Personal, Social and Health Education – Keeping Safe

- Understand that the body gets energy from food, water and air (oxygen);
- Recognise that exercise and sleep are important parts of a healthy lifestyle.
- Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;
- Identify simple bedtime routines that promote healthy sleep.
- Recognise emotions and physical feelings associated with feeling unsafe;
- Identify people who can help them when they feel unsafe.
- Recognise the range of feelings that are associated with loss.
- Understand that medicines can sometimes make people feel better when they're ill;
- Explain simple issues of safety and responsibility about medicines and their use.
- Understand and learn the PANTS rules;
- Name and know which parts should be private;
- Explain the difference between appropriate and inappropriate touch;
- Understand that they have the right to say "no" to unwanted touch;
- Start thinking about who they trust and who they can ask for help.

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.

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.

Topic Web
Year 1
Spring 1, 2024

Physical Education – Dance

Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.

Net and Wall

Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.

Music – Unit 3 – How Does Music Make the World a Better Place?

Introducing Tempo & Dynamics
This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the MMC; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration.

English
Talk for writing
Aliens Love Underpants
While You Were Sleeping

Phonics Bug
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.

History – 'What was it like when our Grandparents were Children?'

In this unit, the children will:
· develop an awareness of the past
· use common words and phrases relating to the passing of time
· identify similarities and differences between ways of life in different periods.

The children will use some common words and phrases related to the passage of time, such as nowadays, in the past, and previously
-identify a range of similarities and differences between their own lives and those of their grandparents as children
- use sources of evidence to draw their own conclusions about the past.

Religious Education – Christianity

Theme: Jesus as a friend.
Key Question: Was it always easy for Jesus to show friendship?
LO: We are learning to identify when it is easy and difficult to show friendship and to explore when Jesus may have found it difficult.

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 to create a house.
- To be able to evaluate a finished product.