

DISCOVERY ISLAND

WHAT DOES EVIDENCE FROM THE PAST TELL US ABOUT THE HISTORY OF OUR PLANET?

YEAR 1 SPRING TERM



English

Memoirs

Focus-Setting
Grammar- Suffixes,
adverbials

Information books

Grammar- Question
marks, exclamation
marks, commas, past
and present tense

Maths

- Addition within 20
- Subtraction within 20
- Numbers to 50
- Introducing length and height
- Introducing weight and volume

Science

Animals including humans

- All about animals
- All about me

RE

- Judaism- What is it to be Jewish?

History

- 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.

Geography

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).

Art and Design

Spiral art

Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.

OUTCOME:
Spirals in Fossils

ARTIST: Molly Haslund

Design Technology

Mechanisms: Levers and Sliders- Design, make and evaluate a sliding story board for a dinosaur, seaside scene or character from a story using a lever and a slider.

PHSE /Jigsaw

Dreams and Goals
Healthy Me

	<ul style="list-style-type: none"> • 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. 			
Computing	Music	PE	SMSC and Values	
<ul style="list-style-type: none"> • 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; and 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. 	<p>Rhyme</p> <ul style="list-style-type: none"> • 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. <p>Pitch</p>	<ul style="list-style-type: none"> • Ball skills: Feet • Gymnastics: Wide, narrow, curled • Locomotion: Running • Dance: The Zoo 	<p>Cycles of life</p> <p>Generosity</p>	

	<ul style="list-style-type: none">• 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.		
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