

Year 1 Learning Overview – Spring Term 1

<p>English</p>	<p>Text: The Odd Egg</p> <p>Outcomes:</p> <p>Reading Read words containing taught sounds and –s, –es, –ing, –ed, –er and –est endings Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</p> <p>Comprehension Being encouraged to link what they read or hear read to their own experiences Recognising and joining in with predictable phrases Discussing word meanings, linking new meanings to those already known Making inferences on the basis of what is being said and done Predicting what might happen on the basis of what has been read so far</p> <p>Skills: Using the prefix un– Using –ing, –ed, –er and –est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quicker) Sequencing sentences to form short narratives Using capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Composition: Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense Read aloud their writing clearly enough to be heard by their peers and the teacher</p>
<p>Maths</p>	<p>Number: Addition and Subtraction Represent and use number bonds and related subtraction facts within 20 Read, write and interpret mathematical statements involving addition(+), subtraction (-) and equals (=) signs Add and subtract one-digit and two-digit numbers to 20, including zero Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$</p> <p>Place Value Count to 50 forwards and backwards, beginning with 0 or 1, or from any number Count read and write numbers to 50 in numerals Give a number, identify one more or one less Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Count in multiples of two, five and ten</p>
<p>Science</p>	<p>Materials Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>

Drama	<p>Story telling – Fairy tales</p> <p>Listening and concentration games</p>
French	<p>Learning some French nursery rhymes and some French stories</p> <p>Learning about animals and their sounds</p>
Humanities	<p>Homes</p> <p>Identify and name features of homes</p> <p>Observe and name different types of homes</p> <p>Find out about homes and building materials used in cold climates</p> <p>Find out about homes and building materials used in hot climates</p> <p>Look at homes in the local area</p>
Computing	<p>We are painters/Illustrating an eBook</p> <p>Use the web safely to find ideas for an illustration</p> <p>Reinforce using the internet safely</p> <p>Select and use appropriate painting tools to create and change images on the computer</p> <p>Understand how this use of ICT differs from using paint and paper</p> <p>Create an illustration for a particular purpose</p> <p>Know how to save, retrieve and change their work reflect on their work and act on feedback received.</p>
Art	<p>Painting techniques</p> <p>Collage</p> <p>Paper folding</p> <p>Observational drawing</p>
Music	<p>The children will have an introduction to folk music from Great Britain, focusing on English folk songs. They will listen to and identify traditional folk instruments and will play songs using tuned percussion.</p>
PE	<p>Cross Country and Fitness</p> <p>Learn the 'in school' cross country route in preparation for House Cross Country</p> <p>Develop stamina and cardiovascular fitness</p> <p>Demonstrate different 'paces'</p> <p>Gymnastics</p> <p>Review forward rolls</p> <p>Explore different methods of 'travelling'</p> <p>Practice 'take off', 'flight' and 'landing' using large pieces of equipment</p> <p>Ball Skills</p> <p>Focus on gross and fine motor skills. Develop sending and receiving techniques</p> <p>Swimming</p> <p>Refine body position, kick and arm strokes, across 3 possibly 4 strokes</p> <p>Further develop aquatic breathing and refine body position</p> <p>Deep water confidence, begin swimming lengths and introduce diving</p> <p>RNLI Safe in Water Code</p>
RE	<p>Judaism</p> <p>What do Jewish people believe about God?</p> <p>Why is Joseph important to Jews?</p> <p>Where do Jewish people go to worship?</p>