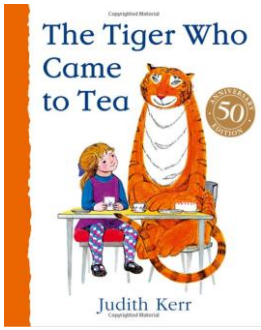
Learning Journey

Year 1 – Spring 1

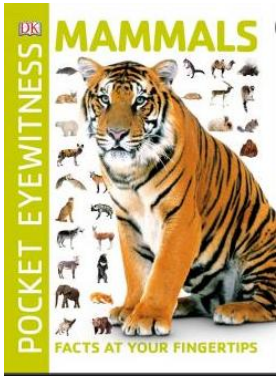
Areas of learning

This half term we have a jam-packed curriculum full of many exciting topics! As historians, we will be continuing to compare modern life and Victorian life, looking closely at homes and how they have changed over time. As scientists, we begin our animal topic, learning about the classification of animals through their physical features and what they eat. Within computing, we will be using Beebots, learning to programme the Beebots and input algorithms in order to move them. In PE, we will be developing our gymnastics skills indoors and outdoors we will be looking at a variety of invasion type games. As musicians, we will be listening to music inspired by the sea and creating our own musical pieces. In RE, we will be looking at the big question 'Who made the world?' and will consider it through the perspective of Christians and Humanists. Lastly as designers, we will be creating our own miniature room within a house, constructing structures of furniture and other household items using a variety of materials.











5Cs focus	
Care	We will understand how to care for the classroom and help each other settle in our new classes.
Challenge	We will understand the Year 1 expectations and begin to learn independently.
Collaboration	We will be playing collaborative ball skills games.
Courage	We will be brave and come into school with a smile and little help from our parents.
Creativity	We will be creating self-portraits, cave paintings and watercolour landscapes.

<table>
<tr><th colspan="2">ENGLISH</th></tr>
<tr><td rowspan="2">Reading – Word Reading
To apply phonic knowledge and skills to decode words.
To read high frequency / common exception words.
To listen to and discussing a wide range of stories and non-fiction.
To link what they read or hear read to their own experiences.
To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
To recognise and join in with predictable phrases.
To discuss word meanings, linking new meanings to those already known they listen to by.
To participate in discussion about what is read to them, taking turns and listening to what others say.
To explain clearly their understanding of what is read to them.
Reading – Comprehension
To listen to and discussing a wide range of stories and non-fiction at a level beyond that at which they can read independently.
To link what they read or hear read to their own experiences.
To becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
To recognise and join in with predictable phrases.
To discuss word meanings, linking new meanings to those already known they listen to by.
To predict what might happen on the basis of what has been read so far.
To participate in discussions about what is read to them, taking turns and listening to what others say.
To explain clearly their understanding of what is read to them.</td><td>Writing
Key Texts: Tiger who came to tea, Little Red Riding Hood
To orally rehearse a sentence – to say aloud before writing.
To speak in full, grammatically accurate sentences.
To write a single simple sentence that can be read.
To begin re-read what they have written to check that it makes sense.
To apply our phonics to writing.</td></tr>
<tr><td>Grammar
To be able to leave spaces between words
To punctuate some sentences using a capital letter and a full stop.
To identify and compose question and statement sentences
To use a capital letter for names of special people and places (pronouns) and for the personal pronoun ‘I’.
To use ambitious adjectives to add excitement to our descriptive writing
To use power verbs
To use the _ed suffix for past tense verbs
Handwriting
To sit correctly at a table, holding a pencil comfortably and correctly.
To begin to form lower-case letters in the correct direction, starting and finishing in the right place
To begin to understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</td></tr>
<tr><td>Phonics
To be able to confidently read cvc words e.g. c-a-t.
To be able to identify phase 2 - 5 sounds.
To be able to sound out and blend words using phase 2 - 5 sounds.
To be able to read nonsense words with phase 2 - 5 sounds.
To be able to sound out and spell words containing phase 2 - 5 sounds.</td><td>Spelling
To accurately spell words containing phase 2 and 3 sounds.
To begin to spell tricky words
To be able to stretch, robot talk and count the sounds to spell words.</td></tr>
</table>

MATHS

2D and 3D shapes (continued from Autumn 2)

- Compose pattern block images.
- Copy, extend and develop repeating patterns.
- Compose tangram images.
- Investigate ways that cubes can make different 3D models.
- Explore, discuss and compare 2D and 3D shapes.
- Find 2D shapes within 3D shapes.
- Compare and identify correctly and incorrectly labelled 2D shapes.

- Represent the numbers 6 – 10 using a five and a bit structure.
- Identify the whole and parts of the numbers 6 to 10 using the five and a bit structure.
- Explore numbers 6 -10 using a part whole structure.
- Explain where 6, 7, 8 and 9 lie on a number line.
- Explain how even and odd numbers can be partitioned
- Explain what odd and even numbers are and the difference between them.
- Partition numbers 6 to 10 in different ways.
- Partition the numbers 6 to 10 in a systematic way.
  Identify a missing part when a whole is partitioned into two parts.

Science - How can we sort or group different animals?

Know how to classify a range of animals by amphibian, reptile, mammal, fish and birds

Amphibians eg. frogs and toads - Has wet skin
Reptiles eg. snakes and lizards - Has scales and dry skin
Mammals eg. humans, cats and dogs - Has hair or fur
Fish eg. goldfish and sharks - Has gills and scales
Birds eg. robins and owls - Has wings and feathers

• Know and classify animals by what they eat (carnivore, herbivore and omnivore).
• To know that lions are carnivores, elephants and giraffes are herbivores and jackals are omnivores.
• Know how to sort by living and non-living things and to know that humans, animals and plants are living and that buildings, cars and rocks are non-living

History – Homes

1 and 2.To know homes have become easier to live in since the Victorian times.

- Kitchen / cooking – fire/ microwave/ airfryer
- Bathrooms – outside vs inside, flushing toilets, hot water
- Electricity – lights / heating / hot water

S&D – To describe how our homes are similar and different to homes in the past
3. To know that we can learn about the past from artefacts, pictures and written texts.
Artefacts are objects from the past
S&E – To look at simple artefacts and pictures to ask questions about the past
HI – Begin to ask and answer questions about household items used in Victorian times.
4. To sort artefacts into the past and present day
S&E- Sort a set of household items (artefacts) into groups (then and now).
S&E- Understand some of the ways we find out about the past - books, photographs, pictures and artefacts
5. To know what life was like in the home for a Victorian child.
Compare home life today to Victorian home life.

Music

'Dawn' from Sea interludes

Listen and appraise

• Listen actively by responding to musical signals and musical themes using appropriate movement.
• Benjamin Britten – a famous 20th century English composer who was inspired by the sea.
• Create a musical movement picture.

Sing and Play

• Sing a simple singing game, adding actions to show a developing sense of beat.

Musical conversations	Computing
Listen and appraise • To know how to interpret, create and perform form simple graphic scores • To know the difference between: long/short; high/low; fast/slow; loud/quiet; spiky/smooth **Improvise and compose** • Compose musical sound effects and short sequences of sounds in response to a stimulus • Improvise question-and answer conversations using percussion instruments **Sing and Play** • Create, interpret, and perform simple graphic scores.	• 1.To explore the basic functions of a Bee-Bot. • 2.To understand how to make a Bee-bot go forwards, backwards and turn • 3.To be able to plan and follow a set of instructions precisely • To know that algorithms move a Bee-Bot to a chosen place. • Sequence a series of instructions (algorithms) • 4.To know how to program a device • 5.To know how to create a program to re-tell a story
PE - Gymnastics	**PE - Invasion**
To explore travelling movements. I am confident to perform in front of others. To develop quality when performing and linking shapes. I can link simple actions together to create a sequence. To develop stability and control when performing balances. I can make my body tense, relaxed, stretched and curled. To develop technique and control when performing shape jumps. To develop technique in the barrel, straight and forward roll. To link gymnastic actions to create a sequence. - Take turns with a partner - Work in pairs considerately and effectively - Understand and adhere to simple rules - Able to cope with different feelings fairly well (winning and losing)	1. To develop dribbling towards a goal and understand what being 'in possession' means. 2. To understand who to pass to and why when playing against a defender **Dribbling:** know how to receive a ball with hands and feet. 3. To move towards a goal with the ball. 4. To support a teammate when in possession. 5. To move into space showing an awareness of defenders. **Space:** to recognise space when playing games. 6. To be able to stay with a player when defending. • Take turns with a partner • Work in pairs considerately and effectively • Understand and adhere to simple rules Able to cope with different feelings fairly well (winning and losing)
PSHE – Dreams and Goals	**RE – Who made the world?**
• To be able to set simple goals • To set a goal and work out how to achieve it • To understand how to work well with a partner • To tackle a new challenge and understand this might stretch my learning • To tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them • To be able to tell you how I felt when I succeeded in a new challenge and how I celebrated it	• Christians believe God created the universe • God created the universe in 6 days and rested on the 7th day • To know that people believe there are different ideas about how the world was created • I can talk about puzzling ideas • Humanists use science and the big bang theory to explain creation • Humanists do not believe in a God

D&T – Can you design and furnish a room for a dolls house?	
• Use key words in a simple design criteria list provided to them to help develop their ideas. • Draw/describe an idea by drawing on their own experiences. • Plan the order in which the structure will be made. • Plan by suggesting what to do next verbally. • To know that products are designed for a purpose • To know that folding materials can make them stronger and stiffer to stand up and make stable. • To know the features of different rooms in a dolls house. • To decide if the product meets the design criteria. • To suggest how their products could be improved.	