

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	<ul style="list-style-type: none"> • Addition within 20 • Subtraction within 20 • Numbers to 50 • Introducing length and height • Introducing weight and volume 			
Science	RE			
Animals including humans <ul style="list-style-type: none"> • All about animals • All about me 	<ul style="list-style-type: none"> • Judaism- What is it to be Jewish? 			
History	Geography	Art and Design	Design Technology	PHSE /Jigsaw
<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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). 	Spiral art Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.	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.	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 	Cycles of life Generosity	

- 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.