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| **Discovery island *What does evidence from the past tell us about the history of our planet?***  **YEAR 1 SPRING TERM** | | **English** | | **Maths** | |
| **Memoirs**  Focus-Setting  Grammar- Suffixes, adverbials  **Information books**  Grammar- Question marks, commas, past and present tense | | * Addition within 20 * Subtraction within 20 * Numbers to 50 * Introducing length and height * Introducing weight and volume | |
| **Science** | | **RE** | |
| Animals including humans   * All about animals * All about me | | * Judaism- What is it to be Jewish? | |
| **History** | **Geography** | **Art and Design** | **Design Technology** | | **PHSE /Jigsaw** |
| * Develop an awareness of the past, using   common words and phrases relating to the passing of time.   * Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. * Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. | **Aspect: Fieldwork  Concept: Environment** Know the names of the three main seas that surround the UK.  Know some of the characteristics associated with a coastal place (Jurassic Coast) in comparison to where they live.  Know the key physical and human features of a coastal place (Jurassic Coast).  Know and identify the following physical features; beach, cliff and harbour.  Know the main features of the Jurassic Coast.  Use geographical language to describe the seaside. Use aerial and ground-level footage to recognise human and physical features of a coastal area. Answer the question: What do we see at the seaside - Explain their thinking. Explain what a place is like and why. Explain what they like or dislike about a place. | **Spiral art**  Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.    **OUTCOME: Spirals in Fossils**    ARTIST: Molly Haslund |  | | **Dreams and Goals**  **Healthy Me** |
| **Computing** | **Music** | **PE** | | | **SMSC and Values** |
| * Recognise ways that technology is used in the home and community, e.g. taking photos, blogs, shopping; * use links to websites to find information; recognise age-appropriate websites; d use safe search filters; * use key vocabulary to demonstrate knowledge and understanding in this strand: filter, Google, search engine, image, keyboard, email, internet, subject, address, communicate, sender, safe, secure. | **Rhyme,**  I can play along to the pulse and maintain a steady tempo I can confidently copy given rhythms I can demonstrate and explain the difference between pulse and rhythm I can perform as part of a group and play rhythms in time  I can use graphic notation to record rhythms I can comment on my own and other people’s performances using Year 1 terminology learnt  **Pitch**  I can identify and explain the difference between high and low pitched sounds I can recognise changes in pitch when singing and listening to musical sounds I can use pitch and timbre to create my own composition I can represent a sound using graphic notation I can comment on my own and other people’s performances using Yr 1 terminology learnt | * Dynamic balance on a line * Static balance stance * Real Dance * Counter balance with a partner * Co-ordination ball skills | | | * Cycles of life * Generosity |