or storing money safely.</li> </ul>	bank cash earn job money notes pocket money safe save skill spend value		

	<ul style="list-style-type: none"> <li>• Banks are places where we can store our money.</li> <li>• Some jobs in school.</li> <li>• Everyone has different strengths in and out of school.</li> <li>• Different jobs need different skills.</li> </ul>			
<b>Geography</b>	<b>What is the weather like in the UK</b>  <b>Key questions:</b> Where is the UK? What are the four seasons? What are the compass directions? What is the weather like today? Is the weather the same everywhere in the UK? How do people prepare for the weather?	atlas capital city climate compass continent country direction land locate location map rain gauge season temperature thermometer weather weather vane		
<b>Art</b>	<b>Colour Splash</b> <b>Media: Painting and mixed media</b>  <b>Key Questions</b> What are the primary colours? What happens when we mix primary colours? What are the secondary colours?	blend hue kaleidoscope pattern mix primary colour print secondary colour shade shape space texture thick		
<b>RE</b>	Islam (Ramadan/Eid) RE Day  <b>What is important to Muslim families?</b>  Christianity (Easter) RE day	Qur'an, Iftar, fasting, Sehri, Mosque, praying, patience, reflection, gratitude, self-control, worship, thankful, Islam, Family, Eid-al-Fit		



		root seed select smoothie stem table knife taste tree vegetable vine		
<b>Music</b>	<b>My musical heartbeat</b> Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G.  <b>Key Question</b> How Can We Make Friends When We Sing Together?	pulse, rhythm, pitch, tempo, beat, high, low, fast, slow		
<b>Computing</b>	<b>Programming – Moving a robot</b> Learners will be introduced 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 command for the floor robot does, and use that knowledge to start predicting the outcome of programs.	bee-bot, forwards, backwards, turn, clear, go, commands, instructions, directions, left, right, route, plan, algorithm, program		
<b>Gym/PE</b>	Gymnastics Rugby			