


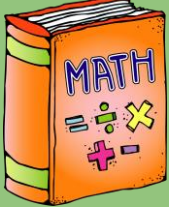







## Year 1 Half-Termly Overview - Spring 2

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English- Phonics</b> 	<b>Text:</b> Specific to phonics group  <b>Reading Skill:</b> Decoding and fluency	<b>Text:</b> Specific to phonics group  <b>Reading Skill:</b> Decoding and fluency	<b>Text:</b> Specific to phonics group  <b>Reading Skill:</b> Decoding and fluency	<b>Text:</b> Specific to phonics group  <b>Reading Skill:</b> Decoding and fluency	<b>Text:</b> Specific to phonics group  <b>Reading Skill:</b> Decoding and fluency	<b>Text:</b> Specific to phonics group  <b>Reading Skill:</b> Decoding and fluency
<b>English- Writing</b> 	<b>Text:</b> I Love Reading  <b>Key focus:</b> Diary entry	<b>Text:</b> I Love reading  <b>Key focus:</b> Diary entry	<b>Text:</b> The One Hundred Decker Bus  <b>Key focus:</b> Informal letter	<b>Text:</b> The One Hundred Decker Bus  <b>Key focus:</b> Informal letter	<b>Text:</b> Flying Free  <b>Key focus:</b> Information text	<b>Text:</b> Flying Free  <b>Key focus:</b> Information text
<b>English- GPS</b> 	<b>Grammar:</b> nouns compound words punctuation  <b>Spelling rule:</b> oa	<b>Grammar:</b> tenses conjunctions  <b>Spelling rule:</b> ew	<b>Grammar:</b> syllables punctuation high frequency words  <b>Spelling rule:</b> ire	<b>Grammar:</b> verbs using ing, ed exclamation marks  <b>Spelling rule:</b> ear	<b>Grammar:</b> plurals pronouns question marks  <b>Spelling rule:</b> ure	<b>Grammar:</b> past and present tense grammar challenge  <b>Spelling rule:</b> Review




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<p><b>Mathematics</b></p> 	<p><b>Maths unit:</b> Addition and subtraction within 20</p> <p><b>Key learning:</b> Compare two sets</p> <p>Find the difference</p> <p>Use comparative language such as greater than, less than, equal to</p>	<p><b>Maths unit:</b> Addition and subtraction within 20</p> <p><b>Key Learning:</b> Use the 'make 10' strategy to find the difference</p> <p>Interpret and solve comparison problems</p>	<p><b>Maths unit:</b> Fractions</p> <p><b>Key Learning:</b> Find a half of a shape, object and quantity</p> <p>Find a quarter of a shape, object or quantity</p>	<p><b>Maths unit:</b> Measurement - length</p> <p><b>Key Learning:</b> Use the language of longer, shorter, taller to compare lengths</p> <p>Use non-standard units to measure lengths</p> <p>Begin to use standard units to measure lengths (a metre)</p>	<p><b>Maths unit:</b> Measurement - mass</p> <p><b>Key Learning:</b> Use the language of heavier and lighter to compare the mass of objects</p> <p>Use balance scales to compare the masses of objects</p> <p>Use non-standard units to measure mass</p> <p>Begin to use standard units to measure (a kilogram)</p>	<p><b>Maths unit:</b> Consolidation</p> <p><b>Key Learning:</b> Finding the difference</p> <p>Fractions using comparative language of greater than, less than, equal to</p>
<p><b>Science</b></p> 	<p><b>Science unit:</b> Animals Including Humans</p> <p><b>Key Learning:</b> Identifying and naming body parts.</p>	<p><b>Science unit:</b> Animals Including Humans</p> <p><b>Key Learning:</b> Understanding which body parts are linked to what senses.</p>	<p><b>Science unit:</b> Animals Including Humans</p> <p><b>Key Learning:</b> What is it like to be unable to use a particular sense?</p>	<p><b>Science unit:</b> Animals Including Humans</p> <p><b>Key Learning:</b> Comparing whether all humans are the same.</p>	<p><b>Science unit:</b> Seasonal Change</p> <p><b>Key Learning:</b> Understanding the Spring season.</p>	<p><b>Science unit:</b> Science Week</p> <p><b>Key Learning:</b> Full investigation - theme of change and adapt</p>


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<p style="text-align: center;"><b>Computing</b></p> 	<p><b>Computing unit:</b> We Are Publishers</p> <p><b>Key Learning:</b> Plan a multimedia eBook, thinking carefully about an intended audience.</p>	<p><b>Computing unit:</b> We Are Publishers</p> <p><b>Key Learning:</b> Select and import images for an eBook, thinking carefully about what is appropriate for the intended audience.</p>	<p><b>Computing unit:</b> We Are Publishers</p> <p><b>Key Learning:</b> Record high-quality audio commentary for an eBook.</p>	<p><b>Computing unit:</b> We Are Publishers</p> <p><b>Key Learning:</b> Add text to eBook pages and format it.</p>	<p><b>Computing unit:</b> We Are Publishers</p> <p><b>Key Learning:</b> Search a picture library on the Internet to add images to my eBook, knowing what to do if I see inappropriate images when searching.</p>	<p><b>Computing unit:</b> We Are Publishers</p> <p><b>Key Learning:</b> Review and revise my eBook contents.</p>
<p style="text-align: center;"><b>History</b></p> 	<p><b>History Unit:</b> Travel and Transport</p> <p><b>Key Learning:</b> I can consider how we know about the past.</p>	<p><b>History Unit:</b> Travel and Transport</p> <p><b>Key Learning:</b> I can describe and begin to talk about key inventions of a significant person/time.</p>	<p><b>History Unit:</b> Travel and Transport</p> <p><b>Key Learning:</b> I can understand that actions lead to consequences and that they might not always be good.</p>	<p><b>History Unit:</b> Travel and Transport</p> <p><b>Key Learning:</b> I can make comparisons between two events in history that I have learnt about.</p>	<p><b>History Unit:</b> Travel and Transport</p> <p><b>Key Learning:</b> I can explain some reasons why certain changes in transport have occurred.</p>	<p><b>History Unit:</b> Travel and Transport</p> <p><b>Key Learning:</b> I can use pictures and film footage to find out about transport in the past compared to now.</p>
<p style="text-align: center;"><b>Art</b></p> 	<p><b>Art Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> To know that art can be made in different ways.</p>	<p><b>Art Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> To know that art can be made in different ways.</p>	<p><b>Art Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> To choose, measure, arrange and fix materials.</p>	<p><b>Art Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> To explore plaiting, threading and knotting techniques.</p>	<p><b>Art Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> To learn how to weave.</p>	<p><b>Art Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> To combine techniques in a woven artwork.</p>
<p style="text-align: center;"><b>DT</b></p> 	<p style="text-align: center;"><b>DT Unit:</b> Mechanisms: Wheels &amp; axles</p> <p style="text-align: center;"><b>Key Learning:</b> To understand how wheels, move. To identify what stops wheels from turning.</p>					

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	<p>To design a moving vehicle. To build a moving vehicle <b>Outcome:</b> I can build a moving vehicle</p>					
<b>RE</b> 	<b>Key Question:</b> What do you celebrate and why? What stories do your family tell?  <b>Key Learning:</b> Introduce the topic of celebrations and key events.	<b>Key Question:</b> What is Ramadan and what does it mean for Muslims?  <b>Key Learning:</b> Describe what happens during Ramadan.	<b>Key Question:</b> What do Muslims celebrate at Eid-Al-Fitr?  <b>Key Learning:</b> Describe what happens and what is being celebrated at Eid-Al-Fitr.	<b>Key Question:</b> Why do Jewish people tell the story of Pesach (Passover) every year?  <b>Key Learning:</b> Explore symbols of Pesach and the story of Pesach.	<b>Key Question:</b> How did people react to Jesus' entry into Jerusalem on Palm Sunday?  <b>Key Learning:</b> Understanding of Palm Sunday.	<b>Key Question:</b> What happened at Easter and how does it make people feel?  <b>Key Learning:</b> Identify ways that Christians celebrate at Easter.
<b>PSHE/RSE</b> 	<b>PSHE Unit:</b> Rights and Respect  <b>Key Learning:</b> Recognise how a person's behaviour can affect other people.	<b>PSHE Unit:</b> Rights and Respect  <b>Key Learning:</b> I can identify who cares for and looks after the school environment.	<b>PSHE Unit:</b> Rights and Respect  <b>Key Learning:</b> I can explain the importance of looking after things that belong to themselves or to others.	<b>PSHE Unit:</b> Rights and Respect  <b>Key Learning:</b> I can explain where people get their money from.	<b>PSHE Unit:</b> Rights and Respect  <b>Key Learning:</b> I can talk about the importance of looking after money.	<b>PSHE Unit:</b> Rights and Respect  <b>Key Learning:</b> I know what to do when someone is injured.
<b>PE</b> 	<b>PE Unit:</b> Health and Wellbeing  <b>Key Learning:</b> Pupils will understand what agility means and explore ways of being more 'agile' when moving.	<b>PE Unit:</b> Health and Wellbeing  <b>Key Learning:</b> Pupils will explore ways of being balanced and understand why we move.	<b>PE Unit:</b> Health and Wellbeing  <b>Key Learning:</b> Pupils will understand what hand eye coordination means and will start to develop their	<b>PE Unit:</b> Health and Wellbeing  <b>Key Learning:</b> Pupils will perform a circuit to develop their application and understanding of agility.	<b>PE Unit:</b> Health and Wellbeing  <b>Key Learning:</b> Pupils will perform a circuit to develop their application and understanding of balance.	<b>PE Unit:</b> Health and Wellbeing  <b>Key Learning:</b> Pupils will perform a circuit to develop their application and understanding of coordination.

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	<p><b>PE Unit:</b> Hands</p> <p><b>Key Learning:</b> Pupils will explore different ways of sending (passing) the ball to their partner.</p>	<p>need to be balanced when playing sport.</p> <p><b>PE Unit:</b> Hands</p> <p><b>Key Learning:</b> Pupils will learn and understand why we need to be accurate when sending the ball. Pupils will learn why and how we aim when sending a ball.</p>	<p>throwing, bouncing and rolling skills to refine their hand eye coordination skills.</p> <p><b>PE Unit:</b> Hands</p> <p><b>Key Learning:</b> Pupils will learn why we need to send a ball using different force and speeds.</p>	<p><b>PE Unit:</b> Hands</p> <p><b>Key Learning:</b> The focus of learning is to explore different ways of stopping a ball with our hands.</p>	<p><b>PE Unit:</b> Hands</p> <p><b>Key Learning:</b> Pupils will combine their sending and receiving skills, applying their prior knowledge of where we send a ball and why.</p>	<p><b>PE Unit:</b> Hands</p> <p><b>Key Learning:</b> The focus of learning is for pupils to use their prior knowledge to combine their sending and receiving skills to keep possession of the ball.</p>
<p><b>Music</b></p> 	<p><b>Music Unit:</b> Round and Round</p> <p><b>Key Learning:</b> Listen and appraise</p>	<p><b>Music Unit:</b> Round and Round</p> <p><b>Key Learning:</b> Learn to sing a song</p>	<p><b>Music Unit:</b> Round and Round</p> <p><b>Key Learning:</b> Learn to sing a song with instruments</p>	<p><b>Music Unit:</b> Round and Round</p> <p><b>Key Learning:</b> Improvise with an instrument</p>	<p><b>Music Unit:</b> Round and Round</p> <p><b>Key Learning:</b> Perform and share</p>	<p><b>Music Unit:</b> Round and Round</p> <p><b>Key Learning:</b> Perform and share</p>