

## **Personal, Social and Health Education – ‘Going For Goals’**

- To recognise, name and deal with their feelings in a positive way;
- To think about themselves, learn from their experiences and recognise what they are good at;
- How to set a simple goal;
- To contribute to the life of the class and the school;
- To listen to other people and work and play cooperatively;
- To identify and respect the differences and similarities between people;
- To take turns to speak, listen to others' suggestions and talk about what they are going to do

## **Music – In the groove.**

by Joanna Mangona - An easy-to-learn song that demonstrates different styles of music

This newly upgraded unit contains all the classic teaching resources you would expect; Listen & Appraise apps, new progressive Warm-up Games, Flexible Games, new progressive improvisation resources, and a new compose tool.

## **History – ‘What was it like when our Grandparents were Children?’**

In this unit the children will explore similarities and differences between their own lives and those of their grandparents growing up. The resources here reference mostly the 1950s and 60s, however in some classes the average grandparent may have been a child in the 1970s. In that case feel free to use the activity ideas flexibly and focus on a different decade should you wish to.

In this unit, the children will

- develop curiosity to know more about the past
- ask and answer questions about the past
- begin to use everyday historical terms
- make connections and draw contrasts between their own lives and those of people in the past.

## **Science – ‘Animals including Humans’**

- Draw and label parts of their body.
- Name the senses and say which body part is associated with each sense.
- Identify and name a range of common animals.
- Describe the structure of common animals, including some parts of the body that are specific to animals.
- Say something that is the same and something that is different about two animals.
- Understand that animals have different diets.
- Use their senses to perform simple tests.
- Describe activities that use each of the five senses.
- Sort animals into simple groups, including groups based on animal diets.
- Describe animal bodies using relevant vocabulary.
- Understand the difference between carnivores, herbivores and omnivores.
- Identify and classify animals by suggesting groups that they belong to.
- Gather and record information and use it to answer a puzzle.

## **Topic Web Year 1 Spring 1, 2020**

### **English**

#### **Talk for writing**

While You Were Sleeping  
Aliens Love Underpants  
Phonics testing

#### **Letters and Sounds**

In Phonic Ability Groups

Revision of Phase 2&3

Phase 4, Phase 5

### **Maths**

#### **Time**

Tell the time to the hour and half-past the hour; solve practical problems for time.

#### **Exploring calculation strategies within 20**

Represent and use number bonds; use concrete and pictorial representation to solve one-step problems.

**Numbers to 50** Count, read, write, identify, represent in numerals and words; recognise place value.

## **Religious Education – ‘Belonging’** **(‘LCP’ Scheme)**

- To understand what it means to belong to a family
  - To understand what it means to belong to a school
  - To understand why some people belong to religious groups
  - To find out more about belonging to where we live (village, town, city)
  - To understand more about what it means to belong to a country
  - To understand what it means to be a world citizen
- (Cross curricular with History – National Celebrations & Important People)**
- To know about events beyond living memory that are significant nationally or globally (Valentines Day, Chinese New Year)

## **Computing – Maze Explorers/Technology outside School**

To understand the functionality of the basic direction keys in Challenges 1 and 2.

To be able to use the direction keys to complete the challenges successfully.

To understand the functionality of the basic direction keys in Challenges 3 and 4.

To understand how to create and debug a set of instructions (algorithm).

To use the additional direction keys as part of their algorithm.

To understand how to change and extend the algorithm list.

To create a longer algorithm for an activity.

To provide an opportunity for the children to set challenges for each other.

To provide an opportunity for the teacher to set these new

- Children understand what is meant by ‘technology’.

- Children have considered types of technology used in school and out of school.

- Children have recorded 4 examples of where technology is used away from school.

## **Physical Education – Dance / Bench Ball**

- Explore basic skills, actions
- Describe what they have done
- Remember and repeat simple skills and actions
- Explore how to choose and apply skills and actions in sequence
- How important it is to be active
- Perform basic skills in travelling, being still, finding space and using it safely
- Remember and repeat simple skills and actions
- Observe, describe and copy what others have done.
- Use what they have learnt to improve the quality and control of their work.
- Create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed

## **DT – ‘Homes’**

- To explore different types of houses and identify shapes and features.
- To investigate how to join and combine shapes to make a house.
- To investigate ways of creating the interior features of a house.
- To be able to design a house.
- To be able to follow a design a create a house.
- To be able to evaluate a finished product.