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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
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