Archbishop Wake CE Primary School

Aim high, believe; Fly high, achieve Term: Spring   **Year group:** 1   **Main theme for learning:** How does the weather affect our lives? Did my grandparents play with same toys as me?

English	Numeracy	Science	Computing	RE
I can listen and retell traditional tales. I can explain and discuss my understanding of texts. I can write so that other people can understand the meaning of my sentences. I can sequence sentences to form a short narrative. I can join sentences with conjunctions and connectives. I can use suffixes where no change to the spelling of the root word is needed: help**ing**, help**ed**, help**er**, eat**ing**, quick**er**, quick**est**. I can write simple sentences dictated by the teacher. I can leave spaces between words. I can use the word 'and' to join words and sentences. I can begin to punctuate using a capital letter for the name of people, places, the days of the week and I. I can form lower case and upper-case letters and position these correctly. I can read and spell words within the extended code.	**Place value (within 20 and then 50)** I can; Count forwards and backwards Understand teens numbers Find one more and one less Use a number line Estimate, compare and order numbers using a number line to 20 and then 50 Understand multiples of ten Partition into tens and ones Count in tens **Addition and subtraction within 20** I can; Add by counting on Add ones using number bonds Find and make number bonds Understand doubles and near doubles Subtract by counting back Find the difference Solve missing number problems **Measurement- Length and height** I can; Compare lengths and heights Measure using objects Measure using a ruler **Measurement- Weight and volume** I can; Measure and compare mass Understand full and empty Measure and compare capacity	**The Human Body** **Which parts of the body are used for our senses?** I can label the parts of the human body including main internal organs I can investigate if smell and taste are linked I can investigate if we all see in the same way I can make a string telephone and use it to listen for sounds I can investigate how we use our sense of smell **Weather and Seasons** **How do seasons change throughout the year?** I can observe changes throughout the four seasons I can observe and describe types of weather and changes in the weather	**How can we program a robot to move?** To explain what a given command will do To act out a given word To combine 'forwards' and 'backwards' commands to make a sequence To combine four direction commands to make sequences To plan a simple program To find more than one solution to a problem Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of	**Creation** **Who made the World?** I can retell the story of Creation I can recognise that Creation is the beginning of the Big story of the Bible I can say what the story tells us about God and the world I can give an example of what Christians do to say thank you to God for the Creation I can think, talk and ask questions about living in an amazing world **Salvation** **Why does Easter matter to Christians?** I can talk about the theme of change in the story I can talk about a change in my own or my family's life I can talk about feelings of loss or

		I can understand how day length varies as the seasons change I can become familiar with some types of deciduous and evergreen trees	simple programs Recognise common uses of information technology beyond school **How does digital writing compare to my writing?** To use a computer to write To add and remove text on a computer To identify that the look of text can be changed on a computer To make careful choices when changing text To explain why I used the tools that I chose To compare typing on a computer to writing on paper Use technology purposefully to create, organise, store, manipulate, and retrieve digital content Use technology safely and respectfully, keeping personal information private	sadness I can recognise there is joy in the story (symbol of the empty tomb)

History/Geography	Art	Design Technology	Music	PE	PSHE
Geography – How does the weather affect our lives? • Identify and describe the basic atmospheric elements of the weather; • Observe, measure and record the elements of daily weather by using a variety of simple instruments and devices; • Present, describe and offer reasons for some of the ways in which the weather has changed during the period of measurement; • Identify, describe and begin to explain ways in which great artists depict elements of the weather and the techniques they use to convey noise, smell and emotional feelings; • Observe how weather conditions change during the four seasons of the year and offer reasons for changes which occur; • Observe and offer reasons for the distribution of hot and cold places in the world; • Explain in simple terms why the temperature of places decreases with distance from the Equator towards the north and south poles; • Compare and contrast the environments of Antarctica and the Sahara Desert and begin to explain through reasoning the similarities and differences;	**Expressive painting -** **How do artists represent movement and feeling through colour?** Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. Understand that the properties of the paint that you use, and how you use it, will affect your mark making. Understand that primary colours can be mixed together to make secondary colours of different hues. Understand the concept of still life. Explore colour mixing through	**I can make a healthy snack using fruit and vegetables.** **Designing** • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. **Making** • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.	**Exploring Sounds and Learning to Listen** Demonstrates an awareness of pulse/beat when listening, moving to and performing music. Demonstrates a basic understanding of the importance of posture and technique when performing. Demonstrates an understanding of the basic concepts of improvisation and composition. Demonstrates an understanding and appropriate use of musical language. Demonstrates a basic understanding of how feelings can connect with/relate to music. Demonstrates some basic understanding of musical style. **Does music help us understand our neighbours? Pulse, rhythm and pitch**	**Multi skills** • I can balance on equipment with some control • I can balance equipment on parts of my body (eg head) • I can change the direction and position of my body with some control and progress to when running • I can move with equipment with balance and control • I can throw, kick and catch with control **Gymnastics –** continue from Autumn term **Dance** • I can perform dances with some control, moving in time to the music • I can use basic dance moves to travel • I can co-operate with a partner or in a group	School values: Kindness Courage **Keeping Safe** I understand what my body needs from food, air and exercise I know why sleep is important and part of a healthy lifestyle I can recognise the feelings I have when I feel unsafe and begin to recognise body language and facial expressions in others I know who can help me to feel safe I can recognise good and bad touches and my right to say No I can understand how to use medicines responsibly I can understand and use the PANTS rules **Rights and Respect** I can recognise the importance of my own

History – Did my grandparents play with the same toys as me?

Sort toys between old and new. Identify similarities and differences between them.

Look at their own toys, parents/carers' toys and then grandparents/carers' toys - identify similarities and differences. Put them in order from newest to oldest.

Know how the materials from which toys are made have changed over time and why this is the case.

Know which toys their grandparents played with that they still play with today.

Place toys on a timeline in the chronology in which they were played with and explain how they know how old each toy is?

Use words and phrases such as old, new, before (I was born), after (I was born), past, present, then, now, a long time ago.

---

gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using home-made tools.

Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above.

Evaluating

• Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.

• Evaluate ideas and finished products against design criteria, including intended user and purpose.

Talk about what I would do differently if I were to do it again and why.

Demonstrates an awareness of pulse/beat when listening, moving to and performing music.

Demonstrates an understanding and use of basic differences in pitch (high and low) and note duration (long and short).

Demonstrates a basic understanding of the importance of posture and technique when performing.

Demonstrates an understanding of the basic concepts of improvisation and composition.

Demonstrates an understanding and appropriate use of musical language

Demonstrates a basic understanding of how feelings can connect with/relate to music.

Demonstrates some basic understanding of musical style

• I can remember simple dances and perform

Football Fundamentals
I can:
- Stop the ball
- Pass the ball
- Dribble

Begin to tackle, score into a goal, develop tactics for defending

---

personal hygiene routines E.g. Brushing my teeth

I can think about how to care for and respect our school environment and who helps to do this

I can understand the importance of looking after things such as a pet or a plant

I can begin to be aware of where money comes from, how to look after it, spend it wisely and save

I can identify some things my family need to spend their money on

Basic First Aid