

## YEAR 1 Spring 1 Termly Overview

WEEK	ONE	TWO	THREE	FOUR	FIVE	SIX
<b>Thinking like an writer...</b>	Immersion day - Handa's Surprise  Predictions, Read story, re-tell with action	Retelling and sequencing the story.	Past tense verbs, sentences to re-tell parts of story	Writing the story	Editing and improving the story.	Publish the story
<b>Thinking like a mathematician...</b>	<b>Place value (within 20)</b> Step 1 – count within 20 Step 2 – Understand 10 Step 3 – Understand 11, 12, 13 Step 4 – Understand 14, 15, 16	Step 5 – Understand 17, 18, 19 Step 6 – Understand 20 Step 7 1 more and 1 less Step 8 – The number line to 20	Step 9 – Use a number line to 20 Step 10 0 Estimate on a numberline to 20 Step 11 – Compare numbers to 20 Steps 12 – Order numbers to 20	<b>Addition and subtraction (within 20)</b> Step 1 - Add by counting on within 20 Step 2 – Add ones using number bonds Step 3 – Find and make number bonds to 20 Step 4 - Doubles	Step 5 – Near doubles Step 6 – Subtract ones using number bonds Step 7 – Subtraction – counting back Step 8 – Subtraction – finding the difference	Step 9 – Related facts Step 10 – Missing number problems
<b>Thinking like a scientist... Imagine if Earth didn't have different weather.</b>	How many seasons are there?	What changes take place in Autumn?	What changes take place in Winter?	What changes take place in Spring?	What changes take place in Summer?	How can we measure rainfall?
<b>Thinking like a geographer... Imagine if Earth didn't have seasons.</b>	What is the order of the months and seasons?	What is the difference between the seasons?  What clues are there to show which season we are in?	What types of clothing are worn in different seasons?	What types of weather do we have in the United Kingdom and how can we record the daily weather in our area?	What does our weather diary tell us? What impact does the weather have on our activities?	How does the weather affect different jobs?
<b>Thinking like a designer... Imagine if we could make our own healthy snacks.</b>	Can I develop cutting skills by shaping wheels?	Can I refine cutting skills by shaping round wheels?	Can I evaluate by comparing and discussing different wheel designs?	Can I create a design by drawing plans for a pull-along toy?	Can I apply finishing techniques by decorating a pull-along toy?	
<b>Thinking like a computer scientist... Imagine if I could design a game for others to play.</b>	D - Design: Pupils start to discuss the desired outcome for their project and are given time to tinker with the software before planning what they will do to achieve their outcome.	A - Apply: Pupils are given the opportunity to create, make and produce content using the app or software explored in the Design lesson(s)	R - Refine: Pupils spend time considering ways to modify and improve their projects to get the best results possible.	E - Evaluate: Upon completing their desired outcome, pupils are given the opportunity to reflect and consider how effectively they have achieved their goal.	S - Share: Learners are given the opportunity to publish and exhibit their work to the world embedding skills from the Digital Literacy curriculum.	

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<b>PHSE</b> What rules are; caring for others' needs; looking after the environment	I can set simple goals	I can set a goal and work out how to achieve it	I understand how to work well with a partner	I can tackle a new challenge and understand this might stretch my learning	I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it
<b>RE -Christianity</b> Jesus as a friend Was it always easy for Jesus to show friendship?	I can identify a promise and understand that trust is important when making an agreement	I can say how some important Jewish beliefs began	I can retell the story of how Judaism began and say that Jews believe in one God	I can talk about the Ten Commandments and explain the rules that Jews believe God wants us to live by	I can explain why agreements are important and why they should be kept	I can create a set of rules to help us live a happy life
<b>Thinking like a musician...</b>	If You're Happy And You know It	Sing Me A Song	Sparkle	Rhythm In The Way We Walk	Big Bear Funk	Assessment Checkpoint
<b>PE 1 – Getset invasion games</b>	To understand the role of defenders and attackers.	To recognise who to pass to and why.	To move towards goal with the ball.	To support a team mate when playing in attack.	To move into space showing an awareness of defenders.	To stay with a player when defending.
<b>PE 2 – Getset gymnastics</b>	To explore travelling movements.	To develop quality when performing and linking shapes.	To develop stability and control when performing balances.	To develop technique and control when performing shape jumps.	To develop technique in barrel, straight and forward roll.	To link gymnastic actions to create a sequence.
<b>Guided Reading</b>			Fluency in Five	Fluency in Five	Fluency in Five	Fluency in Five
<b>Outdoor Learning opportunities and trips</b>	Forest school		Forest School		Forest School	