

## Year 1 Learning Overview – Spring Term 1

<p><b>English</b></p>	<p><b>Text:</b> Dinosaurs and all that Rubbish by Michael Foreman</p> <p>Children explore the themes and ideas in the story, such as dreams, desires and how to keep the earth a nice place to call home. They create a variety of written outcomes including reports, setting descriptions, letters, instructions, retellings and instruction about how to look after the planet – all to help the man in the story. They also create sentences about their dreams and similes to share.</p> <p><b>Outcomes:</b></p> <p><b>Reading</b> 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><b>Comprehension</b> 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><b>Skills:</b> 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><b>Composition:</b> 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><b>Maths</b></p>	<p><b>Number: Addition and Subtraction</b> 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 <math>7 = \square - 9</math></p> <p><b>Place Value</b> 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>

<b>Science</b>	<p><b>Taking Care of the Earth</b>  Identify the importance of conservation – some natural resources are limited so we need to be careful not to use too much of them  Recognise practical measures for conserving energy and resources  Understand that some material can be recycled  Become aware that pollution can be harmful and we need to work to reduce it</p>
<b>Drama</b>	<p>Story telling – Fairy tales  Listening and concentration games</p>
<b>Humanities</b>	<p><b>Homes</b>  Identify and name features of homes  Observe and name different types of homes  Find out about homes and building materials used in cold/hot climates  Look at homes in the local area</p>
<b>Computing</b>	<p><b>We are painters/Illustrating an eBook</b>  Use the web safely to find ideas for an illustration  Select and use appropriate painting tools to create and change images on the computer  Create an illustration for a particular purpose  Know how to save, retrieve, and change their work reflect on their work and act on feedback received.  Create a PowerPoint ebook</p>
<b>Art</b>	<p>Sketching – tone and shade  Collage  3D Modelling  Observational drawing</p>
<b>Music</b>	<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>
<b>PE</b>	<p><b>Cross Country and Fitness</b>  Learn the ‘in school’ cross country route in preparation for House Cross Country  Develop stamina and cardiovascular fitness  Demonstrate different ‘paces’  <b>Ball Skills</b>  Focus on gross and fine motor skills. Develop sending and receiving techniques  <b>Swimming</b>  Further the understanding of keeping yourself safe around water.  Refine body position, kick and arm strokes, across Front Crawl, Backstroke and Breaststroke.  Further develop aquatic breathing  Improve water confidence in order to fully submerge the whole body by the end of term  Improve streamline (push and glides on Front and Back)  To be confident in deeper water, progressively moving to deeper water. Involving a variety of progressive jumps, pencil, star and tuck.</p>
<b>RE</b>	<p><b>Judaism</b>  What do Jewish people believe about God?  Why is Joseph important to Jews?  Where do Jewish people go to worship?</p>
<b>PSHE</b>	<p>What rules are for  Caring for others’ needs  Looking after the environment</p>

